

Crisp Academy

Teacher Handbook

2022-2023



“Home of the Wildcats!”

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PURPOSE

The Purpose of this handbook is to assist the faculty and staff of Crisp Academy in the fulfillment of their duties and responsibilities. The information contained in this booklet should be regarded as a school wide procedure manual to assure that we act in a consistent manner when dealing with students, parents, and the public. Following a standard set of guidelines and practices will allow us to present a united front and eliminate conflict due to misunderstanding.

The care and education of the students at Crisp Academy will dictate all policies and procedures followed by the administration, faculty, and staff. We will attempt to go about the task of educating the students following the most logical and widely accepted procedures.

The success of the total program at Crisp Academy depends on each person working together as an integral part of the whole. Total success can only be realized if you are a total success.

Success is not an accident. It is a planned process that comes about after much effort and has been extended. Plan for a successful year, and we will have a successful year by carrying out our plans.

Remember, if you work for a man, support him; speak well of him and **stand by the institution** he represents. Remember...an ounce of loyalty is worth a pound of cleverness. **If you must growl, condemn, and eternally find fault, then resign your position; but as long as you are part of an institution, do not condemn it.**

PROFESSIONAL ETHICS

As a member of the teaching profession, each member should recognize the responsibilities for his/her conduct and the effects it can have on the public view. The conduct of each member is taken as a representation of the profession. Be positive in all areas. Each member supports his/her educational institution, colleagues, and profession. Each member will remember to keep all school business at school. Do not spread it throughout the community so that it becomes gossip. Loose comments are often the basis for damaging rumors. We are in the public eye. We want those eyes to view us in a correct image. We do not want an image clouded by rumors or gossip.

STATEMENT OF NONDISCRIMINATION

Crisp Academy employs persons of any race, color, nationality and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to employees at the school. It does not discriminate on the basis of race, color, nationality and ethnic origin in administration of its educational policies, admission policies, athletic and other school-administered programs.

NON-SOLICITATION CAMPUS

Crisp Academy is a non-solicitation campus. This policy applies to CA students, employees, volunteers, as well as all vendors and other non-school individuals, entities, and their representatives. The policy restricts on-campus solicitations for the sale or purchase of goods or services that are neither recognized, nor affiliated with the mission of Crisp Academy.

This policy DOES NOT APPLY to official, CA-supported solicitations that are intended to address CA's mission to serve the community. Examples of school sanctioned events may include, but are not limited to: Annual Fund, class fundraisers, Booster Club, spirit store sales.

MISSION STATEMENT

Crisp Academy is dedicated to providing the finest college preparatory educational opportunities possible in traditional disciplines and contemporary skills in a conservative atmosphere with a devotion to Christian principles. Learning experiences are provided which lead students to self-understanding; to a widening knowledge of the society in which they live; and to constructive membership in the world community. If students are to live responsible and satisfying lives, they must acquire values that give meaning and direction to their lives. Crisp Academy believes the Christian tradition provides the richest source for these values and should constitute a fundamental part of each student's day.

The staff, parents, and community of Crisp Academy will build an educational foundation to ensure our students' success by providing:

- We believe an education should be based on Christian principles.
- We believe character building and personality development to be of prime importance in the process of academic achievement.
- We believe in the practice of complete honesty with others and with ourselves.
- We believe in always helping others when it is honorable.
- We believe in a dedicated loyalty to our constitutional heritage.
- We believe in individual responsibility and individual accountability.

CRISP ACADEMY'S FOUNDATION

Crisp Academy was founded on the principle that it offers excellence in a private, Christian, nondenominational, college-preparatory school. The curriculum materials and instructional approaches are geared toward students who will ultimately go on to post-secondary collegiate studies.

TARGET AREA GOAL STATEMENTS

Reading- Students will increase their comprehension and application of informational reading material.

Problem Solving-Students will demonstrate the ability to apply critical thinking skills to solve problems.

Communication-Students will improve their written communication skills in all areas of the curriculum.

Math-Students will increase their comprehension and application of mathematics.

FACULTY/STAFF RESPONSIBILITIES

ROLE MODELS

Do not underestimate your role in shaping a child's intellectual, emotional, and spiritual growth. Teachers are expected to abide by a code of professional conduct and ethics. Teachers must refrain from any conduct that might promote a romantic relationship with students. All faculty and staff are to be treated with dignity and respect. Any negative remarks about a fellow faculty member or the school will be deemed improper and a violation of the professional code of ethics. This includes comments or remarks through email or social websites. Many people who lose or change jobs do so as a result of an inability to get along with others. You should make an effort to get along with other faculty and staff at Crisp Academy. Do not gossip about personal or professional problems at school. This includes verbal communications as well as electronic social media. Matters of concern in this area should be brought to the attention of the headmaster.

DRESS CODE

It is expected that teachers dress in attire that exemplifies the professional status of a teacher, thereby, setting a good example for the students.

Shorts or sweat suits/wind suits may be worn by teachers providing instruction for physical education or weight training classes in the appropriate setting.

Kindergarten and first grade teachers are allowed to wear jeans and a nice shirt on Mondays, Wednesdays, and Fridays since they do instruction some days while sitting on the floor.

Jeans and t-shirts/spirit jerseys may be worn on Fridays or other days designated "spirit days" by other faculty members.

COMPLAINTS AND GRIEVANCES

It is the policy of Crisp Academy that certified personnel shall have the right to present and resolve complaints relating to certain matters affecting the employment relationship at the lowest organizational level possible. Crisp Academy encourages all employees to resolve their complaints informally in a spirit of collegiality where possible. This includes taking a concern to one's immediate supervisor before discussing it with other personnel. If such concern is with an immediate supervisor, it should be taken to the headmaster. Failure to follow these procedures will be considered unprofessional conduct and may be addressed in the employee's annual performance evaluation.

In brief, the policy states that any certified employee who is substantially affected in his or her employment relationship by an alleged violation or misapplication of statutes, policies, rules, or regulations governing the school has a right to pursue a complaint. For all certified personnel working in and assigned to the school, the complaint is to be presented in writing to the Headmaster of the school. A complainant dissatisfied with the decision of the Headmaster may appeal to the Board of Trustees.

CONSENT FORMS

The employee agrees to sign a consent form to daily temperature checks and screenings, having read a sexual harassment, abuse, and molestation prevention policy, and having a background check conducted every three years.

EDUCATIONAL ASSOCIATIONS

Teachers are encouraged to belong to organizations whose function is to enhance the quality of the profession as educators.

TOBACCO, ALCOHOL, AND OTHER DRUGS

Crisp Academy is committed to protecting the safety, health and well-being of its employees and patrons and recognizing that abuse of alcohol and other drugs compromises this dedication. The use, possession, transfer or sale of illegal drugs by employees is prohibited. Consequences for violating the policy may include discipline up to and including termination and/or referral for assistance.

PARENT-TEACHER RELATIONSHIPS

A good relationship between teacher and parent is important in effective teaching. Teachers are encouraged to communicate regularly with parents and to schedule a conference when needed. The Headmaster, Assistant Headmaster, or Counselor will be available, when needed, to attend these conferences. Conference reports are to be documented and turned in at the office.

Some things to consider in parent-teacher relationships:

- Be patient and courteous. Take time and listen to the parent; discuss problems fully and offer suggestions for the best possible solutions.
- Recognize and consider the parents' concerns (empathize).
- Cooperate with and encourage parents' efforts.
- Keep the best interest of the student as the primary focus.

STUDENT MANAGEMENT

All teachers have the authority and responsibility to maintain proper control over students under their direct supervision and any student in the school guilty of misconduct or violation of school rules when not under direct supervision of another teacher.

Being able to control and discipline students is a major component of the ability to teach. Teachers are expected to handle their own classroom discipline, with support from the office as a **last resort**. **Good lesson plans and good discipline go hand in hand**. Generally accepted methods of discipline shall be permitted. Exceptions should be discussed with the Headmaster. **Bell-to-bell teaching limits discipline problems.**

Never back students into a corner with a discipline problem. Always leave them a way out, especially when they are being confronted in front of their peers.

CLASSROOM DISCIPLINE

It is expected that each teacher will maintain order and good discipline in his/her classroom and the school. Disciplinary problems can be avoided through a good proactive management plan. By anticipating problems before they occur and identifying student expectations clearly, the teacher can set high standards in the areas of behavior and conduct.

Discipline should be progressive, and incidents in the classroom and follow-up should be documented. A suggestive plan for handling persistent discipline problems might be as follows:

1. Issue the student a warning.
2. Issue a recess detention or detention after school; contact parent.
3. Assign time out with another teacher; notify parent.
4. Refer to office for administrative counsel action.

This plan is intended to be guide for you to follow. Please remember that one role of the administration is to support good classroom and school-wide discipline. In extreme discipline situations, a student may be dismissed from class and immediately referred to the office for further discipline. However, a student should not be referred to the office until the first three steps above have been followed. Do not hesitate to refer the student to the administration if you feel immediate removal is absolutely necessary.

DISCIPLINE PROCEDURE

“Warnings” may occur at times when an incident is minor, circumstances unclear or other mitigating factors are present. Recess detentions or after school detentions may be issued if warnings have not remedied the situation sufficiently. These may be served in the teacher’s classroom or the designated time-out for the teacher.

Teachers may refer a student to the Headmaster for behavior(s) that are persistently disruptive, of serious nature, or detrimental to their educational process or that of others.

Good discipline throughout the school is the joint responsibility of all staff members. It does not matter if students are specifically members of your class or not, we all share the joint responsibility of monitoring student behavior and taking necessary action to control unacceptable behavior.

CLASSROOM DISCIPLINE PLAN

Every teacher should have a “discipline plan.” This plan outlines steps taken prior to referring a child to an administrator for disciplinary action. Each teacher develops his/her own plan with the knowledge and approval of the Headmaster. These will, of course, vary from teacher to teacher, but should be consistent with the philosophy and policies of the school. If you are having behavioral and/or academic problems with a student, it is recommended that you make immediate contact with the parent or guardian. Consistent contact in a positive manner is appreciated by parents and is effective in most cases.

ROOM / FACILITY CARE

Crisp Academy is designed for rational use by students and teachers. Teachers and students are expected to assist the custodial staff in maintaining a high standard of cleanliness, neatness, and orderliness.

1. The furniture in the rooms should be kept in orderly fashion at all times. Student responsibility should be encouraged along this line. Teachers are responsible for controlling student misuse of furniture and equipment in their assigned classrooms.
2. Paper and loose articles should be removed from the floor and desks at the close of each period. Please have students clean up the floor before leaving at the end of the school day.
3. Teachers are expected to sanitize their classroom after every period or if the students are out of their classroom for an extended time.
4. Lights should be turned off when the teacher leaves the room for any period of time or when the classroom is being closed for the school day.
5. Doors should be closed and locked when a teacher will not be in the room. When rooms are not in use, the classroom window and emergency door are to be locked along with the classroom door.
6. Physical Education teachers are responsible for turning off the gymnasium and locker room lights when he/she is the last teacher in the area. Last period physical education teachers are to turn off all locker room and gymnasium lights when leaving the area at the end of the day.
7. Teachers are responsible for maintaining the security of the entire building by making sure that those doors they have been unlocked are in turn locked upon leaving the area or building.

ATTENDANCE AND GRADE REPORTING

Teachers will keep accurate records in the following areas:

1. Attendance
2. Student grades

Teachers are required to enter attendance into RenWeb and maintain an attendance record book.

Attendance records are to be accurate and up to date. The teacher is responsible for the accuracy of student attendance.

All teachers in grades 5-12 must take attendance every period. Attendance **MUST be taken at the beginning of each class period – as soon as the tardy bell rings.**

If a student (in grade K3-4th) comes in after you have taken attendance, send an email to Julie Harrod and Elizabeth Brand, and the office will correct the attendance. If a student comes in late with a note from another teacher, they will be allowed to enter class.

Teachers should notify parents when a student reaches 5 absences. Administration should be notified when a student reaches 7, 10, and 15 absences in a class so parents can be notified. The count should reflect semester attendance.

GRADES

Grades should be submitted on the computer within two days after the completion of grading.

Please make sure that all grades you give students on their papers, report cards, permanent records, and in any other way, are calculated accurately. Sufficient time is allotted for you to post your grades so do not be in a hurry and make mistakes. Before posting a failing grade on a report card, please be certain that you can provide documentation of a parent contact.

There should be a minimum of three entries in the test category of a course per grade.

Student records are stored in the main office in the secured vault. No one is allowed access to this secured vault area except the secretaries, guidance counselor or the Headmaster. If you need to review a student's records, request the needed records from the appropriate listed individuals.

INDIVIDUAL DIFFERENCES

In assigning grades, consider individual differences of students. Student effort will be a prime consideration in promotion or retention.

LESSON PLANS

A well planned instructional session should be conducted each day during class time. Teachers are required to have lesson plans entered in RenWeb by **Monday (9:00 AM)** of the current week.

Lesson plans and homework are to be updated daily. The homework assignments will be available to patrons via RenWeb.

COMMUNICATIONS

Teachers sending messages home with students are required to clear these with the Headmaster first. Teachers are encouraged to send letters or messages home with students explaining to the parents the work or exposure to learning activities of the students. Teachers are also encouraged to make personal contacts (by phone text, email, or in person) with all parents to communicate student achievements as well as student problems.

AUDIO VISUAL SERVICES

The Media Center contains all the audio-visual materials and equipment. If you wish to use any equipment, you must check it out with the Media Center Director. Considerable care should be exercised in the use of the audio-visual equipment. Also, please be punctual in returning equipment when you are through using it. Teachers having questions concerning the audio-visual materials are requested to contact the Media Center Director. Films, tapes, DVDs, records, etc., are to be used as supportive materials, but not as ends to themselves. If these are used in excess of ten percent (10%) of total instruction time, there is a need to re-evaluate your total instruction and its activities. There are subject matter exceptions to this comment, but generally films do not replace good teacher originated instruction with student related activities.

SCHOOL ASSEMBLIES

Various assemblies and class activities will be held during the school year in the gym. Teachers are expected to sit with their assigned groups during these activities and maintain discipline of their respective groups.

ATHLETIC EVENTS

Teachers are encouraged to attend as many athletic events as they can to show their support of the student-athletes. Teachers are also required to take up money at two home basketball games or pay someone to work for them.

FIELD TRIPS

The following procedure must be observed.

1. The trip must be approved by the Headmaster.
2. A date for the trip must also be approved by the Headmaster.
3. A "request for bus" slip must be filled out and approved.
4. The teacher is to turn into the office a complete list of the students going on the trip the day prior to the trip.
5. The teacher or teachers are to have a list of the students going on the trip for checking purposes. Name of students who are not present are to be turned into the office before the bus leaves.
6. Teachers should prepare a written statement why the trip is being taken.
7. It would be to our advantage to prepare a list of field trips that we would like to take during the year.
8. It is the responsibility of the teacher turning in the request to make arrangements with the lunchroom two weeks in advance if meals are to be provided.
9. All field trips must be related to current studies as set forth in the curriculum. We ask that you limit the number of field trips to 2 per year per grade. The Field Trip Request/Bus Reserve Form must be completed and submitted for approval by the Headmaster. Teachers must secure a bus driver **PRIOR** to approval of field trip.
10. Students are to be in compliance with the dress code from the beginning of the school day until its conclusion, as well as during travel to and from school for school sponsored activities including but not limited to athletic events, literary competitions, and field trips. Approved travel attire must be worn by ALL participants of extra-curricular activities during travel times. Exceptions to the dress code requirements must be made in advance with administration.

FIRE DRILLS

1. Rooms which exit first from any door should assign a student to hold the door open.
2. Students are to leave single file and orderly. (Walk quickly, but do not run.)
3. Teacher will leave the room last with record book and green and red cards in hand.
4. All windows and doors to the room are to be closed.
5. Teachers should always take roll when assembled outside. Be sure your students stay with you.
6. Teachers should display a green card if all students are with the class or a red card if the teacher is missing any students.
7. Students will return to class when the bell rings to indicate all clear.

TORNADO AND INTRUDER DRILLS

Tornado drills and intruder drills will be conducted in the fall and the spring. The instructions for the drills are found in your pre-planning folder. Teachers are to make sure all students know what they are to do in the classroom.

PLANNING PERIODS

These periods are to be used by the teachers for purposes of planning, preparing materials, and checking student work. Also, conferences between Headmaster and teacher; teacher and parent; or Headmaster, teacher and parent will be scheduled on occasion for the purpose of discussing student-related situations.

Teachers are not to leave Crisp Academy during their planning period without the permission of the Headmaster or Assistant Headmaster and the teacher must sign out in the office and sign back in when/if they return.

PASS / FAIL RECOMMENDATIONS

The Headmaster has final responsibility for grade placement. Decisions will be made after careful consideration of recommendations of the teacher(s) involved, from the counselor, and of other pertinent information.

TEACHER WORK YEAR

The work year for the teacher will be from the first day of pre-planning until the last day of post-planning.

TEACHER WORK DAY

Teachers are expected to sign in **prior to 7:45 AM**. If you will be arriving later than 7:45, call the school's main office and notify the secretary of the difficulty. Teacher workday ends at **3:30**, unless you are contracted otherwise.

If you are assigned afternoon, morning, or detention duty, it is your responsibility to cover these times. If you are not able to keep the time assigned to you, it is your responsibility to find someone else to cover for you.

FACULTY MEETINGS

We will try to have a faculty meeting each month at 3:30PM on a day to be determined. Attendance at faculty meetings is required. Attendance will be taken. If you are absent from a faculty meeting, you are responsible in obtaining the information that was covered in the meeting.

LEAVE POLICY

Teachers are allowed 10 personal/sick days per school year. These may accumulate and you can give up to 10 days to another staff member for emergency use. Also, if you were to retire, you cannot miss more than 10 days since that is all you can accumulate in 1 year. If you were to miss over the accumulated leave, you will be deducted a full day's pay per day that is missed.

Teachers not directly involved in field trips **will be charged personal leave time** if they choose to serve as a chaperone. "Directly Involved" is defined as supervision of students of your specific class assignments.

Planning periods are like any other period. It is considered a work period unencumbered with student assignments. Your responsibility for being on campus during this hour is like any other hour in the work day. If you are asked to cover another teacher's class during your planning period, you will earn equal time off without deduction of your leave balance. It is your responsibility to make sure the teacher you are covering has notified the office so that you can receive credit.

If a teacher desires a day of leave, he/she must complete a leave request form to the office **three days in advance**. The Headmaster will consider emergency leave.

Leave must be taken in $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, or whole day increments only. Headmaster may approve any special requests.

LEAVING SCHOOL DURING THE SCHOOL DAY

If a teacher has an emergency and needs to leave during the school day, he/she must seek approval of the Headmaster. Teachers should complete a leave request form prior to leaving campus or immediately upon returning to campus the same or next day. This is imperative to our attendance and payroll record keeping.

TEACHER ABSENCE

If you are absent due to illness or an emergency, you are expected to get your own substitute. If for some reason you are unable to get a substitute, you should call the office and let the secretary know. If your paraprofessional is going to cover your class without getting a substitute, you are still required to let the front office know that you will not be at school. Either way the office should be notified if you are going to be absent and told who your substitute will be.

You should have an emergency assignment folder containing pertinent information for a substitute in the main office. This folder should include: class roster, teacher schedule, contact information, any necessary special instructions, duty assignments and three days of class work. There should be sufficient amount of productive work in this folder for students. This folder should be updated each nine weeks as to relate to current studies.

All planned personal or school related leave must be submitted to the office for approval in advance and must include the name of the substitute that will be covering your classes. It is the teacher's responsibility to secure a substitute not the office or administration.

If you are absent due to planned leave, you should have a folder prepared and located on your desk for your substitute. This folder should include: class roster, teacher schedule, contact information, duty assignments, and any necessary special instructions. Assignments for your students should last the duration of the class period.

FAMILY AND MEDICAL LEAVE ACT (FMLA)

FMLA is a federal law that allows full-time employees 12 weeks of unpaid leave after the birth or adoption of a child and the return to your position with the same compensation package. The following are exceptions:

- If you're in the highest 10 percent of wage earners and your extended absence would cause significant harm, you are entitled to unpaid leave but you may not be entitled to your job when you return.
- If you and your spouse are employed by the same company, you are entitled to 12 weeks total time combined not 12 weeks each.

TEACHER TARDIES

Teachers will sign in everyday in the teacher's lounge at the time of their arrival. An administrator will mark the sign in sheet at 7:45. All teachers not listed on the sign in sheet prior to 7:45 will be marked tardy. Teachers arriving tardy are still required to sign in on the sign in sheet at the time of their arrival.

NOTE: Under no circumstances are you to sign in for anyone other than yourself.

MAILBOXES

Faculty mailboxes should be checked upon arrival each morning and before departing each day. Removing all items daily assures the administration you have the vital information being disseminated. Do not allow students to check your mail.

ATHLETIC FACILITIES

Crisp Academy is blessed to have quality fields, buildings, and training areas for our athletic teams. For the most part we reserve the use of these facilities to that of our athletic teams engaged in supervised practice. We keep these facilities secured when not in use for liability and safety reasons. We do understand there are times that our students/student athletes would like to use these facilities to practice as individuals in an attempt to better themselves, thus bettering our teams. It is for this reason that we have developed a policy to govern the use of our facilities that occur outside of team practices.

If a student/student athlete wants to use an athletic facility, separate from an organized team practice, he/she must comply with the following guidelines:

- The head coach of that particular sport must approve the use of the specified sport facility.
- The Athletic Director must be notified.

- An adult patron must accompany the student/student athlete and supervise all activities in the facility for the duration of the use.
- The student/student athlete involved in the use of CA facilities must be a Crisp Academy student.

We expect the facility to be properly maintained during the approved use. At the conclusion of the approved use, the facility should be secured and the key returned. At no time should the key be given to anyone other than the adult to which it was originally issued. At no time should the key be duplicated. At no time should a student not enrolled in Crisp Academy be allowed to use the facilities. CA administrators may also grant permission for the use of facilities but make sure that all four criteria list above are met.

Failure to comply with these guidelines will result in a loss of privilege for future use of the facility by the previously approved patron.

TRAINING / INSTRUCTIONAL ASSISTANCE

You are encouraged to ask for assistance when needed for material selection, teaching techniques, student evaluation, supplies and discipline. The administration is available for assistance with all problems to instruction and curriculum.

Please assist any colleague in the improvement of instruction. Teamwork in instruction is of utmost importance.

STUDENT TESTING AND GRADING POLICIES

KINDERGARTEN-3 & 4 YEAR OLD

There is no grading scale for K3 & K4. Student promotion or retention is based on results of readiness tests, teacher evaluation and consultation with parents and Headmaster.

KINDERGARTEN (K5) – FOURTH GRADE

Students in grades K5-4th grade must meet requirements in order to be promoted to the next grade. Each grade has specific requirements based on a number of factors including but not limited to grades, attendance, test scores, teacher evaluation and teacher recommendation.

FIFTH GRADE - SEVENTH GRADE

Students must pass a total of four (4) academic classes, one of which must be reading or math, in order to be promoted.

EIGHTH GRADE – TWELFTH GRADE

The school has established the following grading scale:

- A = 90-100
- B = 80-89
- C = 70-79
- F = 69 and Below (Failing)
- I = Incomplete Grade (extenuating circumstances only)
- S = Satisfactory

- U = Unsatisfactory
- N = Needs Improvement

Note: An incomplete report card grade (I) must be cleared by the end of the next grading period or a failing grade will be recorded.

Teachers should explain the class grading policies and procedures to the students at the beginning of the course.

If a student is failing a class for the nine weeks, the teacher should have documentation of parent contact on at least two different occasions.

Class syllabus must be turned in to the administration and it should be explained to students clearly and explicitly the first day of school.

TEST SCHEDULING

All major test must be posted on RenWeb prior to testing. Teachers should communicate with each other so only 2 major tests per grade will be scheduled on one day. Teachers should be considerate of students involved in extracurricular activities on the night before a test is scheduled.

EXTRA-CURRICULAR ACTIVITY

If a student is not present in class because of school-related activities (on or off campus), he/she is not counted absent and is afforded an opportunity to do makeup work.

GENERAL SCHOOL WIDE POLICIES & PROCEDURES

HOMEWORK

Homework is an integral part of education. Homework will be given regularly in reasonable amounts. Students can benefit from homework, but there is no reason for large amounts of homework that take hours each night. All homework assignments for the following day MUST be up-to-date and accurately posted on RenWeb daily.

PURCHASES

All purchases MUST be approved by the administration before they are made. No purchases are to be made, nor charges incurred by the school, without prior approval of administration, regardless of previous arrangements.

A purchase order is to be used any time an order is placed or a purchase is made when the purchase is charged on the school accounts. This also includes purchases that are made on a personal credit card and the staff member wants to get reimbursed. The Headmaster prior to ordering or making a purchase of any kind must approve this form.

If the school credit card is to be used for any purchases, you should submit a purchase order or receipt showing the credit card number used.

Teachers may collect funds for various reasons during the school year. Each teacher is responsible for safe guarding these funds until turned into the Financial Secretary. Funds should be turned in each day. Do not leave any money in your room unattended.

Parents are not allowed to submit purchase orders.

VISITORS

All visitors on school grounds must first clear through the main office. If you see a visitor on campus, check to see if he/she has checked in at the office and has a visitor pass. If the visitor does not have a visitor pass, he/she should be told to go directly to the office.

COPY MACHINES

Copy machines are provided for the efficient operation of the school. The machines are not for personal or student use and should not be abused. The machine in the teacher's lounge and library does print color copies, but you have to get the code from Julie in the office. Please make an effort to reduce the copies used for notes and handouts.

TEACHER RESPONSIBILITY FOR STUDENTS

Students are the responsibility of the school from the time they arrive until the time they depart. Therefore, it is necessary that they be supervised at all times.

GRIEVANCES AND COMPLAINTS FROM PARENTS

Any grievance or complaint regarding the school should be presented in a professional and courteous manner to the appropriate school staff member. Every attempt should be made to resolve the concern first with the individual teacher or staff member. In cases where the concern cannot be resolved at that level, the next point of contact should be the Headmaster.

Should the parent have a concern that goes beyond what the school administration has offered as a solution, deliver your complaint in writing to the Chairman of the Board of Trustees. Individual board members, though they may be long-time friends or associates, will not deal with a grievance except through the Board Chairman. To do otherwise would put a board member in a very awkward position since the board has charged the Headmaster with the management of the school.

PROTOCOL FOR CURRICULUM CHALLENGE

Parent or guardians wishing to challenge specific curriculum used within a course at Crisp Academy should submit their concerns **in writing** to the teacher of the challenged curriculum. A copy of the letter should also be submitted to the Headmaster and the counselor. Phone calls and e-mails are not acceptable means of communicating concerns regarding challenged curriculum.

The Headmaster, counselor, and teacher of the challenged curriculum shall devise a course of action concerning the challenge. The parents/guardians who submitted the challenge shall be notified of the intended resolution regarding the challenge.

If parents/guardians are not satisfied with the course of action recommended by the teacher, Headmaster and counselor, the parents/guardians may request to present their concerns to the Board of Trustees at the next regularly scheduled meeting. The Headmaster shall inform the Board of Trustees of the attempt(s) to resolve the issue regarding the challenged curriculum. Parents/guardians **should not** contact any board member personally regarding their concerns.

The Board of Trustees decision regarding the challenged curriculum shall be final and all parties involved in the challenge shall be informed of the decision in a prompt manner.

SEXUAL HARASSMENT

Crisp Academy forbids discrimination against any employee or applicant for employment on the basis of sex. Crisp Academy will not tolerate sexual harassment activity by any of its employees. The policy applies to non-employee volunteers who work subject to the control of school authorities.

GENERAL PROHIBITIONS

Unwelcome Conduct of a Sexual Nature

- Conduct of a sexual nature may include verbal or physical advances, including subtle pressure for sexual activity; touching, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; and sexually-oriented “kidding, teasing,” double-entendres, and jokes.
- Verbal or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his/her conduct, that it is unwelcome.
- An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.

Sexual Harassment

For the purpose of this policy, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment if:

- Submission to the conduct is made either an explicit or implicit condition of employment;
- Submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; or
- The conduct substantially interferes with an employee’s work performance, or creates an intimidating, hostile, or offensive work environment.

Special Prohibitions

Administrators and Supervisors

It is sexual harassment for an administrator or supervisor to use his/her authority to solicit sexual favor or attention from subordinates when the subordinate’s failure to submit will result in adverse treatment, or when the subordinate’s acquiescence will result in preferential treatment.

Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions as described below.

Non-administrative and Non-Supervisory Employees

It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.

REPORTING, INVESTIGATION, AND SANCTIONS

It is the express policy of Crisp Academy to encourage victims of sexual harassment to come forward with such claims.

- Employees who feel that administrators or supervisors are conditioning promotions, increase in wages, continuation of employment, or other terms or conditions of employment upon sexual favors, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the Headmaster.
- Employees are also urged to report any unwelcome conduct of a sexual nature by supervisors or fellow employees if such conduct interferes with the individual's work performance or creates a hostile or offending working environment.
- Confidentiality will be maintained and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

In determining whether the alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred will be investigated. The Headmaster has the responsibility of investigating and resolving complaints of sexual harassment.

Any employee found to have engaged in sexual harassment shall be subject to sanctions, included but not limited to, warning, suspensions, or termination subject to applicable procedural requirements.

CHILD ABUSE AND/OR NEGLECT REPORTING

All school personnel who have a reason to believe that children within their care under 18 years of age, have had physical injuries inflicted upon them, other than by accidental means, by a parent or caretaker, or have been sexually assaulted, emotionally maltreated, or neglected are required to make an oral report to the Headmaster. The Headmaster is required to make an oral report to a child welfare agency providing protective services where the children live (designated as the county's Department of Family and Children Services by state law and the Georgia Department of Human Resources). Persons making such reports in good faith are entitled to immunity thereof. The Headmaster shall be notified in writing by the designated delegates of all referrals on child abuse and neglect received. The following pages describe characteristics of children who may be being abused and/or neglected. School personnel observing any child who frequently or persistently exhibits several of the characteristics described for any one or several types of abuse/neglect should discuss their observations with the Headmaster.

INDICATORS OF PHYSICAL ABUSE

BRUISES

- Occurring on the posterior side of the body
- Occurring unusual patterns
- Occurring in clusters
- Occurring on an infant, especially in various stages of healing

BURNS

- Immersion burns, such as “stocking burns” or doughnut-shaped burns of the buttocks
- Cigarette-type burns, especially on the palms of hands, soles of feet or genitals
- Rope burns, possible from confinement
- Dry burns, such as those caused by an iron

LACERATION AND ABRASIONS

- On lips, eyes, or any portion of an infant’s face of gum tissue, caused by force feeding

MISSING OR LOOSENED TEETH

SKELETAL INJURIES

- Metaphysical or corner fractures of long bones, caused by twisting and pulling
- Epiphysis separation-separation of the growth center at the end of the bone from the rest of the shaft, caused by twisting or pulling
- Periosteal elevation-detachment of periosteal from shaft of bones with associated hemorrhaging periosteal and shaft
- Spiral fractures
- Stiff, swollen, enlarged joints

HEAD INJURIES

- Absence of hair
- Hemorrhaging beneath scalp, caused by pulling hair
- Sub-dual hematomas, caused by hitting or shaking
- Retinal hemorrhages or detachment, caused by shaking
- Nasal or jaw fractures

INTERNAL INJURIES

- Duodenal or jejuna hematoma, caused by hitting or kicking
- Rupture of interior vena cava
- Peritonitis, which can be caused by hitting or kicking

These and other physical indicators should be considered in light of their consistency with the child’s medical history, the developmental ability of the child to injure him/her, and any other indicator, such as behavioral or environmental indicators.

The behavioral indicators of physical abuse are varied and are influenced by the severity and frequency of the abuse, the age of the child at onset, the nature of the child's relationship to the abuser, the availability of supportive persons, and the child's genetic endowment for coping.

A child who is abused at an early age, frequently and severely, will likely exhibit these "low profile" behavioral characteristics:

- Unusually neat in eating habits
- Overly compliant to avoid confrontation
- Excessively self-controlled
- Lacking in development due to efforts all being directed to self-protection
- Lacking in curiosity
- Fearful of physical contact
- Cries little
- Enjoys little or nothing
- Can perform motor skills but does not want to
- May appear autistic

A child who is less severely abused, less often, and is a little older at onset, will likely exhibit some of these behavioral characteristics:

- Timid, easily frightened
- Psychosomatic complaints, such as enuresis and vomiting
- Craves affection
- Continues to affirm love for abusing parent
- Experiences language delay
- Has difficulty with school in spite of normal ability (energy is misdirected)
- Exhibits sporadic temper tantrums
- Assumes the role of parent in the parent-child relationship or is extremely immature in parent-child interactions
- Show indiscriminate attachment in the face to strangers

A child who is mildly, infrequently, or inconsistently abused at an older age will likely exhibit these characteristics:

- Hurts other children
- May try to "make happen" what he/she expects in order to gain feeling of control
- Shows extreme aggressiveness
- Has rageful temper tantrums
- Is hyperactive
- Has short attention span
- Is demanding
- Shows lag in development
- May seem accident-prone or clumsy

These indicators should prompt careful watchfulness for physical injuries. Children are often embarrassed by abuse and as fearful as their parents are of the possible consequences of discovery. The known, no matter how bad, is often less frightening than the unknown, especially to young children. These children will often wear inappropriate clothing, such as long sleeves in hot weather, to hide injuries or may refuse to change clothes for gym at school.

In addition to the physical and behavioral indicators of physical abuse, there are environmental indicators, those social, cultural, and familial circumstances that increase the likelihood of abuse. Some of these factors are:

- Family crisis of unemployment, death, desertion, ill health
- Severe personal problems, such as drug addiction, alcoholism, mental illness
- Geographic and/or social isolation of family
- Child seen as or actually is different or difficult
- Parent unaware of appropriate behavior for child at given age
- Parental characteristics stemming from own childhood abuse

Although most persons are capable of abuse under conditions of excessive stress, this last factor bears special comment in that many seriously abusive parents share characteristics common to persons who have been abused or poorly parented themselves as children. In fact, most such parents have been abuse victims. The personal characteristics of abusive parents are:

- Poor self-image
- Passive marital relationship or marital difficulty
- Fear of authority
- Lack of skills to meet own emotional needs
- Belief of necessity for harsh physical discipline
- Undue fear of spoiling child
- Rigidity or compulsiveness
- Hostility and aggressiveness
- Acceptance of violence as a means of communication
- Poor emotional control, impulsive
- Emotional dependency of non-abusive spouse to the point that he/she will not intervene and will protect abusive spouse
- Unreasonable expectations for child

INDICATORS OF NEGLECT

Neglect is essentially inadequate or dangerous child-rearing practices. It may not produce visible signs, and it usually occurs over a long period of time. The general physical indicators of neglect are:

- Abandonment
- Lack of adequate supervision
- Lack of adequate clothing for the weather
- Lack of good hygiene
- Lack of necessary medical or dental care

- Lack of adequate nutrition
- Lack of safe, warm, sanitary shelter

These physical indicators should be considered in light of poverty, cultural values, or parental capacity.

The child, who is neglected, like the child who is abused, will exhibit one or more behavioral indicators. These commonly are:

- Failure to thrive among infants
- Falling asleep in school
- Poor learning
- Poor school attendance or chronic lateness
- Chronic hunger or tiredness
- Begging or collecting leftovers or stealing other children's lunches
- Coming to school early and staying late
- Dull, apathetic appearance
- Squinting
- Use of drugs or alcohol
- Engaging in vandalism
- Engaging in sexual misconduct

The neglected child is often, although not always, living in an environment characterized by one or more of the following elements:

- A large family with marital disruption
- Poverty
- Long-term parental illness
- Indifferent parental attitude
- Situational stress, such as unemployment
- Lack of material resources
- Parental characteristics stemming from neglect

As with abusive parents, neglectful parents frequently were victims of the same type of parenting that they provide for their children. Following are personal characteristics or behaviors of neglectful parents:

- Apathetic
- Little planning or organization
- Craving for excitement, change
- Desire to be rid of the demands of the child
- Lack of interest in child's activities
- Unskilled as parents

EMOTIONAL MALTREATMENT

Each of us is guilty of having unkindly snubbed a child or of having criticized him/her too harshly, but emotional maltreatment is characterized by its being consistent and chronic behavior.

There are generally two types of emotional maltreatment: emotional neglect (an act of omission)- chronic failure by a parent to provide the child with the support and affection necessary to the development of a sound and healthy personality; emotional abuse (an act of commission)- chronic attitude or acts of a parent which are detrimental to the child's development of a sound and healthy personality.

The Model Child Protection Act developed by the National Center on Child Abuse and Neglect; provides criteria to aid in identifying emotional maltreatment: Emotional maltreatment causes emotional or mental injury. The effect can be observed in the child's abnormal behavior and performance. The effect constitutes a handicap to the child. The effect is lasting rather than temporary.

EXAMPLES OF EMOTIONAL MALTREATMENT

The parent chronically:

- Belittles the child so he is made to feel he can do nothing right
- Criticizes the child harshly
- Blames the child for things over which the child has little or no control
- Uses the child as the scapegoat when things go wrong
- Ridicules and shames the child
- Threatens the child's safety and health
- Takes little or no interest in the child and his activities and seems not to care about the child's problems
- Treats the child coldly and is not demonstrably affectionate; actually withholds love
- Treats the child differently from other children in the household
- Engages in bizarre acts of torture or torment, such as locking the child in a closet

BEHAVIORAL CHARACTERISTICS THAT MAY INDICATE AN EMOTIONALLY MALTREATED CHILD

The signs of emotional maltreatment are less obvious to the untrained eye than physical abuse or neglect of a child. The child's behavior is the best indicator that emotional maltreatment is occurring. The child who persistently exhibits several of these behavioral characteristics is experiencing difficulties or family problems which need some type of intervention:

- Habits, such as biting, rocking, head-banging
- Seems not to know how to play
- Lack of creativity and healthy exploration
- Thumb sucking in an older child
- Feeling disorders
- Daytime anxiety and unrealistic fears, sleep disorders, nightmares
- Enuresis (involuntary bed-wetting in an older child)
- Speech disorders, such as stuttering and stammering
- Defiant
- Sadomasochistic behavior (seems cruel and get pleasure from hurting other children, adults, or animals; or, conversely seems to get pleasure from being mistreated)
- Poor relations with children of his own age
- Distrustful and overly fearful of strangers

- Irrational and persistent fears, dreads, or hatreds
- Hypochondriacally (abnormally anxious about his health or images; he is ill)
- Low self-esteem
- Destructive
- Lacks purpose and determination; seems oblivious to hazards and risk
- Apathetic; feels little or no emotion; indifferent and listless
- Obsessive or compulsive
- Behavior extremes: aggressive or passive-dependent; assumes the parental role with other children or is infantile; behavior is rigid or overly impulsive
- Daydreams frequently; has hallucinations; seems removed from reality
- Self-destructive; may attempt suicide
- Withdrawn and antisocial
- Academic failure in that he does not achieve up to his ability; may seem almost mentally retarded

INDICATORS OF SEXUAL ABUSE

Sexual abuse is relatively difficult to detect outside the clinical setting for several fairly obvious reasons. The physical trauma is not exposed, and often not present. The victim is usually reluctant to reveal the abuse. There is a general lack of awareness of the prevalence of child sexual abuse and lack of confidence in detecting it.

Behavioral indicators are frequently the best or only signs you may have. The sexually abused child will usually exhibit one or more of these characteristics or behaviors:

- Poor peer relationships
- Regression (may appear to have an intellectual disability)
- Sexual promiscuity
- Aggressiveness or delinquency
- Prostitution
- Truancy from home
- Drug usage
- Difficulty walking or sitting
- Seductive behavior
- Reluctance to participate in recreational activity
- Preoccupation, in young children, with sexual organs or self, parent, or other children
- Confiding in friend or teacher
- Reporting to authorities
- Social and/or geographic isolation
- Intergenerational pattern or incest
- Parental characteristics indicative of sexual abuse; such as, extremely protective of child, jealous of child, often refuses to allow child any social contact, distrust of child, accuses child of sexual promiscuity.

