



Employee Handbook

Strategies for Success in Every Situation

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SECTION 1: INTRODUCTION

This handbook lists general policies and information for the faculty and staff of The Molly Sparks Academy (MSA). It is important for each employee to be familiar with the provisions contained herein and to carry out the items within the scope of his/her responsibilities.

1.1 MISSION

Mission Statement

Molly Sparks Academy, a ministry of Lifeline Children and Family Services, is a Christ-centered educational community dedicated to nurturing the whole child—spiritually, academically, emotionally, and socially. Guided by biblical truth and a commitment to excellence, we empower students to discover their God-given purpose, develop strong moral character, and pursue lifelong learning. Our mission is to equip every learner to become a servant leader who transforms the world through faith, knowledge, and compassionate action in the name of Jesus Christ.

Educational Philosophy

Educational philosophy is based on the teachings of the infallible Word of God.

The MSA Statement of Faith

The basis of the Molly Sparks Academy, a ministry of Lifeline Children and Family Services, Inc. is the Scriptures of the Old and New Testaments, the infallible and inerrant Word of God, as interpreted and expressed in the standards of the bible. On this basis, the school affirms the following principles of Christian education:

- **The Bible.** God, by His Holy Word, reveals Himself; renews human beings' understanding of God, of themselves, of others, and of the world; directs human beings in all their relationships and activities; and guides His people in the education of their children.
- **God.** There is one infinite, holy, loving, personal God who speaks to believers in Scripture and reveals Himself in His acts of creation, fall, redemption, and restoration, as Father, Son, and Holy Spirit. As finite human beings created in God's image, we declare that it is our purpose and privilege to worship, honor, serve, and obey Him.
- **Creation.** The world belongs to God, who created it and faithfully sustains it by His providence. Creation is the theater of God's glory, displaying His power and majesty. God calls us to discover creation's resources, to receive these gifts with thanksgiving and delight, and to use them wisely as stewards and caretakers who are responsible to God and to our neighbor.
- **Sin.** Our ability to carry out our human calling to honor God, serve our neighbor, and care for the creation is marred by the corrosive effects of sin, which touch every part of life, including education. Human sin brought upon all people the curse of God, alienating them from their Creator, their neighbor, and the world, distorting their view of the true meaning and purpose of life, and misdirecting human culture. Brokenness, disease, hate, arrogance, alienation, abuse of creation, and, ultimately, death are all the inevitable fruits of sin in our world.
- **Covenant.** However, God has not rejected or abandoned His world but has turned it in love. He pledges to be faithful and to care for all His children. God always keeps His promises. We

acknowledge with gratitude and joy that He is our God and the God of our children, that we are His people, and that this is His world.

- Jesus Christ. Through our Savior Jesus Christ, there is renewal because He is the Redeemer of and the Light and the Way for our human life in all its range and variety. Only through Him and the work of His Spirit are we guided in the truth and recommitted to our original calling.
- Redemption. As He promised, God, in love, sent Jesus Christ into the world to save it from sin and its consequences. The atoning death of the Son of God is the only payment for the debt of human sin, and Christ's resurrection is the only liberation from the powers of evil and death. The victorious Lord sends the Holy Spirit to create faith, cleanse and renew hearts, and build a community of love and holiness. It is this community's mission to proclaim and live this good news and to make disciples of nations.
- Kingdom of God. Jesus Christ is the King of Kings and the Lord of Lords. His Kingdom is an everlasting Kingdom, and He reigns over all things for our good. To be a citizen of His Kingdom is a privilege, a joy, and a responsibility. Led by the Spirit, we place our every thought, word, and deed in service of Christ's present and coming reign, and we live daily in the confident hope of the triumphant return.
- Schools. The purpose of the Christian school is to educate children for a life of obedience to their calling in this world as image bearers of God. This calling is to know God's Word and His creation, to dedicate their lives to God, to love all people, and to be stewards in their God-given tasks, talents, and calling. The Christian school enables and equips all its children to serve the Lord, to love their fellow human beings, and to care for God's creation. The school provides an environment of love and care with which students are nurtured. As an indispensable partner with the home and the , the Christian school leads children to live according to biblical wisdom.
- Parents. The primary responsibility for education rests upon parents to whom children are entrusted by God. Christian parents should accept this obligation in view of the covenantal relationship that God established with believers and their children. Parents partner with the Christian school to train up their children in the way they should go.
- Community. Because God's covenant embraces not only parents and their children but also the entire Christian community to which they belong, and because Christian education contributes directly to the advancement of God's Kingdom, it is the obligation not only of parents but of the entire Christian community to establish and maintain Christian schools, to pray for them, to work for them, and to give generously for their support.
- Staff. Staff members of the Christian school, living in joyful fellowship with God, model the love of Christ to children. Empowered by the Holy Spirit and dedicated to the highest standards of excellence and professionalism, Christian staff members view their work as a vocation, as a calling. The calling of a Christian staff member is to pass on the wisdom of the Christian tradition to students and to help them understand and apply the transforming power of the gospel to contemporary society and culture. In all things, they cooperate with parents, who have the ultimate responsibility for their children.
- Students. Students are God's image bearers, entrusted to parents and the Christian community as His gifts. The Christian school encourages students to develop their gifts in response to God and in loving service to fellow human beings. Students are led to know God and to respond to Him in

every dimension of the creation and in every aspect of their lives in obedient and faithful service. Christian schools must take into account the variety of abilities, needs, and responsibilities of students, and adults should view students as fellow disciples.

- **Curriculum.** The Christian school curriculum is developed and organized so that children may come to know God more deeply and richly and live for Him more faithfully. Since human experience in all its rich variety is a good gift from the Creator who remains involved in His world, the Christian school curriculum explores all dimensions of creation. God's design for the creation and His will for human society and culture must be understood and obeyed. This is the way of godly wisdom. Students are taught to recognize the brokenness that sin brings to God's carefully designed world and are challenged to bring the healing power of Jesus Christ to a fallen world.
- **Educational Freedom.** Christian schools, organized and administered in accordance with legitimate standards and provisions for schools, should be fully recognized in society as free to function according to these principles.
- **Sexuality.** God wonderfully and immutably creates each person as male or female. These two distinct, complementary sexes together reflect the image and nature of God. Rejection of one's biological sex is a rejection of the image of God within that person and is against Christian belief and practice.
- **Marriage.** The term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union. God intends sexual intimacy to occur only between a man and a woman who are married to each other. We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman. Any form of sexual immorality (including adultery, cohabitation, fornication, homosexual behavior, bisexual conduct, bestiality, incest, or use of pornography) is sinful and offensive to God.
- **Life.** All human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life.

The Board of Directors, administration, and faculty of Molly Sparks Academy believe the school must be in cooperation with the home and the church to serve Christian families who desire to see their students educated in a Christian-oriented atmosphere. Molly Sparks Academy's view of life is based upon the Bible as God's only infallible, written revelation to man.

Education is directed toward an understanding of God, man, and the universe and their interrelated natures. Therefore, the relationship of the Bible to the humanities and science is emphasized.

Students are taught to live a disciplined life under the Lordship of Jesus Christ. Discipline-based on God's Word is administered firmly in Christian love.

Non-Christian viewpoints are presented to enable students to evaluate all knowledge critically and develop their ability to discern right from wrong. Students are challenged to develop their talents for the honor of God and the service of others in all areas of life. Therefore, the Christian school broadens its influence within the communities in which the student(s) live.

1.2 GENERAL OBJECTIVES OF CHRISTIAN EDUCATION

To develop in each student a Christian worldview through a personal relationship with Jesus Christ, MSA will:

- Maintain a faculty/staff who are committed to living a Christ-centered life; thus, teaching by example
- Encourage personal devotions and study of God's Word
- Conduct prayer and devotions in the classroom and weekly chapel service
- Conduct at least one spiritual emphasis week each year
- Recognize and promote Public School week in March of each year
- Challenge the student constantly and consistently with the teaching of the Bible with a recognition that it is the authoritative Word of God
- Integrate biblical principles in all areas of the curriculum
- *Scriptural Basis: Acts 17:28; Col. 3:17*

To develop in each student healthy living through the proper use of resources that enhance the physical, mental, social, and spiritual health of each individual.

Social Relations-by encouraging:

- A respect for authority, honor for parents, and an active concern for others
- Extracurricular activities such as sports, clubs, and special events in the context of Christian fellowship
- A proper social environment in the classroom
- Spiritual-by providing the opportunity for:
- Spiritual growth and development based on the Scriptures
- Christian fellowship
- Developing a sense of personal accountability
- Regular Bible instruction
- Integration of biblical truth in all school life

Physical-by offering:

- Physical education for boys and girls
- Courses in health education
- Food services with nutritious choices
- Interscholastic sports programs and club activities
- Student health services
- Age-appropriate recess and/or breaks

To assist each student in developing the personal discipline and skills appropriate to his/her grade level which will enable him/her to be efficient and responsible in the area of time management relating to study, extracurricular activities, and work.

Scriptural Basis: Eph. 5:15-16; Col. 4:5

To promote the student's desire for the continued pursuit of knowledge, wisdom, and skill, while equipping the student with the basic background of learning and attitudes which will enable the continuance in advanced institutions of learning and entrance into a variety of vocational fields. To enhance the student's understanding of individual capabilities, providing access to educational and vocational information so that individual goals may be explored and developed, and encouraging prayerful solicitation of and response to the Lord's calling to specific career service. Our school will:

- Stress mastery of basic processes
- Offer introductory courses in art, music and computers
- Instill habits of punctuality, personal responsibility for class assignments and other forms of self-discipline
- Integrate resource people and career technology into various subject areas where appropriate

Scriptural Basis: Col. 3:23

To develop in each student an understanding of the democratic process and his/her rights and responsibilities within a democratic society. This participation should stress the importance of leadership by Christians today while recognizing and respecting God-assigned authority. At the appropriate level our school will:

- Offer government and American free enterprise courses in the curriculum
- Stress parliamentary procedure in Student Council, class meetings, and club meetings
- Build respect for country and God through patriotic practices such as the "Pledge of Allegiance" to the American, Christian flags, Holy Bible and the playing of the national anthem and prayer before major events and activities.

Scriptural Basis: Rom. 13:1-2

To develop in each student a system of ethics based on biblical principles and the indwelling of the Holy Spirit to teach right from wrong. The student shall understand that each decision is consequential and will be evaluated in light of biblical principles. Our school will:

- Help to bring the student to a personal commitment to Jesus Christ
- Develop in the student a sense of need for consistency in applied values
- Teach the student to make personal and mature value judgments based on biblical principles
- Teach the student to live as a theistically-oriented individual in the social context of a humanistic value system

Scriptural Basis: Eph. 4:30-32; Rom. 12:9; Heb. 5:14

To encourage each student to develop appropriate social relationships, a healthy self-image, an appreciation for individual differences, and the recognition that each person is created in God's image. The school will:

- Help the student to develop an appreciation of his own contribution to society
- Encourage the student to develop an appreciation of his need for other people and their contributions
- Develop in the student an appreciation of his different roles in society
- Develop a curriculum and methods of instruction that take into consideration the needs of both the individual and the school

Scriptural Basis: Rom. 12; I Cor. 12 & 13

To develop each student's capacity for critical thinking, discriminating and effective reading, careful listening, and proficient communication through language and other technology. The school will:

- Relate basic skills to all areas of life
- Establish goals for these basic skills beyond the classroom to motivate life-long learning
- Use these basic skills in communicating Christ to others

Scriptural Basis: II Tim. 2:15

To broaden the student's understanding of and strengthen identification with human life, both past and present, so that he/she may gain an appreciation for the wisdom, truth, and beauty in man's heritage and culture and have an insight into present realities as illuminated by the developments of the past.

To enrich the student's understanding of the natural world so that he/she may develop an appreciation for its God-ordered structure and design and increase the potential for wise and productive use of its resources.

To develop the student's appreciation for the aesthetic as observable in nature and as produced by man in the various arts. Our school must encourage participation in artistic activities and the development of such artistic talents the student may possess.

To promote good physical and mental health by imparting knowledge that will make this possible and by encouraging participation in various school-sponsored extracurricular events designed for entertainment, spiritual growth, intellectual stimulation, or athletic competition with the purpose of developing skills and providing pleasure and relaxation.

SECTION 2: SCHOOL LEADERSHIP

MSA leaders have commitments to Christ and Christian Education

All Board members and administrative personnel shall profess a living, vital faith in the Lord Jesus Christ, lead an exemplary life in conforming to biblical principles, and be actively attending an evangelical Christian church. In addition, they must agree to the principles stated in the school's Statement of Faith.

2.1 BOARD OF DIRECTORS

General Powers: The Board of the Molly Sparks Academy shall manage the affairs and establish the policies for MSA.

Organization

(See Appendix A for MSA Organizational Chart)

Communication and Conflict Resolution

Complaints, concerns, problems or other matters brought to a Board member's attention by a parent or other member of the community are to be channeled according to the school's chain of command and the principles stated in Matthew 18.

All persons are to deal with the situation at its source. This means speaking with the particular teacher, coach, or individual involved in an attempt to get clarification or to reach a resolution.

If, after honest attempts have been made and clarification, resolution, or satisfaction has not been reached, then:

- The person may proceed to the next level of authority. This means speaking with the appropriate administrator or principal. If satisfaction is not reached at this point, then:
- The person proceeds to the proper committee of the Board (or Board Chairperson), by bringing it to the attention of the committee chairperson in written form. If satisfaction is not reached at this point, then the person may proceed to the Board, once again bringing it to their attention in written form.
- Under normal circumstances, no staff/faculty member, administrator, or Board member may bypass these procedures designed to honor the policy.

2.2 ADMINISTRATION

The School Principals

Principals will be selected by the Board to implement the educational goals, co-curricular programs, and the Christian emphasis of MSA.

The principal must acquire and maintain a valid Administrative Certificate from the State of Arizona and the Association of Christian Schools International and meet the qualifications required of faculty members (as found in Section 6.2.)

General Provision

The administration of the school in all its aspects shall be delegated to the administrative team, who shall carry out administrative and supervisory functions in accordance with the policies and directives of the Board, the Articles and By-Laws of the Constitution of MSA, and the standards of the Association of Christian Schools International {CSI}. (Copies are available in the Administration Office.)

The School Administrative Team

The administrative team will be recommended to and approved by the Board to cooperate with the principals in implementing the educational goals, academic and co-curricular programs, and the Christian emphasis of MSA.

The administrative team must acquire and maintain valid Administrative Certificates from the State of Texas and CSI and meet the qualifications of faculty members (as found in Section 6.1.)

The administrative team is responsible for implementing policies established by the Board and supervising the school's daily operation. Each must provide strong leadership in developing, achieving, and maintaining excellence in our Christian education program.

Continuing education and participation in professional organizations are expected of administrators. Administrators having earned a graduate degree in educational leadership are encouraged to participate in workshops, seminars, conferences, and/or conventions for administrators.

As a member of CSI, the Principals will attend at least one administrators' convention annually.

SECTION 3: BUSINESS

3.1 FISCAL YEAR

The fiscal year of the school shall begin on September 1st and end on August 31st. All budgeting, calendars, and schedules will be geared toward the school's fiscal year.

3.2 SCHOOL BUDGET

The budget, after approval by the Board, will be considered as the spending plan for the ensuing year. The Board delegates to the administration the authority to purchase goods and services within the scope or limit of each budget category.

All staff is required to operate within the budget as approved annually by the Board. The administration must approve any expenditure outside the approved parameters.

3.3 SCHOOL ACCOUNTS

The Student Assistance Fund shall receive gifts to provide financial assistance to students, and the Finance Committee of the Board shall administer the fund upon the administration's recommendations. Donations to this fund are tax-deductible, assuming the donor does not formally specify which student shall receive assistance from the fund.

Activities funds

The Activities Funds are established to manage funds belonging to approved classes, clubs, or other school-related organizations. It shall not include funds related to the school budget. All activities fund accounts must be requested and approved by the administration. The business manager shall maintain the fund balances. To make a withdrawal request, the designated advisor must submit the ACTIVITIES FUND CHECK REQUEST form.

3.4 FUNDRAISING

General Policies:

All fund-raising activities are to help with the academy's ongoing support and offset approved expenditures within the support group's interest. Fund raising activities may be earmarked for specific school needs approved by the school administration and Board.

For support groups all fundraising guidelines are to be followed (see below).

While parents may be encouraged to purchase items and, occasionally, students asked to sell items, it is requested that promotional literature make it clear that this is not required.

MSA does not expect any of its students to be required to sell any merchandise door-to-door. Door-to-door sales by students are not encouraged due to safety concerns.

In the spring of each year, with input from department heads, the administrative staff will develop a school-wide needs assessment. Those items deemed worthy of purchase, but not able to be funded from the general budget, will be made available to support groups for their consideration.

Guidelines for Selection of Fundraisers:

All fund-raising projects must be submitted to and approved by the administration.

All fundraising materials, services, projects, and advertisements thereof must conform to biblical standards of ethics and morality. We will not knowingly promote or merchandise any product that contradicts such standards.

Fundraising projects may not require students to miss time from school.

As a rule of thumb, a 40% profit margin (or more) is recommended as reasonable for new projects. Obviously, exceptions can (and will) be made.

The support groups and administration should agree upon items of less than 40% profit and will usually take the form of a "service" to constituents and/or students. (Examples: certain athletic wear or other such clothing items, notebooks with school logo, gym bags, etc.)

Generally, second-party salespeople should not be involved. For instance, we do not wish to promote a product line that may have competing constituents vying for sales. (Examples: Tupperware, Avon products, etc.)

Annually, leaders of the various support groups within MSA will be requested to meet with the administration to develop a calendar for the year identifying which group will be doing what fund raising activities during what specific week and/or month. Efforts will be made to eliminate overlapping and duplication.

Allowance for a special new fundraiser or fund-raising idea will be considered during the year provided:

- There is room in the calendar.
- It does not have the potential to detract from an existing project of another group.
- It meets all the other general guidelines stated above.

Development Office Fundraising Guidelines Goals:

- Provide financial (gift) accountability
- Recognize and record donors appropriately
- Develop consistency for support group procedures
- Enhance the professional image of the school

Fund raising efforts will be conducted under the parameters approved by the Administration

Because contributions are tax-deductible, according to IRS rules and regulations, all gifts shall pass through the Administration Office for gift acknowledgment and receipting and shall be deposited by the Business Office into the respective support group account.

The principal (or his/or her designee) will be an ex-officio member of each support group wishing to initiate and maintain fundraising activities.

The administration will cooperate in the scheduling and managing of fund-raising activities mutually beneficial to the support groups and the school.

The administration will provide reasonable support and assistance in the following ways:

- Proof and edit annual letters of appeal
- Promote uniformity in letterhead design and format, as well as the color of printed materials, i.e., letterhead, #10 envelopes, and return envelopes
- Approve and provide address labels for specific constituency groups that comprise a mailing list
- Receive and receipt gifts
- Generate activity reports to support groups as requested

Unsolicited gifts (monetary or material) donated to a support group must be reported to the Business Office for appropriate acknowledgment and/or follow-up.

Gifts and Donations Acceptance Policy:

- Gifts of cash and/or checks will be accepted for restricted and unrestricted purposes. Non-restricted funds will be applied to the general operating fund. Restricted donations will be accepted for the designated purpose in keeping with the organization's policies and the donor's intent.
- In-kind donations of goods and services may be accepted, provided they reflect the needs and mission of the organization.

SECTION 4: GENERAL POLICIES & PROCEDURES

4.1 COMMITMENT TO CHRIST AND CHRISTIAN EDUCATION

All employees shall profess a living, vital faith in the Lord Jesus Christ, lead an exemplary life in conforming to biblical principles, and be actively attending an evangelical Christian church. In addition, they must agree to the principles stated in the school's Statement of Faith.

4.2 CHRISTIAN EDUCATION FOR CHILDREN OF EMPLOYEES

All employees are encouraged to enroll their children at MSA. In extenuating circumstances, the Board shall hear appeals and decide based on the appeal. Employees of K-12th students must complete at least one of the following to receive the employee discount. The Business Office must confirm as part of the annual contract agreement. The Business Manager may waive the requirement for applications if it jeopardizes the receipt of other funding.

- Scholarship application for at least ONE appropriate scholarship and/or
- Application for the ESA

Enrollment fees for MSA staff may be waived or discounted.

4.3 TUITION REMISSION

Tuition Remission for all immediate family children is one benefit option for full-time MSA employees. The benefit must be selected upon signing the contract or work agreement and clearly communicated to the business office. All ESA funds (up to \$10,000 for grades K-12th; kindergarten \$4,500) for ALL children attending MSA will be directed to MSA. Tuition for employees' children is equivalent to ESA funds available (\$7,000 for grades 1-8, or \$4,500 for kindergarten). Preschool tuition remission is at 50% of the published preschool rate.

4.4 HEALTH AND SAFETY REQUIREMENTS

Physical Examination

The Board may require any new employee to provide evidence of physical fitness to perform duties assigned and freedom from communicable disease. Such evidence shall consist of a physical examination and tuberculin skin test; and, if appropriate, an X-ray made by a licensed physician not more than ninety (90) days prior to the time of presentation to the Board. The cost of such an examination shall rest with the employee. The Board may sometimes require an examination of any employee by a licensed physician and shall pay the expenses from the school fund.

Background Check

The Board requires a background check on all employees through DPS and FBI Fingerprinting

Substance Abuse

The use, possession, concealment, transportation, promotion, transfer, or sale on school premises of illegal drugs, controlled substances, including trace amounts, alcoholic beverages, tobacco, and/or any other substance which affects or may affect the employee's or volunteer's ability to perform competently or safely, is prohibited.

Smoking

Smoking is not allowed at any time on campus. Employees are expected to assist in enforcing this rule for visitors.

Blood-Borne Pathogens

Certain procedures are necessary in the event blood injuries occur. Annually, all employees will be required to sign documentation showing evidence of attendance at in-service training regarding blood-borne pathogens.

Campus Security

Employees are supplied with keys for secured areas as needed. Keys may not be duplicated without permission from the administration. Care should be taken that these keys do not fall into the hands of students.

Professional Attire

All employees must dress professionally. Faculty and staff must always be cognizant that they are representing the school and should do so in a professional manner.

At a minimum, business casual dress is to be followed. Clothing should be clean, neat, and a step above students' dress code.

Professional Development Attire

Jeans can be worn for on-campus professional development (no holes, tears, or frays) with a MSA Spirit t-shirt or a business casual shirt.

Off-campus professional development attire should be professional-business casual is minimum.

4.5 PERSONAL CONDUCT

Employees must protect the biblical healthy relationship boundaries with students, other staff, and all community members. Conflicts should not be permitted to fester but resolve using the framework Jesus provided for conflict resolution (Matthew 18 principle).

Try to resolve the conflict privately with the other party. If a resolution is not achieved, take a supervisor with you to discuss the conflict with the other party. If a resolution is not achieved after honest attempts for clarification and resolution, the individual may present the problem to the Board Chair in written form. If satisfaction is not reached, the person may proceed to the entire MSA Board with a formal complaint in written form.

Under normal circumstances, no staff/faculty member, administrator, or board member may bypass these procedures designed to align with the framework Christ provided for conflict resolution.

Sexual Harassment

Sexual harassment of students or employees of MSA is unlawful and contrary to our religious beliefs and the commitment of this school to provide a stable learning and working environment. School authorities will not tolerate any sexual harassment of students or fellow workers. It is the policy of MSA that all contact between students, teachers, and other adult employees is in keeping with respect for the individual student, be of a nature that does not make a student feel uncomfortable, and be conducive to creating a stable environment.

Sexual harassment includes making unwelcomed sexual advances, engaging in improper physical contact, making improper sexual comments, or otherwise creating an intimidating, hostile, or offensive educational learning environment. All students and school employees must behave with respect for the dignity of others.

If a student has concerns about the nature of any conduct or physical contact by an adult employed by this school, by a fellow student, or by a member of the public, the student should immediately report this

concern to the administrator, faculty member, or Board member as well as discuss this concern with the student's parent or guardian.

Students are encouraged to report any conduct or contact that makes them feel uncomfortable, is bothersome, or is contrary to a stable learning environment. All such reports will be investigated immediately by school authorities. Civil authorities will handle criminal charges. Anyone found to have violated this policy will be subject to disciplinary action up to and including expulsion from school if they are a student, termination from employment if they are an employee, or criminal charges if they are filed. All such reports will be handled discreetly to maintain confidentiality, avoid embarrassment, and protect the student from making the report. However, it should be understood that the school is required by law to report child abuse to the appropriate social agency that protects the rights of individuals in such cases.

4.6 ABSENCES AND LEAVES

Absence Reporting

If a teacher is absent because of illness or emergency, contact must be made with the designated substitute coordinator and/or school administration no later than 6 a.m. A SUBSTITUTE TEACHER REQUEST form must be submitted to the principal for all other absences.

Teachers must have a completed substitute folder on file with the office within two weeks of the beginning of the school year. Substitute folders must include class lists, seating charts, class schedule, passes for students, some "extra time" assignments for the students in case the class completes the day's lessons with time to spare and general classroom information: student allergies, emergency procedures, list of helpful teachers nearby, where to locate teacher manuals, etc. Assignments for students and seating charts must be available for use by the substitute.

Support personnel must report absences due to illness as soon as possible to their immediate supervisor and submit the appropriate absence form.

Sick Leave

Sick leave may be used in case of illness of a member of the employee's immediate family that necessitates the presence of the employee. Sick leave days may accumulate to 60 working days and 30 working days for part-time employees. Accumulated sick leave is not paid upon termination of employment.

Full-time faculty, support personnel, and administrators are entitled to ten (10) paid days of sick leave annually.

Part-time faculty, support personnel, and administrators are entitled to one (1) hour of earned sick leave for every thirty (30) hours worked. Part-time employees may use sick leave as it is accrued unless it is the first year of employment. The sick leave earned will accrue for the first year and may be used during the next school year.

Long-Term Disability

Long-term disability provides financial protection by paying a portion of your income while you are disabled. The amount received is based on the amount earned before the disability began. Benefits begin the day after the 90-day elimination period is completed. The benefit is in accordance with the current disability insurance policy provided by the school. This applies to all employees who work at least 75% full-time.

Personal Leave for Full-Time Faculty

Two days are permitted each school year without loss of pay. Explanation or rationale for personal day requests is not required. Personal leave will only be granted when adequate coverage (substitute teacher) can be arranged. If several staff request the date for a personal day, a reason may be required to determine priority. Date of application for said requested day will also be considered.

Written notice using the PERSONAL LEAVE REQUEST form must be given at least one week in advance of the day the absence is necessitated except in case of an emergency.

Personal days may be granted with loss of pay equal to substitute pay to attend to personal matters, such as family social functions, job interviews, etc. Generally, not more than one such personal day is granted during the school year.

The principal must approve extended vacations, childcare, or leave of absence. This absence will result in a salary reduction equivalent to 1 /180 of the teacher's salary per day of absence.

Bereavement

Full and Part-Time Faculty are allowed up to three days with pay in the case of the death of an immediate family member. Immediate family includes the spouse, children, mother, father, sister, brother, sister-in-law, brother-in-law, mother-in-law, father-in-law, grandparents, grandchildren, son-in-law, and daughter-in-law. A full or partial day's leave may also be granted for the funeral of a near relative or friend.

Jury Duty

Employees must notify their supervisor immediately when called for jury duty. A letter will be sent requesting a postponement from jury duty for the remainder of the school year.

Maternity I Childbirth / Related Medical Conditions

Any employee who becomes pregnant shall inform the administration as soon as she becomes aware of the fact that the pregnancy will interrupt her professional service. An employee requesting maternity leave shall notify the administration in writing 90 days before the requested date of the leave.

As soon as possible, the beginning date of the leave for teachers should conform to the beginning of and/or ending of a marking period, semester, or school year. The maternity leave policy is based on the Family & Emergency Medical Leave Act, which "provides for up to 12 weeks of unpaid, job-protected leave for eligible employees for certain family and medical reasons." The leave of absence shall not be longer than 12 weeks, with re-employment commencing six weeks after the birth of the child. The employee shall use her accumulated sick and personal days for the maternity leave of absence. After these days are exhausted, the employee's pay shall be deducted at the rate of the current year's substitute pay. Failure to return on the set date shall be deemed as termination of employment unless a mutual agreement in writing has been reached between the Board and teacher prior to said date.

Upon return to teaching, the teacher shall be restored to the same position on the salary schedule as when she left and be entitled to other accrued benefits prior to said leave.

If the above options are exhausted, maternity leave may be granted without pay or experience credit.

Unexpected Emergency

Special consideration will be given to an employee unable to meet professional responsibilities for a sudden or unexpected family or personal emergency. Generally, emergency days would be limited to one per year.

Family and Emergency Medical Leave Act of 1993 (FMLA)

An eligible employee is one who has worked for at least one year and for at least 1,250 hours during the previous 12 months. Because guidelines are extensive, should you feel you qualify, please contact the Business Office for full guidelines and procedure.

4.7 SALARIES, SUPPLEMENTS AND BENEFITS

The school provides certain full-time employee benefits that the Board may terminate at any time it is in the best interest of the school. These benefits include:

Group Health Plan

Coverage is available for employees who work at least 30 hours a week. The premium for single coverage only in the healthcare plan with the current healthcare provider, is paid by the school less the predetermined/month payment by the employee. In addition, family coverage is available with a premium paid by the employee. Optional dental coverage is available at the employee's expense. If an employee is terminated, voluntarily or involuntarily - any elected healthcare benefits will remain in effect through the end of the month of termination.

Under Section 125 of the IRS Code, the school will set aside pre-tax salary for certain expenses (health insurance, dental insurance, medical reimbursement, and dependent daycare) for eligible employees. Tax-Sheltered Annuity 403 (b)

All employees are eligible to enroll in the plan offered and managed by Thrivent Financial. Matching is a benefit option for full-time employees that must be chosen upon signing the contract or work agreement. Stipulations are as follows:

- MSA will match the first 3% of full-time employee's contribution not to exceed \$1,300 annually.
- 30-day vesting period for all new full-time employees.
- Employer matching subject to MSA employee hiring policies.

Workers' Compensation

Coverage provides medical and surgical services because of an injury arising from and during employment. Such injuries must be reported immediately to the school Business Office. Failure to report within 24 hours may jeopardize the coverage.

Paid Holidays

Faculty: Paid holidays are found in the published school calendar for the current year.

Support Staff: 12-month employees are entitled to the following holidays:

- Independence Day
- Labor Day
- Veteran's Day (when it falls on a school/work day) Thanksgiving Day+ 1-day
- Christmas Day+ 1-day
- New Year's Day Martin Luther King Day Presidents' Day
- Good Friday Memorial Day

Paid Vacation for Support Staff

All regular employees shall receive the following annual paid vacation unless stated otherwise in your contract:

- After 1 year of service - 2 working weeks
- After 5 years of service - 3 working weeks

Prorated vacation accruals (from the prior year of service) are added to the vacation bank on September 1. Vacation is to be used between July 1 and June 30 each year. Exceptions must be approved by the school

administrator. If an employee is terminated before June 30th, the employee will receive his/her unused vacation pay as part of their final paycheck. Unused vacation may not be carried over to the following year.

All vacation requests must be submitted in writing at least two weeks prior and approved by the appropriate supervisor.

Pay Days

Employees will receive 24 semi-monthly paychecks, with paydays on the 15th and 30th of each month. When payday falls on a Saturday, paychecks will be issued on the preceding Friday. When payday falls on a Sunday, paychecks will be issued the following Monday.

Teachers will receive their first paycheck on August 30th of each new school year.

Automatic Deposit

Through this program, employees may have their paychecks, or a portion thereof, automatically deposited to their bank account(s). Each employee must authorize the payroll service in writing to set up automatic deposits or deductions. All new set-ups and changes must go through the Business Manager.

4.8 USE AND CARE OF SCHOOL EQUIPMENT/FACILITIES

Classrooms/Work Areas

Each employee is expected to keep his/her work area neat and clean and free of articles not in use. Care should be taken to maintain equipment in good working order. Under no circumstances should employees try to "fix" office equipment. Notify your supervisor or the Administrative Assistant so that service personnel may be notified.

Any improvements to be made to a classroom must be approved by the Administration.

All work requests, except emergencies, should be communicated to the Administration via online request.

School Phones

Outgoing calls must be limited, whether for business or personal reasons.

Personal calls restrict the use of office phone lines for business purposes and cut back on productivity.

Therefore, all employees are asked to limit incoming/outgoing calls to lunch hour or break time unless it is a dire emergency. Employees should encourage family members and friends to help with this policy.

Copiers

The school has copy machines for general use in the workroom. The office has a color copier that is available for limited use by teachers.

Fax Machine

The Fax machine is for faculty and staff use only.

Inventorying of School Property

An inventory of all school equipment and curriculum shall be conducted annually.

Technology subscriptions remain the property of the school and will be canceled if employment ends.

Discarding Inventoried Property

Notice will be given that such items are available for purchase with all profits going to the school, and anyone interested should contact the administration.

After 30 days, if there is no interest, the item(s) may be given to a group or student for use as an educational experience.

In any case, items are to be discarded on a not-for-profit basis; nor are any staff members to realize any personal gain.

When finalized, the DISCARDED INVENTORY form should be submitted to the school Business Manager so that items may be removed from insurance inventory.

Parking on the Campus

Teachers are encouraged to park on the far southwest side of the parking lot.

School Vehicles

The school vehicle is only to be used to transport students to field trips/athletic events and/or other authorized school-sponsored activities. School vehicles may be driven out of state with permission from Administration. School-owned vehicles are not to be driven by students or employees for personal use.

(CDL). All drivers must be over 25 years of age and have a valid Texas driver's license.

For liability purposes, school-owned vehicles cannot be loaned or rented to non-school personnel.

Driver Responsibilities

- Sunflower seeds are forbidden in the school vehicle.
- All students riding in a school van must wear their assigned seat belts at all times.
- Mileage must be logged on the VEHICLE CHECK SHEET BEFORE and AFTER each trip. This form will be submitted to the Director or Facilities after each trip.
- Familiarize yourself with the latch system on the double doors on the van.
- Sponsors are encouraged to have a cell phone on all trips.
- Registration and insurance information is in the vehicle owner's manual in the center section's pocket.
- All drivers are expected to abide by speed limits and traffic laws set by the State of Arizona. All fines for speeding and traffic violations incurred while driving school vehicles are the driver's responsibility. All citations are to be reported to the administration office.
- Keep vehicles locked when parked.
- Problems that need attention are to be reported promptly using the VEHICLE CHECK SHEET and given to the Administration.
- Return the vehicle cleaned out.

IN CASE OF EMERGENCY, call any of these numbers:

Dr. Ricky Walter	903-875-8039
Mrs. Natasha Polk	903-229-7916
During Hours	903-215-8230

Travel and Reimbursable Expenses

Employees will be reimbursed for travel expenses incurred while performing services for the school. Prior authorization by the administration is required for reimbursement. Authorized expenses for personal auto mileage will be reimbursed at the current rate set by the State of Texas. All reimbursable expenses must be supported by receipts and submitted to the Business Manager within the month in which the expenses are incurred.

SECTION 5: PERSONNEL

5.1 SUPPORT STAFF

Support staff shall be appointed by the principal. As a general policy, spouses, children of staff members, or members of the immediate family shall not be employed as support personnel where they would be under the direct or indirect supervision of a family member. Support personnel who work 12 months and at least 1,560 hours annually are considered full-time and eligible for participation in all applicable supplemental and benefit plans provided by the Board.

JOB DESCRIPTIONS

Job descriptions shall be developed by the Administration and kept on file in the administration office.

HOURLY EMPLOYEES

Employees who are not in a salary capacity will be considered hourly employees.

Overtime

Hourly employees may work overtime only with the approval of their immediate supervisor. An employee begins working overtime when he/she has worked at least 40 hours in a regular work week. Overtime is paid at the rate of 1 ½ times the basic straight-time hourly wage. No overtime will be paid to salaried employees subject to federal (Fair Labor Standards Act) and state wage and hour laws. Only hours worked count in calculating overtime. Therefore, holidays, vacation days, and sick days are not counted. The fact that if an employee receives holiday pay, vacation pay, or sick pay is of no consequence for overtime purposes.

JOB PERFORMANCE

Probation for New Employees

All new employees are considered on probation for the first 90 days of employment. Your immediate supervisor will evaluate your work at the end of that period. The evaluation will be discussed with the employee, and a copy will be placed in his/her personnel file. If the employee's performance is unsatisfactory, he/she can be dismissed after 90 days, or the probation period can be extended another 30 days.

- Unacceptable performance, as documented and made clear to the employee, shall constitute grounds for termination.
- Negative evaluation(s) and an adequate time frame for improvement to be made with failure to demonstrate such improvement shall constitute grounds for dismissal.
- Failure to maintain or upgrade skills as required over a reasonable time shall constitute grounds for dismissal.
- Frequent misconduct, malfeasance, actions, attitudes, or language not in keeping with the mission of the school shall constitute grounds for dismissal.

Evaluation Guidelines

Regular job performance evaluations and reviews shall be conducted by the employee's direct supervisor. All evaluations and reviews shall be on file in the office and open to the employee's view.

Personnel Files

Support staff files shall be maintained and made available according to the policies established by the board. Each support staff file shall contain an original application, letters of reference, copies of evaluation reports, a signed copy of each evaluation during the employee's tenure at the school, and other documents the principal deems pertinent.

Professional Development

The principal or his/her designee is responsible for training support staff who report to him/her. Professional development and improving skills relating to each individual's job description are encouraged for all faculty and staff. Professional development classes, seminars, etc. shall be scheduled with and approved by your supervisor and/or principal.

Professional Relationships

The attitudes and conduct of support staff should reflect the biblical standards of Christ-like relationships with students, fellow staff members, and administration. Therefore, support staff should:

Actively cultivate the mutual friendship and support of fellow staff members by:

- Promoting a cooperative spirit among all personnel
- Sharing innovative ideas, techniques, and equipment unselfishly
- Showing genuine interest in the problems and successes of fellow staff members
- Continuously working toward solutions for problems of practice
- Respectfully avoiding all breaches of confidentiality

Actively support and cooperate with the administrative staff of the school by:

- Promoting a friendly, cooperative spirit between staff members and administration
- Recognizing and respecting the supervisory authority of the principal and his or her designees
- Accepting responsibility for carrying out assignments and policies

Actively support and cooperate with the Board by:

- Promoting a positive attitude toward the Board
- Communicating new ideas, encouragement, and constructive criticisms to the Board through the principal

Actively support and cooperate with the constituency of the school by:

- Being sensitive to the values held by the constituency

Termination of Employment

Termination of support staff shall fall under two categories: Budgetary Constraints or Elimination of Position. In this case, "cause" shall not be demonstrated. However, where possible, staff shall be given an opportunity to upgrade skills or retrain for a new or "other" position within a time frame and at a cost to be determined by the administration. Where such a shift is not feasible, when the position is to be eliminated, the person released shall be chosen from those capable and trained in that area. Selection shall be made by the administration.

5.2 FACULTY

Academic Qualifications

At the time of an initial appointment, teachers should have a current Texas teaching certificate or a current certificate from another state (ideally). An CSI teaching certificate will also be required if not already issued. Appointments may be given to teachers who hold a bachelor's degree. Priority will be given to those with a major in their teaching field and/or an education degree. However, by the beginning of the third year of teaching, a teacher should have a current Texas certificate or be granted an exception by the Board. A request for such an exception must provide sufficient and valid reasons why such a certificate has not been obtained. To qualify for a new classification, official transcripts must be received by the administration no later than September 1 in any given year.

Because Molly Sparks Academy is a member of CSI, upon joining the faculty, all teachers are expected to actively work toward the CSI Teaching Certificate.

6.1.4 Upon joining the faculty, all teachers are encouraged to actively work towards a graduate degree and are strongly encouraged to pursue this degree in their teaching areas.

Instructional Staff

Appointment of new faculty members requires:

- A completed application form with required references and official transcripts.
- A personal interview with the Administration to determine professional, spiritual, and personal suitability.
- A personal background check.

Part-Time Faculty

Each spring the administration shall review their needs based on projected enrollment. Part-time staff will be given a conditional contract based on the school's best estimate of need. Contracts issued in the spring shall be subject to review and possibly increase or decrease as enrollment and costs become fixed in the summer.

When a reduction of staff is necessary, part-time positions will be reduced whenever possible before the number of full-time staff members is reduced.

When more than one part-time teacher has the ability and credentials to teach in a single opening, selection shall be made by the administration based on the following criteria:

- Years of service at MSA. (Service in other schools will NOT be counted)
- Teaching experience in the specific opening available
- Job performance reviews

General Requirements and Provisions

Part-time classroom teachers are required to have current Arizona certification and ACSI certification and to maintain all requirements for teachers, including professional development. Requirements for professional growth will be extended based on that fraction taught, an average, over the specified period of time; i.e., a half-time teacher would have six years instead of three to take the three semester hours of graduate work.

All part-time classroom teachers are required to attend parent-teacher conferences and all faculty meetings and in-services throughout the year (except when an agreement permitting absence has been approved by the administration). Part-time specials teachers are required to have current CSI certification and participate in professional development as determined by the administration.

If staffing cutbacks are necessary due to declining enrollment or budget constraints, the best fit for the organization will be considered as well as loyalty to the school.

Teaching Performance

- Teachers must demonstrate a thorough knowledge of their teaching field. Teachers are expected to provide visible evidence of careful lesson planning and organization in meeting curricular objectives. This is done, in part, by providing objectives, classwork, and homework posted consistently in the Curriculum Trak lesson planner Homework box, which syncs with FACTS SIS for students and families to see.
- Teachers must demonstrate ability to recognize and adjust to varying abilities of students and to cooperatively, with parents and resource teacher(s), provide for the individual learning differences and specialized needs of both the learning disabled and the gifted.
- Teachers must strive to increase the knowledge and competence of each student by:
 - Presenting material in a clear, informative, and interesting manner
 - Encouraging maximum participation in classroom discussions and activities
 - Requiring the completion of a reasonable amount of clear and challenging, but attainable, assignments
 - Learning and using appropriate questioning strategies
 - Giving individual help to students who need and/or request it
 - Providing educational enrichment possibilities beyond the normal course requirements
- Teachers must provide the best possible learning environment and cultivate good student-teacher relationships by:
 - Providing positive and effective classroom management to create an atmosphere that is conducive to learning
 - Exercising dignified, fair, positive, consistent, and effective discipline
 - Providing an attractive environment in the classroom
 - Using a variety of formats in testing
 - Providing timely and adequate feedback to parents and students regarding the student's academic progress which generally includes promptly returning tests and quizzes

Interacting with students in an uplifting and non-condescending manner which encourages respectful relationships among students and teachers in the spirit of Christian love.

Teacher Evaluation Guidelines

Classroom Observations

All teachers shall be observed by either the Principal and/or a designee on both an announced and unannounced basis. Usually, written reports of the observations will be given to the teacher and become part of the teacher's file. Teacher evaluations are necessary elements of the administrators' responsibilities to improve the competence of our teachers toward excellence. The written evaluations of the administrators will include the identification of the strengths evident in a teacher's performance and goals and a strategy for improvement that are to be discussed with the teacher. The teacher should then sign and date the evaluation which then becomes the property of MSA.

Evaluation Schedule

For teachers new to the school, evaluations are to be made twice a year for the first year; additional observations will be made as necessary. Per accreditation recommendations, all teachers will have a minimum of two evaluations each year. The principal and/or a

designee may schedule and complete observations and evaluations throughout the school year.

Evaluation by Students

The administration may ask the teachers to distribute course evaluation forms to their students at the end or at different points during the school year. Results shall be used by the teacher for self-improvement. The completed forms shall be submitted to the principal along with a summary form.

Probationary Contracts

From time to time, it may become necessary to place a teacher on a Probationary Contract.

Cause(s) for such may be marginal or poor performance of assignments, attitude and conduct detrimental to the school or its purposes, or other such behavior deemed marginal or unsatisfactory by the administration and Board. A Probationary Contract is intended to provide a framework for improvement of that staff member's performance, attitude, or conduct such that specific areas of improvement are clearly outlined, the staff member is fully aware of them, a monitoring plan is put into place, and the deficiencies are remedied in a Christian and professional manner. Regular documentation on all aspects of the probationary contract and progress toward improvement will be kept in the teacher's file in the principal's office.

During the Probationary Contract period, the teacher will receive full salary and benefits based on his/her position on the salary scale, and he/she will not lose a "step" on that salary scale if probation is lifted.

Probationary Period

The "probationary period" shall be defined as that period of time from the signing of the Probationary Contract, generally on or about March 30, to the next contract year in cases where the problems have been identified and the teacher has been made aware of the deficiencies in writing.

Prior to February 15. The probationary period for issues arising after February 15 shall be from the date of issuance of the probationary statement until the end of the following contract year. In that case, the teacher will receive notification in writing as part of the probationary statement that his/her contract will be withheld the following spring pending successful completion of the probationary period but not later than June 1. In no case shall the probationary period be for less than 18 school weeks.

Process

The principal will notify the teacher of his/her intent to place the staff member on probation for the following contract year no later than February 15.

In areas where issues develop in the spring or summer after contract issuance, the Board may append the contract with a Probationary Statement containing provisions for the following year. In all Probationary Contracts or Probationary Statements appended to a contract, the administration will develop a set of specific goals and objectives that will be based on the deficiencies and designed to correct the deficiencies. These will be reviewed by the School Administrator, gone over with the teacher, signed by the teacher, and attached to the contract. The Probationary Contract or Statement appended to the Contract shall include:

- Specific information indicating the nature of the problem(s). (This could be references to a specific written evaluation done earlier and in the possession of the teacher and the administrator.)
- Identification of areas that need improvement (could be references as noted above).
- Specific goals or objectives that must be reached and a plan or procedure to be used to reach them.
- May include courses or workshops that the teacher must attend during either the summer or school year, or both, if deemed necessary and appropriate by the administrator.
- Indications, where possible, of what would constitute acceptable performance during the Probationary Contract.

Follow-Up

During the probation, at least two conferences between the administration and the probationary teacher must be held with a written record of the discussion and results. The teacher shall be apprised of his/her progress, in writing, on the goals and objectives outlined. Should the decision of the administration be to terminate employment through non-renewal of contract, this decision must be made, and notification given to the teacher by the deadlines outlined above.

Personnel Files

Instructional personnel files shall be maintained and made available according to the policies established by the Board. Each teacher's file shall contain an original application for teaching, letters of reference, a copy of a current teaching certificate, college and post-graduate transcripts, a copy of contracts, copies of observation reports, a signed copy of each evaluation during the teacher's tenure at the school, and other pertinent documents.

Each teacher shall have the right, upon request, to review the contents of his/her own personnel file. The review shall be made in the presence of a school administrator (or his/her designee). responsible for the safekeeping of these files. Files may not be removed from the building.

Any complaints by a parent, a student, or any person directed toward a teacher and deemed serious enough to become a matter of formal record shall be promptly called to the teacher's attention. Teachers are entitled to know the identity or source of all such complaints.

No material derogatory to a teacher's conduct, service, character, or personality shall be placed in a teacher's file unless the teacher has been notified and had the opportunity to read the material. The teacher shall acknowledge a personal reading of such material by signing the actual copy to be filed, with the understanding that such signature merely signifies that the material to be filed has been read and does not necessarily indicate personal agreement with its contents.

The teacher shall have the right to answer any materials contained in the files, and this answer shall be attached to the file copy. If complaints made against a teacher are proven to be without substance, the principal shall report the allegations and the justification for

that conclusion to the Board to seek their concurrence in the destruction of any records dealing with these complaints.

Professional Relationships

A teacher's attitude and conduct should model the biblical standards of Christ-like relationships with students, fellow staff members, and administration. Therefore, a teacher should:

- Actively cultivate the mutual friendship and support of fellow staff members by:
 - Promoting a cooperative spirit among the faculty
 - Sharing new ideas, techniques, and equipment unselfishly
 - Refraining from discussing issues relating to employees' children or other students in public
 - Encouraging open discussion of issues by showing respect for opposing opinions
 - Showing genuine interest in the problems and successes of fellow staff members
 - Respectfully avoiding all breaches of confidentiality
- Actively support and cooperate with the administrative staff of the school by:
 - Promoting a friendly, cooperative spirit between faculty and administration
 - Recognizing and respecting the supervisory authority of the principal, and appointed assistants
 - Accepting responsibility for carrying out administrative assignments and policies
 - Participating in regularly scheduled grade level or department meetings
 - Supporting school activities by attending concerts, sports events, plays, etc., whenever possible
- Actively support and cooperate with the Board by:
 - Promoting a positive attitude toward the Board so that faculty and Board members can work together toward common goals
 - Communicating new ideas, encouragement, and constructive criticisms to the Board through the principal
 - Accepting assignments to work on Board/faculty committees
- Actively support and cooperate with the parents of students by:
 - Respecting their concerns and suggestions about their children's education
 - Keeping them informed of educational changes, school activities, and school issues
 - Encouraging their participation in school activities
 - Communicating directly and openly with them in a timely fashion when specific problems arise concerning their children
 - Maintaining appropriate confidentiality
- Actively support and cooperate with the constituency of the school by:
 - Participating in efforts to keep friends of the school informed about school issues and activities
 - Maintaining professionalism by supporting the policies of the school among constituents and community by maintaining a positive attitude towards staff, Board, and students
 - Being sensitive to the values held by the constituency
 - Encouraging constituent participation in school activities and programs

- Continuing active membership and/or regular attendance at a church whose beliefs are consistent with the school's Statement of Faith
- Actively promote the image of the school in the civic community by:
- Projecting himself/herself as an enthusiastic and loyal educator who is willing to contribute to the support of community programs
- Participating in efforts to promote the well-being of the school within the community

Professional Development

Continuing formal education and participation in professional organizations are expected of teachers as professionals. Each is expected to maintain a program for professional development, self-evaluation, student evaluation, and administrative evaluation are considered instruments for setting goals for growth.

Teachers must maintain state and CSI certification throughout their tenure at MSA. This includes meeting the requirements to maintain certification through graduate courses, ongoing professional development, seminars, workshops, training in Biblical worldview and Biblical integration. Requests for graduate course reimbursement or professional development outside of MSA must be made in advance and approved by the administration. Teachers must demonstrate professional growth as evidenced by ongoing certification, regular evaluations, and enhanced classroom practices. Teachers must participate in in-service programs and regularly scheduled faculty meetings at the school.

Teachers must stay current in the literature of their field of teaching or education.

Assuming administration approval, no salary reduction will be made for teachers to attend a professional growth experience. The school will help to defray the cost of participation when possible. Requests must be made in advance and approved by the administration.

Faculty Guidelines

Faculty devotions will be held as determined by the Principal. Faculty are required to attend, participate, and lead according to the set schedule.

Faculty Meetings

Faculty meetings for all teachers will be held approximately once a week. Time and place will be determined by the principal. Special meetings may be called as necessary. Attendance is required unless prior arrangements have been made with the principal.

Faculty Social Functions

Social times for faculty, staff, and administration and/or their spouses may be held at various times during the year for fellowship. Attendance is encouraged, but not required.

School Day Hours

Teachers are expected to be on campus and/or in their classrooms 30 minutes before and after school hours on regular school days. If it is necessary to leave the campus during the day, the administration must be notified, and teachers must sign out with the administrative assistant. Teachers are required to be available for team meetings up until 4 p.m. when scheduled with advanced notice.

Attendance Procedures

Attendance must be taken in each class following the procedures as outlined by the principal. Cooperation and accuracy by all faculty members is critical.

Daily Announcements

Announcements will be given to begin most school days.

Classroom Devotions

The spiritual tone of the school day is often set by the morning period of devotions and prayer. As teachers, we must seek to teach our pupils how to pray as well as lead them in prayer. The degree and nature of participation by the pupil will depend on several factors, including the maturity of the child. Prayers are offered at the time of morning devotions and at the close of the day. In addition, devotions may occur at other times during the day at the discretion of the teacher. Teachers must make every effort to emphasize reverence and meaningful devotions.

Chapel

All teachers are expected to attend and participate in the weekly chapel services.

Administrative Assistant

The Administrative Assistant has as his/her primary concern the performance of office work and assistant work for the administration. Although there may be times when they do some work for a teacher, this is not their primary responsibility. No faculty member may give work to the Assistant without consulting the Administration.

Technology in the Classroom

Teachers are expected to implement technology in the classroom. Submit a request for technology to the school administration.

Field Trip/School Activity

When a teacher desires to schedule an activity that would take students out of the scheduled school day, the following procedure shall be followed:

A FIELD TRIP/ACTIVITY REQUEST form must be submitted to the principal at least one month prior to the activity requested (see Appendix C). Once approved, the form will be given to the Administrative Assistant who will put the activity on the Master Calendar (including all specials teachers, school nurse, and cafeteria). Principal will arrange transportation with the teacher and ensure school vans are fueled up and ready to go (if used).

Upon approval of the activity, the teacher must provide the office with a copy of the permission slip and cost, communicate with the Cafeteria Manager if lunch schedule will be disrupted on the field trip day and inform specials teachers if any classes will be missed. Teachers must work with the office staff to ensure each parent chaperone has proper documentation on file in the office (fingerprint clearance card and signed volunteer agreement).

The students are responsible for completing missed assignments as requested by the teachers.

Student Discipline & Supervision

Faculty members must be familiar with, follow, and enforce all policies contained in the MSA Student/Family Handbook in the classroom and with all related activities on and off campus. Teachers are expected to teach the "LEADing the Warrior Way" Matrix, enforce the rules, and follow the MSA Behavior Flowchart whether they agree or not (see Appendices B & D).

Internal classroom problems (e.g. sleeping, throwing things, disrupting class, etc.) should be dealt with by the individual teacher, with the exception of major violations. If a student fails to fulfill a teacher's discipline assignment after the behavior flowchart has been followed, the student shall be referred to the principal.

Teachers are expected to supervise their own classrooms whenever students are present and should supervise the hallways, bathrooms, and entrances in their area of the building. Preventative discipline means visibility. Teachers will complete an annual supervision & safety training to ensure understanding of the importance of student safety.

Procedures for Dress Code Violation

The intent of the school is to approach dress code violations as teachable moments in which students learn modesty, safety, and obeying authority. Teachers use the Dress Code Violation email template in CLASS DOJO Communications to notify parents of student dress code violations; teachers copy the principal on the email notification. For repeat offenses, students should be sent to the office to change (if possible) or to wait until parents can bring appropriate attire.

Procedures for Handling Thefts

Always close and lock the classroom door when not occupied.

If a theft is brought to your attention, document the evidence:

- Full description of what was taken
- Estimated value of the loss
- When the theft occurred
- How secure was the area where theft occurred

Present the documentation to the principal as soon as possible. The administration will meet with the student involved, notify the parents, and contact the police if necessary.

5.3 EMERGENCY PROCEDURES

The following procedures will be enforced in alignment with the Standard Response Protocol used by Goodyear Police Department.

HOLD: "In your room or area"

Hold will be announced when hallways need to be kept clear of occupants. The procedure for HOLD is:

- Lock your door (should already be locked).
- Call the office if you have any student out of your classroom for restroom, library, or any other reason.
- Explain to the students that this HOLD is to keep the hallways clear for a time.
- Proceed with teaching until further notice, keeping all students in the classroom.

SECURE: "Get inside. Lock outside doors."

Secure will be announced when there is a need to safeguard people within the building. The procedure for SECURE is:

- Lock your door (should already be locked).
- Call the office if you have any student out of your classroom for restroom, library, or any other reason.
- Explain to the students that this HOLD is to keep people safe within the building.
- Proceed with teaching until further notice, keeping all students in the classroom.

LOCKDOWN: "Locks, lights, out of sight. 11"

Lockdown will be announced when there a need to secure individual rooms and keep occupants quiet and in place.

The procedure for LOCKDOWN is:

- Lock your door (should already be locked).
- Instruct your students to huddle in the corner of the room on the same side of the door but furthest from the door.
- Alert the office of any student that may be out of your classroom.
- Keep the students quiet.
- Try to keep the students calm until administration or law enforcement enter the room to lift the lockdown.
- Students that are out of the classroom need to enter the closest classroom when the announcement is made, or hide out of sight in the restroom. That teacher needs to notify the office and the teacher of the student, that you have the student safe in your class.

EVACUATE: (Location)

The Evacuate directive will be followed by a location (Compass Church, the school gym, etc.) when people need to move from one location to a different location in or out of the building.

The procedure for EVACUATE is:

- Listen to the directive.
- Follow the directive, keeping students calm and orderly.
- All teachers must stay with their classes and take attendance before and after the evacuation, reporting immediately to administration if any students are missing.

5.4 NON-CLASSROOM RESPONSIBILITIES

Teachers will be asked to perform additional duties such as supervision at school activities, planning special events, and other duties as determined by the administration.

Faculty members are required to attend and be on time for the following functions:

- CSI Convention (when available)
- Chapel services
- Special assemblies
- Faculty devotions as scheduled
- Curriculum Night and Meet the Teacher
- In-service training
- Parent/teacher/student conferences
- Faculty Meetings
- Christmas & Spring Concerts
- Open houses
- Promotion exercises
- Other meetings and events as required by the administration and/or Board

Class sponsors help plan class activities to provide maximum pupil participation. Sponsors must be present at all school-sponsored class functions, including parties. Extracurricular activities, committee meetings, club meetings, etc. are to be held after school or as announced.

5.5 TERMINATION OF EMPLOYMENT FOR TEACHERS

The Christian school is more than a legally established educational enterprise. It is a community that works together for the good of young people. Because it is committed to obeying the Lordship of Christ in the area of education, the integrity of faculty, staff, administrators, the Board, constituency, and students is of vital importance.

The following policies are formulated to fairly represent the legitimate interests of all parties involved within the context of the Christian character of the school. As such, they reflect a concern for faculty, staff, administrators, students, the Board, and constituency.

Contracts

Contracts are a signed agreement between the school and the teacher by which the teacher agrees to faithfully perform the duties of teaching and the Board commits to remunerate the teacher for services rendered. The term of the contract shall not exceed one year and is normally offered between March 15 and April 1 each year. Contracts may be terminated at any time by the mutual agreement of both parties involved. Contracts may be terminated by the Board for just cause, including misconduct, conduct detrimental to the interests of the school, failure to render satisfactory service because of inefficiency, incompetence, physical or mental disabilities, substance abuse, or such other grounds for discharge.

Mediation and Arbitration

The parties to this agreement 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 I Corinthians 6:1-8, Matthew 5:23-24 and Matthew 18:15-20. Therefore, the parties agree that any claim or dispute arising out of, or related to, this agreement or to any aspect of the employment relationship, including statutory claims, shall be settled by biblically based mediation.

Arbitration Procedures

If a resolution of the dispute and reconciliation do not result from such efforts, the matter shall then be submitted to a panel of three arbitrators for binding arbitration. Each party to the agreement shall have the right to select one arbitrator. The two arbitrators selected by the parties shall jointly select the neutral, third arbitrator. If there is an impasse in the selection of the third arbitrator, shall be asked to provide the name of a qualified person that will serve in that capacity.

The parties agree that these methods shall be the sole remedy for any controversy or 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 disputes, except to enforce a legally-binding arbitration decision. Each party, regardless of the outcome of the matter, agrees to bear the cost of his/her/its own arbitrator and one-half of the fees and costs of the neutral arbitrator and any other arbitration expenses.

Termination of Employment for Teachers Due to Enrollment Decrease or Budgetary Constraints

Staff reductions would occur if decreased student enrollment or the failure to support the budgetary commitments by the constituency. The Board will appraise the faculty of enrollment projections and staff reductions that might occur the following year. This information will be made available as early as possible in the school year, but not later than March 15 of the year in which their contract will not be renewed.

Should a reduction in staff due to the above reasons become necessary, the following three factors will be considered in selecting the teaching positions to be terminated:

- Teaching Areas: A surplus may occur in an area where more than one competent teacher is assigned. If this situation exists and a shortage exists in another teaching area or grade, the Board may assist the surplus teacher(s) in retraining to become qualified in the area where the shortage exists.
- Competency of Teachers: All staff members will receive regular evaluations as indicated in the handbook. Competency as judged in evaluations will be a consideration in staff reduction.
- The Status of the Teacher: Temporary, part-time, and probationary teachers will be considered for release first. (Temporary is defined as those filling in for teachers on leave. Part-time is defined as those teaching any fraction of the day, week, or year less than full time. Probationary is defined as those under a Probationary Contract requiring specified deficiencies to be addressed and corrected during that contract year.)
 - Full-time teachers who have been on the staff less than three years will be considered next. (Full-time is defined as those under full-time contract during the year in which staff reductions are being considered.) Full-time teachers who have been full time at MSA for at least three years will be considered last.

Temporary and part-time teachers will be issued a contract dependent on school need at the time school opens in the fall. The amount of time and salary will remain open until enrollment is fixed. For purposes of staff reduction, only those years or parts of years accumulated at MSA will count toward seniority in the system. Years from another school system will not be counted.

The above items will be examined in total with no one area considered more important than the other. Consideration of certification status and the impact on the school's academic excellence will also be weighed by the administration and the Board.

Should an unexpected increase in enrollment occur over the summer, the person whose position was terminated will be rehired (if available).

5.6 SUBSTITUTE TEACHERS

Requirements

Substitute teachers must at least have a college degree and shall be approved, assigned, and paid in accordance with the established Board policies. Rare exceptions may be made for student teachers or similar situations.

Applicants for appointments as substitutes shall submit the following:

- A completed application
- A valid teaching certificate, substitute teaching certificate, or a provisional teaching certificate
- Background check on file

Teachers are required to provide a substitute with the following:

- Well-written lesson plans for each period
- A current seating chart
- Information on the location of materials needed
- Information about your chapel duties (if on chapel day)
- Information on any supervision duties
- Instructions regarding what students should do with any homework that is due

5.7 STUDENT TEACHERS

MSA has a responsibility to the teaching profession in general and to the Christian colleges to help train teachers. MSA has a responsibility to Christian young people who desire to devote their talents to education.

Value for those in the teaching profession is shown in the following ways:

- Teachers work closely with young educators and so come into contact with new educational methods and a new generation of teachers.
- Teachers are provided with an excellent opportunity to evaluate (and update) their own methods and materials.

Placement Process

The college, through one of its education professors, shall contact the principal. The principal, having considered the various items listed below, shall decide on whether to make the placement and with whom. The principal shall contact his/her teacher and then notify the college of the placement's acceptability. The college reserves the right to accept or refuse placement.

Cooperating Teachers

A teacher may request a student teacher. A student teacher may request a specific teacher through the principal. To be considered, a teacher must be certified and have at least three years of full-time teaching experience, with at least one of those years at MSA. The principal must approve the placement before the student teacher is notified. The cooperating teacher is responsible to the principal. A teacher may be asked to take a student teacher by the principal. No MSA student shall have a student teacher for more than one quarter (nine weeks), and no MSA student shall have more than one student teacher per semester in core courses.

Selection of Student Teachers

A personal interview with the principal to determine professional, spiritual, and personal suitability. The college will select the student teacher with the approval of the principal and the cooperating teacher. A student teacher may be dismissed for ideas contrary to the Bible and creed or for professional incompetence. Such action must be approved by the cooperating teacher and the principal. A background check will be required.

Responsibilities of Student Teachers

The primary responsibility of student teachers at MSA is to the cooperating teacher in cooperation with the college supervisor. Assignments to take over other classes, study halls, etc. are made by the principal only with the cooperating teacher's approval. No other teacher may ask the student teacher to substitute without the prior consent of the cooperating teacher/principal.

Student teachers should be encouraged to profit from other opportunities at MSA such as:

- Attending faculty meetings
- Attending chapels
- Assisting in sponsoring class activities
- Helping lead extracurricular activities

5.8 PARAPROFESSIONALS

Teacher aides shall be approved, assigned, and paid in accordance with the established Board policies. Interested and qualified people may be used as volunteers in the instructional process. This permits the

school to use people with special talents. However, all volunteers must be approved by the principal before being asked to serve.

All pre-planning and supervision of paraprofessionals will be under the assigned faculty member.

5.9 AMENDMENTS TO FACULTY PERSONNEL POLICY

Proposed amendments shall come to the Board after consultation with the administration.

SECTION 6: INSTRUCTION

West Valley Christian is a non-denominational school not affiliated with a particular church and serves families from diverse backgrounds. Therefore, the school attempts to emphasize matters of doctrine upon which Christians agree rather than emphasize matters upon which there is disagreement among sincere Christians. The school subscribes to a Statement of Faith that is in agreement with orthodox evangelical Christianity. Other than the foundations of the faith written in our Statement of Faith, we do not focus on the distinctives of any denomination.

6.1 CURRICULUM

The curriculum shall reflect the Christ-centered philosophy of the school in each of its varied components, evidenced with planned Biblical Integration in curriculum maps for each subject. Curriculum development shall be under the overall control of the School Board. The Board/Administration shall have direct responsibility for:

- Adding or dropping courses to or from the curriculum.
- Adding or dropping course requirements for students at all grade levels.
- Establishing and periodically reviewing credit requirements.
- Maintaining a curriculum review process and a cycle of curriculum review that makes sure MSA is staying up to date and that the curriculum is coordinated and properly delivered across all grade levels and subject areas.

The Board shall delegate the responsibility for the curriculum coordination and study to the administration and hold those groups accountable for study, reports, and delivery of the curriculum.

The curriculum will:

- Include, but not be limited to, the study of the Bible (each year the student is enrolled), English Language Arts (ELA), social studies, mathematics, fine arts (including music and art), sciences, physical education, technology, and foreign language.
- Maintain a proper relationship between the cognitive and affective domains.
- Seek to provide academic growth appropriate to the needs and intellectual ability of all students.
- Show continual progress from level to level in each subject and will show an interrelationship among subjects.
- Meet or exceed the State of Texas standards at each grade level for promotion purposes.
- Meet or exceed the standards of the Christian Schools International (CSI).

MSA uses Curriculum Trak to map curriculum for each course of learning and provide evidence of planned Biblical Integration in all subjects. Teachers regularly update curriculum maps.

6.2 ASSESSMENTS

Assessments will be primarily used as a tool to aid the teacher in diagnosing both individual and general class-wide readiness for learning. MSA utilizes nationally normed assessments: DIBELS, Star Reading, and MAP Growth testing (given three times a year - Fall, Winter, and Spring) at appropriate grade levels. The purpose of assessment at MSA is to keep teachers and parents

6.3 SCHOOL YEAR

The school year shall satisfy the compulsory school attendance law requirements defined in the state code for non-public schools. The school calendar will be posted on the school website. The school year calendar will be submitted to and approved by the Board before publication. Vacation periods will correspond as closely as possible with area Christian schools and local public-school systems.

Summer School

MSA currently does not offer summer school for students to make-up credits.

6.4 INSTRUCTIONAL MATERIALS

The administration, in collaboration with the curriculum committee and the MSA school board, will approve all teaching materials and textbooks. Instructional supplies will be provided by the school at the beginning of the school year.

6.5 SELECTION OF MUSIC/VIDEOS/MOVIES & SUPPLEMENTAL MATERIALS

Movies, videos, or music used during school activities shall be:

- Aligned with a unit of learning for instructional purposes {except when used as a reward for achievement}
- In good taste, respectful, and supportive of Christian values
- Limited at the middle school level

If there is any question regarding suitability, seek administrative approval. All movies other than G Rated movies must be approved by the administration. Teachers are expected to be aware of controversial and/or topics that may deteriorate biblical principles. Examples of this include relativistic views of tolerance, environmentalism, food/nutrition extremes, and family units which do not support the biblical definition of marriage.

6.6 EXCEPTIONAL LEARNER PROGRAM

The Exceptional Learner Program meets the academic needs of students who have been identified as having an educational disability. Students who qualify receive support in their general education classroom, small groups, and/or one-to-one settings, as determined by the parents and ELP team. Upon initial enrollment to MSA, the student's educational history, including any evaluations, IEPs, and/or 504 Plans will be reviewed by the ELP Coordinator and administrator to ensure the school can meet the specific needs of the student. Once enrolled, the ELP team will meet with the parent to write an Individual Service Plan (ISP). Participation in the ELP program requires an additional ELP Tuition Fee in addition to the regular MSA tuition.

As a private academy, we are not required to follow IDEA regulations regarding special education. Students enrolled in MSA waive their right to a Free and Appropriate Public Education. MSA does collaborate with Corsicana Independent School District to provide Multidisciplinary Team Evaluations and some related services. However, the student must receive the services at an CISD campus.

SECTION 7: STUDENTS

7.1 ADMISSIONS

The Molly Sparks Academy does not discriminate on the basis of a student's scholastic, music, or athletic ability. Students will not be denied admission based on race, gender, national or ethnic origins. MSA is committed to training children of a family where the lordship of Jesus Christ is an ever-present reality in that home. As a covenantal Christian school, at least one of the parents must be able to articulate

a living faith in the Lord Jesus Christ as his or her personal Savior. Additionally, there is evidence of Christian faith through regular church attendance.

Admissions Process

Application

Families must provide documentation to apply for enrollment at MSA:

- Completed online application and paid application fee
- Signed statement of faith
- Written testimony of how they came to know Christ and/or a church leadership form
- Standardized test scores
- Prior years' report cards
- IEP, 504 Plan, MET, or other pertinent documentation

Screening Assessment

Screening assessments will be completed by certified MSA teachers. Results are shared with families at the family interview with the principal.

Family Interview

The school will schedule an interview with each family before admission. The main purpose of this interview is to determine the reasons for the family choosing MSA, to ascertain the Christian commitment of the family, and to explain the partnership that must exist among the Christian home, church, and school. During the interview, an explanation is given on how Christian education is carried out through the curriculum, extracurricular activities, devotions, chapels, Christian role modeling of staff, and the requirements and expectations of the school of all its students.

In addition, opportunities for parent involvement and the importance of communication between home and school will be discussed.

7.2 COUNSELING

Students needing counseling will be referred to a Christian counseling agency.

7.3 SCHOOL RECORDS

The school shall maintain a complete record, including a cumulative academic and health record, for each student enrolled in the school regardless of the period of attendance.

All material in each student's cumulative file shall be treated as confidential and accessible to the professional staff of the school. However, parent(s), guardian(s), adult students over the age of 18, and graduates shall have access only to official transcripts, health records, and standardized test scores affixed to the transcript.

No current student's personal records or files, or data contained therein, shall be released without the written consent of the parent(s) or guardian(s) to any individual agency or organization other than staff members of the school who have legitimate educational interests, and certain federal, state, or local authorities performing functions allowed by law.

The administration is responsible for keeping and properly maintaining school records. School records are to be properly filed and stored to provide reasonable security against fire, theft, or alteration.

7.4 REPORTING TO PARENTS

Report cards are issued at the end of each quarter. Progress reports are issued regularly throughout the year. Annual parent-teacher-student conferences are scheduled in the fall and spring. All faculty, full and

part-time, are expected to be present according to the schedule developed by the administration. New student conferences are also held in the first quarter of the school year, to check in with new families and see how new students are acclimating to MSA. Teachers are expected to contact parents of students experiencing academic, spiritual, or personal difficulties, and parents of students who deserve commendation. Regular positive communication is vital to a healthy home/school partnership.

7.5 RETENTION AND PROBATION

The policies and procedures as developed by the administration and approved by the Board are to be followed.

7.6 STUDENT HEALTH AND WELFARE

The Board shall provide pupils with facilities conducive to education and maintained to preclude injuries during normal school functions.

In the event of an injury to a faculty member or student, the administration and/or staff member or witnesses must prepare an ILLNESS/INJURY REPORT to be filed within 24 hours in the injured person's file. In the case of a student, this report is to be furnished to the parents upon request. Recommended procedures for handling medical emergencies:

- Do not move the injured student until you have thoroughly determined the nature of the injury.
 - When in doubt, call for professional medical assistance (911), but do not move the injured student if there is any possibility of head, neck, or back injury.
 - Call the parents of the injured as soon as possible.
 - Make the patient comfortable, shaded, and cool.
 - Never leave a patient unattended. Watch for symptoms of shock.
- Navarro Regional Hospital: 100 Hospital Drive, Corsicana Texas 75110

Such incidents should be followed up with telephone calls to parents and students, and home/hospital visits as may be appropriate. No student, once under a doctor/trainer's care, can return to practice/participation in any form until a written release form by the doctor/trainer is on file with the office. All policies of the Texas Department of Health and Human Services will be followed regarding physicals and immunizations.

Communicable Diseases

MSA recognizes the importance of providing and maintaining a school environment that minimizes the risk of the transmission of any significant communicable disease. The school also recognizes the need to ensure that any student or staff member with a communicable disease remains eligible for the benefits of its educational services and their rights and privileges provided by law. To balance these rights with the school's obligation to protect the health of all students and staff, the following policies and procedures have been developed regarding any student or staff member who has a communicable disease.

The diseases to which this policy applies include, but are not limited to:

- Measles
- Meningitis
- Typhoid fever
- HIV infection
- Encephalitis
- Viral hepatitis
- Tuberculosis
- Chicken pox
- COVID-19

MSA will work cooperatively with local, county, and state agencies as appropriate to enforce and adhere to the State health codes for prevention, control, and containment of communicable diseases in its school.

Pregnancy

The Molly Sparks Academy is committed to the sacredness and sanctity of human life. Life is a gift from God and that must be treasured and nourished. God knows and loves each person even before we are conceived. To destroy life, whether before or after birth, is a sin. Sexual intimacy, according to the teachings of the Bible, is also one of God's good gifts and is to be kept within the bounds of marriage. The school recognizes, however, that sin is real and that unplanned pregnancies may occur.

In the event of a pregnancy, the students involved will ordinarily not be allowed to continue their education at MSA. This policy applies equally to either a boy or a girl involved in a pregnancy whether or not the partner in the pregnancy is a MSA student. In all such cases, extraordinary measures will be made to assist and counsel each student to encourage right choices and continuing education.

In the event that a staff member becomes aware of a student who is planning an abortion, it must be reported to the administration and efforts will be made to work with that student within the framework of the family and church support network in an appropriate and timely manner. In such cases, the sacredness of human life takes precedence over confidentiality.

Child Abuse or Neglect

To fulfill its responsibility to God, Christian parents, and legal authorities, West Valley Christian is required by law to immediately report any reasonable cause to believe that child abuse or neglect has occurred or is occurring.

Crisis Plan

The administration is responsible for making all the decisions that will institute procedures in the event of a given crisis. Evacuation routes are posted in each classroom in case of an emergency. Crisis planning and training will be ongoing throughout the school year.

Access to Students

The school will not provide access to students for individuals other than parents, unless the police are investigating a child abuse claim or educational testing, services, or counseling has been approved by parents.

7.7 STUDENT/FAMILY HANDBOOK

MSA shall prepare annually and distribute to all students a Student/Family Handbook, approved by the Board, which contains all policies that govern student life at the school. Students and parents/guardians are to adhere to all the policies contained in the handbook.

7.8 NON-CUSTODIAL PARENTS

Divorced and separated families are realities of contemporary life which affect the school's responsibilities to its students. The following guidelines have been adopted to assist the school in situations where a non-custodial parent wishes to become involved in school-related activities of a child or wishes to have contact with or take custody of the child while the child is at school. Ordinarily, MSA will not resist or interfere with a non-custodial parent's involvement in school-related affairs or access to the parent's child or the child's records unless the school is presented with a court order, or comparable legal document, which restricts such involvement or access. The school will remain neutral, not "choosing sides" between parents.

A non-custodial parent may not take custody of a child or remove the child from school premises unless the parent presents either a written court order or a written authorization signed by the custodial parent who permits such custody.

If the actions of parent(s), custodial or non-custodial, become disruptive to the school's operations, the school has the right to restrict access by such parent(s) and take other reasonably necessary actions. Concerning student activities that require parental consent, the school will accept consent only from the custodial parent, unless authority to grant consent is given to the non-custodial parent by a court order or comparable legal document. In most cases, non-custodial parents who request it will receive a copy of report cards unless administration has reasonable grounds to believe that it would be injurious to the home-school relationship.

These guidelines will be applied to further the school's mission and its students' best interests.

7.9 COCURRICULAR PROGRAMS

Goals and Objectives

The student activities program includes after school clubs, and other cocurricular activities. The goals for all student activities should include:

- Meet the recreational, social, cultural, and spiritual needs of the students
- Offer a variety and balance of activities in the above areas
- Build a healthy self-image in the students
- Reinforce a student's personal commitment to Christ
- Provide opportunities for every member of the staff to be involved in the sponsorship and/or encouragement of student activities
- Align with the school's mission to support students' as they discover and develop their talents and spiritual gifts

Staffing

Sponsors or coaches must profess a belief in the Lord Jesus Christ, lead an exemplary Christian life and conduct their activities within the rules, policies, and procedures of Molly Sparks Academy. Behavior or actions not in keeping with these mandates may constitute grounds for dismissal. Hiring shall be under the supervision of the principal or designated administrator. Day-by-day supervision of cocurricular activities and staff shall be the responsibility of the administration.

Co-curricular offerings

Depending on staffing and other pertinent factors, co-curricular offerings may vary from year to year. As MSA grows, plans are in place to expand co-curricular offerings for students. These may include student government, fine arts, drama, and music.

Publications

There are student-produced publications as determined by the availability of a sponsor. In addition, the yearbook may be student produced and supervised by a faculty member. (Determined on an annual basis, pending the specials classes and/or extracurricular clubs provided by the school)

Spiritual Growth

Opportunities for involvement in chapel, prayer groups, Bible studies and service projects are available for MSA students under the leadership of staff and community volunteers.