



Faculty Handbook

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Disclaimer:

This handbook is intended only to outline the operational policies and procedures for Monterey Bay Christian School teaching faculty. This manual is not intended to be all-inclusive (see Employee Handbook) and should not be considered to be an employment agreement. MBCS reserves the right to change employment policies and/or procedures in this manual at any time. Employees will be notified of any policy changes, additions or deletions. Said changes will immediately become a part of this manual.

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Thank you for being such a valuable part of the MBCS team! Together, we are affecting the lives of students for eternity! In addition to the guidelines outlined in our Employee Handbook, all faculty are expected to be aware of and abide by the information included in this Faculty Handbook as well as the Family Handbook published for students and parents.

I. Faculty Procedures

A. Teacher's Supervisory Responsibilities

Continuous Supervision

Each teacher is responsible for his or her students and their activities throughout the entire school day, except for those times when the students are under the specific direction of someone else's care. At no time are students to be left unattended in a classroom. Faculty members leaving students unattended open themselves and the school to unnecessary charges of neglect. General guidelines for teachers are as follows:

- 1) Everyone is "on-duty" as a supervisor of any students in his or her proximity; and is expected to enforce the school wide discipline plan.
- 2) Students of any grade are subject to any teacher's direction.
- 3) Teachers should lock their doors at all times, and students should never be allowed in a classroom without a teacher present.
- 4) If any teacher observes misconduct on the part of a student in any grade, that teacher should correct him or her, follow up with appropriate records and/or communication, and, if necessary, refer the student to the administration for further disciplinary action.

Supervisory Assignments

Schedules for daily supervisory assignments for lunch duty, carpool, etc., will be distributed to each teacher. Full-time faculty members will be designated to serve as advisors for classes and special activity chaperones, as assigned by the principal. Each full-time teacher is also expected to supervise at least one after school club that enriches the students either academically, spiritually, physically, or socially.

Preparing for a Substitute Teacher

Good planning is essential to good teaching. It seems reasonable, therefore, to expect the classroom teacher to keep a written record of his or her planning (both long and short range) and have it readily available for use by a substitute. Students become adjusted to the classroom routine of the regular classroom teacher. It should be made easy for a substitute to carry on the same general procedure by having the following materials available: seating chart, textbooks (if any), instructional plans, attendance procedures and a note concerning any special situations.

The teacher should discuss any dissatisfaction with the substitute's work with the school principal. It is unwise to discuss such things with other teachers or with students. The substitute's work can be improved if the principal is made aware of any shortcomings. Conversely, a note or expression of appreciation can be given on behalf of a sub who has done a good job with the class.

Each teacher will keep a substitute binder/folder in their classroom. The folder should include:

- 1) Daily plan for sub
- 2) Weekly schedule
- 3) Morning arrival and dismissal responsibilities and procedures
- 4) Room habits and regulations
- 5) Seating chart
- 6) Copy of the faculty handbook
- 7) Any Additional Responsibilities (Carpool, Lunch Duty, etc.)

B. School Day Responsibilities

Arriving on Time

Teachers, as professionals, are expected to arrive at school with sufficient time to prepare for their school day and to attend any scheduled devotions or faculty meetings. Teachers are to arrive no later than 7:45AM. The school day begins at 8:15am. Teachers, unless assigned other duties or having made special arrangements, need to be in their classrooms at least fifteen minutes before the start of any class or program in order to greet students and/or families.

Ending of the School Day

School ends at 3:15pm. Teachers should remain on campus for at least 15 minutes after escorting their remaining students to extended care at 3:30, unless they have other assigned school duties or special arrangements. Critical reporting for the day is expected to be complete before leaving for the day.

Devotions

Each year, faculty devotion time(s) will be discussed and planned with the administration, including the opportunity and/or expectation of teacher-led prayer/discussion.

Meetings

Faculty meetings will be held on regularly scheduled afternoons along with other impromptu meetings as needed. On-going training and development opportunities will be provided and scheduled at regular intervals in the school year.

Student Attendance/Record-Keeping

The state of California has mandatory school attendance laws. It is required of each school to maintain an accurate daily attendance record of each enrolled student. All teachers must take attendance using the SIS by 8:30AM. Teachers are expected to be familiar with the attendance policy as found in the Family Handbook.

Student Withdrawal from School

When a teacher becomes aware that a student is going to withdraw from MBCS, the teacher should notify the office as soon as possible. When a student has officially withdrawn from MBCS, all textbooks, materials and school owned supplies must be returned. The teacher will be expected to provide the student's current grade as of the date of withdrawal.

Field Trips

Prior to announcing a field trip, the teacher must secure approval from the principal for the trip. The trip must have a definite educational value and be the best use of instructional time. Students must be well behaved and properly supervised on all field trips. The MBCS dress code is enforced on field trips. For "All-School" field trips, each homeroom teacher is responsible for organizing transportation and coordinating with the school office. Class field trips should be planned at least one month ahead. Please submit all pertinent information to administration for approval of field trips before they are announced. The office will produce a permission slip to be used. Every student must have his/her permission slip signed by a parent or guardian. Except for all-school field trips, an alternative must be provided for the student at school should the parent decide not to send the student on a MBCS sponsored field trip. Additionally, parents may choose to provide an alternative activity for their own child at home. Absence from a MBCS sponsored field trip may be considered an unexcused absence. When using volunteers as drivers for a field trip, the driver must complete all necessary driver information forms and provide proof of current insurance and current driver's license to the school office.

Collection of Money by Teachers and Fund-Raising Projects

Teachers may not collect money from students without permission from the principal. Money should be collected by the office staff. Class or special groups' fund-raising projects must first be cleared with the principal.

Emergency Drills

Emergency drills (fire and lock down) will be held and may be announced in advance, or unannounced. It is important that teachers have clear procedures for emergency drills. Always take class attendance records and the green and red laminated sign with you to the evacuation location. Upon arrival at the evacuation location, teachers are to take attendance. Teachers should hold up the green side of the laminated sign if all students are present, and hold up the red side of the laminated sign if there are any students missing. Be sure to read the Emergency Plan and Safety Procedures document as well for more details.

Student First Aid and Illnesses

Each teacher will be provided with an emergency first aid kit to be stored in the classroom. The kit will be restocked at the beginning of the school year. Emergency kits are to be taken on all field trips.

Teachers will be supplied with bandages in the kit and may use this supply to offer basic first aid to minor scrapes in the classroom. With any wound needing further attention, the student should be sent to the office for attention. If the teacher notices a student not feeling well, they should send the child to the office for evaluation.

All fevers and rashes need to be evaluated for their risk of infectious nature, and the decision to send a child home should be made by the office staff. The office staff shall notify all parents of a child's illness or injury.

With any serious injury, the student should not be moved until the office staff has evaluated the seriousness of the injury and/or appropriate medical care has arrived. Remember to fill out an injury/accident report for each occurrence and submit to the school office the day of the injury. Forms are available in the office.

No over-the-counter or prescription medication should be administered in the classroom. All medications require a doctor's consent form that a parent must sign and will be kept in the school office.

When a Student Complains of Illness

No complaint of illness is ever to be disregarded, nor any request to use the restroom. If a student feels ill, he/she should be sent to the office. The office will call his or her parents. The teacher and principal will work with the parents on any chronic problems or complaints.

Cleaning and Care of School Property

God has blessed MBCS with wonderful facilities. Teachers are to be a model of cleanliness and respect for school property. Both teachers and students have a responsibility to see that school property is cared for properly.

Do not allow students to sit on desktops or tables. Any student damaging school property of any kind, including computers, will be required to correct the damage or pay for the replacement cost.

General Classroom Responsibilities

Each teacher is responsible for the general cleanliness of his or her room and immediate outside area.

- 1) Lights are to be turned off when the classroom is not in use.
- 2) Thermostat must be regulated as to conserve energy and turned off at the end of the day.
- 3) Windows are to be closed before the room is left for the day.
- 4) Desks & tables are to be arranged in an orderly fashion.

- 5) Students are to pick up paper and any other trash from the floor and their desks/tables before dismissal of each class period.
- 6) The room should be locked at all times.
- 7) Desks, table tops, computers & screens are to be cleaned on a regular basis.
- 8) Students are NOT allowed to bring in drinks or food of any kind unless it is a special occasion that has been approved by the principal. Water is allowed in a sealed container.
- 9) It is the teacher's responsibility to make the classroom walls and decorations look orderly, educational, and appropriate for a learning environment.

II. Lesson Planning, Reporting to Parents, and Grades

Lesson Planning Guide

Teachers should plan their lessons at least two weeks ahead of time and have them available during the week. Plans should be current and complete so that a substitute could easily take over at any time. Copies of the weekly lesson plans are to be emailed or handed to the administration by Friday preceding the two weeks of coverage. Teachers should see the Principal if they need further guidance on what a lesson plan should look like.

Official Curriculum will be chosen and approved by the Administration, and regularly reviewed. If using resources outside of the approved curriculum for a given grade level (videos, books, websites, etc.), those resources should be approved by the Principal or School Administration before use. Any outside resources should definitely be included on the weekly lesson plan.

Communication with Parents

It is imperative that the teacher communicates on a frequent basis with the families represented at MBCS. Always strive to maintain a cooperative relationship between the home and school. We work as a partnership! We as a faculty are seeking the very best in every situation for the students. Approach all conversations with parents with this in mind. Regularly interjected positive communications help establish rapport and balanced relations with families as well.

A call home or a parent conference is required for any student receiving a grade of C or below. The purpose of the call is to create a plan to help the student achieve success in the class. We must see our parents as partners and ask for their help and input. Timing is always crucial. Do not try to communicate a low grade or other concern when other individuals are around or if time does not allow adequate conversation.

Please respond to phone messages and emails within 24 hours of receiving them. Good customer service is crucial to building strong relationships at MBCS! It is essential that faculty members effectively represent the school program to the parents and the general public. Please support MBCS policies at all times!

School Information System (SIS)

Gradebooks are to be updated with scores and assignments each week no later than Friday at 4pm. Do not give your gradebook/log in information to a student or leave the program open and unattended in your classroom. TA's should not be allowed to enter grades/attendance/etc.

Report Cards

Report cards are issued on a quarterly (4 times) a year basis, which is approximately every nine weeks. Parent-teacher conferences will be held for all students at the end of the first quarter. Grade reports will be held for parental review and discussion at the conference.

First Quarter Parent/Teacher Conferences

Parent conferences will be held for all students at the conclusion of the first quarter, at a date to be determined by the administration. Please keep your discussions honest, but positive, remembering that we are a partnership. Beginning the conference with prayer is a powerful way to show parents the difference at MBCS. Be sure to discuss:

- 1) Academic progress
- 2) Homework completion/Organizational habits
- 3) Social development
- 4) How parents can help at home

Have your gradebook available if parents request clarification on the student's grade, and show them how they can login to the SIS and/or LMS at home. It is also helpful to have samples of work available. Leave time at the end of the conference for parents to ask any questions or offer suggestions.

Back to School Night

At the beginning of the year, every teacher will participate in Back-to-School Night. This event will enable teachers and parents to get acquainted, for parents and students to get acquainted with classroom policies, and for parents to better understand the program at MBCS.

Syllabus

Teachers are expected to write a syllabus for their class and turn it in to the Principal during orientation week. Students are to be given a copy of the class syllabus the first day of class and copies are to be made available to parents at Back-to-School Night. Your syllabus should include the following:

- 1) Course name and classroom #
- 2) Your name and contact information (email, school phone extension, personal # if you desire to give out your number)
- 3) Curriculum information/Subject Philosophy and Goals
- 4) Classroom expectations/rules
- 5) Grading policies
- 6) Tutoring information
- 7) Required Supplies
- 8) Any special information about your class

III. Teacher Expectations and Competencies

Minimum Expectations for Teachers

It is expected that MBCS desires to meet and exceed the California Standards for the Teaching profession. An integral part of faculty members' employment at MBCS is an ongoing appraisal of their ability to meet expectations by their principal. As appropriate to the various jobs performed by teachers, the minimum expectations include, but are not necessarily limited to, the following:

Spiritual Qualities

1. Exhibits God's love to others.
2. Demonstrates an attitude of ministry.
3. Is seen as a Christian role model to students, families and staff.
4. Resolves problems following the Matthew 18 principle.

Personal Qualities

1. Dresses in a professional manner following the MBCS dress code.
2. Is considerate in tone of voice and mannerisms.
3. Demonstrates a respect for students in words and actions; and maintains a distinction between being a teacher vs. a friend.
4. Maintains open lines of communication with parents.
5. Demonstrates a spirit of flexibility and cooperation.
6. Accepts responsibilities and participates in school activities.

Professional Qualities

1. Maintains timely and accurate student records.
2. Is punctual to assigned duties and meetings.
3. Attends and participates in required meetings and activities.
4. Supports school programs and policies.
5. Cooperates with other members of the staff and promotes teamwork.
6. Practices effective organizational skills and classroom management.
7. Responds to administrative directives as requested.
8. Shows initiative in implementing goals for attending workshops, reading professional materials, etc.
9. Complies with standards in the Employee Handbook.
10. Willingly makes arrangements to be available to parents and students and honors their requests for appointments.

Classroom Management

1. Maintains an environment that reflects the Christian mission of the school.
2. Maintains an attractive, safe, orderly and organized classroom.
3. Strives to meet the individual needs of the students.
4. Provides and follows an effective classroom discipline plan that is built around a personal relationship with the student and/or parents.
5. Maintains a classroom environment, which allows students to stay on task and be productive.
6. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.

Instruction

1. Integrates Biblical principles, curriculum standards and the program objectives throughout instruction.
2. Prepares for classes assigned, and shows written evidence of lesson planning.
3. Evidences preparation and long-range planning.

4. Utilizes a variety of instructional methods and strategies.
5. Uses a variety of assessment methods and strategies.
6. Participates in ongoing evaluation of curriculum.
7. Provides an effective program of instruction in accordance with the adopted curriculum.
8. Strives to implement by instruction the MBCS philosophy of education and to meet instructional goals and objectives as outlined in the Family Handbook.

IV. A Framework for Teaching

1. Planning Lessons

A. Develops and prioritizes annual and unit plans with curriculum guidelines.

1. Identifies specific prerequisite skills and/or knowledge necessary to accomplish the objective.
2. Plans instruction as needed to promote student mastery of prerequisite skills and knowledge.
3. Prepares written lesson plans to support instructional objectives.
4. Incorporates cognitive levels of learning: knowledge, comprehension, application, analysis, synthesis and evaluation.
5. Plans and/or utilizes appropriate assessment.

B. Evaluates, selects, and modifies resources and activities

1. Reviews resources
2. Selects resources and activities that match objective(s)
3. Selects resources and activities that match the learner(s)
4. Selects resources and activities that provide a variety of learning modalities.

2. Implementation

A. Provides initial focus for the lesson.

1. Clearly communicates specific learning objectives to students.
2. Provides a context for objectives by one or more of the following:
 - a. Presenting an overview or outline of how information fits together
 - b. Reviewing related previous work
 - c. Describing the purpose, rationale, or relevance for what is to be learned.
3. Captures student attention through active involvement.

B. Delivers the lesson.

1. Uses appropriate delivery strategies, including ways of providing information for students to acquire the learning from example: lecture, discussion, inquiry, or cooperative group learning.
 - a. Presents definitions, examples, illustrations, and concrete points of reference.
 - b. Uses aids and materials that effectively support the presentation.
 - c. Emphasizes critical or important areas of the topic by explicitly stating or highlighting their importance.
 - d. Models learning processes.
 - e. Provides relevant examples and models of higher-level thinking by verbalizing the process of analysis, synthesis, and evaluation.
 - f. Summarizes or reviews during the lesson to provide continuity.
2. Relates new ideas to previous or future learning.
 - a. Provides simple examples first and then moves to more difficult or complex examples.
 - b. Relates learning to relevant life experiences.
 - c. Points out similarities and differences in learning.
 - d. Uses associations and analogies.

3. Organizes content for presentation of the lesson.
 - a. Presents information in a logical sequence, such as: moving from simple to complex, and moving from concrete to abstract.
 - b. Organizes the presentation of content into blocks or steps based on the ability of the students and the complexity of the material.
4. Uses questioning methods to develop critical thinking processes
 - a. Creates the expectation of being called on by eliciting responses from volunteers and non-volunteers.
 - b. Asks clearly stated questions that are relevant to the objective.
 - c. Provides cues to prompt, correct or expand student answers.
 - d. Asks students to explain answers and clarify answers.
 - e. Pauses after asking a question to provide wait-time for student responses.
 - f. Asks questions before calling upon specific students, thereby encouraging all students to formulate answers.
 - g. Asks questions that demand higher level thinking processes.

C. Provides guided practice

1. Conducts relevant teacher-directed group practice activities after presenting new information or skills.
2. Provides guided practice on new learning in amounts that are appropriate to the complexity of the content, to logical division of the content, and to the ability of the student. (for example: small bits of information for complex content or for struggling students)
3. Moves among the students to give assistance during guidance practice.
4. Continues guided practice until most students are capable of mastering the objectives.

D. Provides independent practice

1. Assigns independent practice after successful guided practice, especially for grade 3 and up through the use of the LMS system.
2. Assigns appropriate independent practice through in-class or homework activities.
3. Differentiates independent practice assignments based on learner needs.

E. Monitors instruction

1. Generates relevant observable behavior-written, verbal and physical- by involving students in practice activities and by asking group and individual questions.
2. Varies the type of responses generated.
3. Stimulates covert involvement of students by using strategies such as: directing all students to think of an example, asking them to remember an experience, or asking them to mentally prepare to describe a picture or model.
4. Interprets student responses to determine opportunities for praise, prompts, extensions and corrective feedback.
5. Observes students for initial engagement after making assignments.
6. Listens to verbal responses to check understanding, progress and involvement.
7. Observes students' facial expressions and other nonverbal behaviors to determine if further clues or explanations are needed.
8. Moves among students to check progress, understanding and involvement and to give assistance during individual or group work.
9. Provides feedback on student responses.
10. Provides specific feedback on responses that are correct and on why they are correct.
11. Provides feedback to students by repeating, paraphrasing, applying or extending their correct responses.
12. Provides specific feedback on responses that are incorrect and why they are incorrect.

13. Takes corrective action, such as: giving hints, using different words and examples, re-teaching, creating smaller steps, and employing alternative instructional materials when students make incorrect responses.
14. Provides individual students with opportunities to give correct answers by dignifying incorrect responses, by providing prompts, and by returning later to the student for a chance to repeat the correct response.

F. Closes lesson by using appropriate strategies

1. Restates the objective that has been stressed in the lesson.
2. Asks a student to summarize the lesson or state the objective.
3. Summarizes the main points of the lesson.
4. Asks questions to determine whether students are thinking about what they have learned and putting ideas together in their minds.
5. Associates material the students have learned that day to previous material studied or to future learning.
6. Provides an interesting “clincher” to bring the lesson to an effective close and leave the students with something to think about.
7. Relates what the students have studied that day to the overall unit itself.
8. Tells the students what they will be studying the next day and perhaps how it relates to what they have been studying during this day’s lesson.

3. Assessment

A. Provides/Utilizes formative assessment that measures student progress toward objective(s)

1. Observes students’ facial expressions and other nonverbal behaviors to determine if further clues or explanations are needed.
2. Listens to verbal responses to check understanding, progress, and involvement.
3. Generates relevant observable behavior-written, verbal, and physical- by involving students in practice activities and by asking group and individual questions.
4. Moves among students to check progress, understanding and involvement.
5. Provides criteria that allow students to measure their own progress toward an objective.

B. Provides/Utilizes summative assessment that measures student achievement of objective.

1. Provides assessment that matches learning objectives.
2. Reviews content and directs students in focused preparation for assessment targets.
3. Provides assessment that is appropriate for the learner(s).
4. Maintains assessment records for each student.
5. Communicates assessment results to student.
6. Uses assessment results to plan for subsequent instruction.
7. Uses a variety of assessment tools appropriate to different learning styles.

4. Classroom Climate

A. Organizes learning environment to maximize student time on task.

1. Organizes and arranges classroom to facilitate learning.
2. Makes smooth transitions from one activity to another.
3. Maintains an orderly system for housekeeping duties- attendance, passes, announcements, distributing and collecting materials and homework assignments.

B. Maintains behavior that is conducive to learning.

1. Clearly defines and communicates behavior expectations to students.
2. Monitors behavior and provides appropriate feedback to students.
3. Deals effectively with inappropriate behavior.

C. Helps learner develop positive self-concepts.

1. Focuses on student behavior rather than personality.
2. Communicates a high degree of appropriate academic praise for all students.
3. Treats sensitive situations with discretion.
4. Encourages participation from all students.
5. Establishes mutual respect between teacher and students.
6. Conveys warmth, friendliness, and enthusiasm.

D. Maintains an environment conducive to good parent/teacher/student relationships.

1. Prays for individual student and families.
2. Maintains open lines of communication with parents.
3. Encourages students and families to attend church and grow spiritually.
4. Provides opportunities for students and parents to share concerns and maintains confidentiality.
5. Respects the parents and encourages them in their parenting skills.

5. LMS-specific Considerations

A. General Processes:

1. Teachers should communicate any actions that are unique or vary from the standard guidelines to the Principal by the end of the day in which such changes were made.
2. Any student who is exempted from any of the standard guidelines will have a Special Needs Adjustment Plan (SNAP) on file to describe the situation.
3. Teachers should always send a reply to student messages instead of simply acting upon the request, even if it's simply a denial of the request.
4. Teachers should use the teacher note to give students as much information as possible regarding what is happening with an assignment, and they should use the help request box to explain any partial credit lost on an essay/short answer question.
5. Students should never be sent to another teacher for LMS matters during class time.
6. LMS complications and blocks should only be addressed by the assigned subject teacher.
7. Teachers should explicitly guide students according to their age and subject content on appropriate note-taking strategies and content.
8. Any instance of cheating or violation of acceptable use policies, as outlined in the Family Handbook, should be communicated to the Principal immediately.

B. Lessons:

1. Cutting and pasting answers from the lesson material is discouraged, and at minimum should be accompanied by source citation for credit.
2. Any system or spelling error (or other technical matter like drag and drop alignment) deserving credit is the responsibility of the student to find and inform, and at the sole discretion of the subject teacher to award.
3. When a student reaches the maximum number of attempts on a lesson, work will be reassigned only as needed (i.e. not automatically the entire lesson).
4. When reassigning questions, teachers should use help requests to give specific and detailed guidance for the student to learn and understand the correct answers.

5. Work should otherwise only be reassigned when a student fails to answer a question in a lesson, or answers in a nonsensical way unrelated to the question. Otherwise, the question should simply be scored for what it's worth.

C. Quizzes:

1. All preceding lessons need to be completed before a student takes a quiz.
2. With the exception of spelling quizzes, handwritten notes taken by that student may be used during a quiz as a resource.
3. Cheating on any assessment will result in an alternate quiz (or test), whether internal or external to the LMS, assigned to all parties involved in addition to any disciplinary consequences given.

D. Projects:

1. All projects do not need to be completed before taking a unit test.
2. Any project can be redone at any time during a unit (or up to a week's time after the completion of a unit) for a regaining of up to half of the missed points.
3. If a project is plagiarized, the student is required to redo the assignment correctly for zero credit in addition to any disciplinary consequences given.
4. If the student's work is so far negligent of the assignment as to earn less than a 50%, the project should be reassigned rather than scored. If it has addressed the basic requirements as written, it should receive no less than a 50% and should be accepted.

E. Tests:

1. All preceding lessons and quizzes need to be completed before a student takes a test.
2. Teachers must block test access for students once they have begun.
3. Teachers must look over every test that is completed for possible errors/credit deserved.
4. Teachers should review the correct answers to the test with the entire class within two days. Absent students should be given an alternate version of the test.
5. Tests are to be completed on campus with a teacher proctoring.

F. Unit Threshold:

1. All work for a unit should be scored before determining the overall grade for the unit. Missed or lowered scores due to delinquency should be negated when determining pass/fail requirements of the unit.
2. All project scores that can be raised should be redone before a determination of a "failing" overall unit grade is made.
3. Upon a student scoring under 70% on a unit, the teacher will develop an individualized remediation plan for that unit which may include additional assignments and/or assessments.

G. Completion/Participation:

1. Students who are absent with excuse should be given twice the number of days they were absent to have all work up-to-date, including subsequent assignments since their return. After that time frame, everything still must be completed in order to get credit for the class, though it will be subject to appropriate point penalties.
2. Students who are delinquent of these deadlines should be referred to the Principal immediately for further direction.
3. Subject teachers may choose, depending on course content, to allow students returning from absence to do the normal daily work with the class or to let them use class time to catch up on the old items in normal sequence.

V. Discipline

Discipline at MBCS should be an extension of the learning process for our students. While generally regarded as negative, discipline should incorporate both rewards (reinforcement of behavior) and reprimands (punishment of behavior). If you are using one but not the other, you are not utilizing all of the tools available to you.

Each teacher is expected to have their own “discipline ladder” within their classroom. This is simply a basic structure of how discipline is going to be handled within the classroom. Many teachers utilize a classroom “economy” system in order to reinforce and punish behavior. There are many online resources available to help in creating either a discipline ladder or economy system in the classroom.

Another important aspect to remember is that individualization is an integral part of our school. This extends to discipline. When deciding on discipline, there are times you may have to give out different discipline to different students for the same offence. We should be striving for what is deserved, appropriate, and effective, not necessarily fair.

There are three levels to discipline at MBCS. The first is the direct discipline in the classroom. When a teacher feels that they are no longer effective in dealing with the student, the teacher should move to the second level. At this point, the teacher enlists the help of the parents. Details of how to do so are below under “Parental Assistance Requests” or PAR. Only after enlisting the help of the parents, and that process fails, should a student be referred to Administration, which is the third level of discipline.

The only time a student should be immediately sent to the office or administration is when the student is disruptive in class to the point of not being able to instruct the other students, or when a student is violent, aggressive, or abusive (Severe and/or dangerous behavior, as listed below.).

All teachers should know the Family Handbook, where specific policies and procedures are spelled out.

A. Overall Behavioral Categories:

1. **Objectively clear violations of school or class policy** (ex. gum, cell phone, dress code, etc.) These should be addressed personally with the student, strictly but lovingly with individual discretion.
2. **Related to school property or safety** (ex. computer misuse, food and drink in classroom, horseplay, etc.). These should be diligently guarded and communicated to administration to prevent and assess damage.
3. **Classroom etiquette issues** (as outlined in Family Handbook) These should be handled between teacher and student, then incorporating parent(s) if persisting, then incorporating administration if still unresolved.
4. **Severe and/or dangerous behavior** (ex. cheating, disruptive defiance/uncontrollable disrespect, violence, etc.) These should immediately be communicated to administration.
5. **Academic violations** (ex. consistent late work, blank questions, failure to use help request, etc.). These should be handled between teacher and student, then incorporating the Principal if persisting.
6. **Non- negative information** (ex. free dress pass, FYI,ouch report, etc.)

B. Incident Reporting:

1. A record of disciplinary interaction (positive and negative) should be included in the SIS log as close to the time and day of incident as possible.
2. On an incident record, the date should be the day of the offense, not necessarily the day of record.

3. The correct category should be chosen from the “response” drop down menu.
4. A description of the issue, including information on the accumulation of offenses (for instance, 2nd or 3rd time a cell phone has been taken away), and any other details must be included in the “incident details”.
5. The “action taken” should include any extra communication involved with students, staff, or parents.
6. The demerits are generated automatically in the system and should never be edited manually by a teacher. If there are any discrepancies, the administration should be notified.
7. For dress code violations, a student should be sent to the office along with communication regarding the reason for being sent. Office personnel will follow up on that information and be responsible for discipline records of this kind.
8. The administration will be the only ones to assign the following categories: Academic detention, Academic probation, Disciplinary probation, Suspension, Friday Detention, and Saturday Detention.

C. Response Type Information:

1. Verbal Warnings do not require official record when they are part of a classroom tally system (ex. unprepared, blurt boxes, etc.) which should be recorded outside of the SIS by the teacher. Use of the discipline log for warnings applies to formal offenses (see A. above) for which teachers decided to use a one-time warning depending on the situation. The “action taken” section of an incident report does not need to be filled out for verbal warnings, though extra comments can be helpful for recurring cases.
2. Classroom Corrections include the following examples (and more), and should be specified in the “action taken” part of the incident report: Seating change; Teacher-student conference; Token economies; Revocation or suspension of privileges; Extra assignments (i.e. writing about the offense, why it’s wrong, etc.); Miscellaneous punishments (to be detailed in the report). Copying bible verses repeatedly and corporal punishment are not acceptable.
3. Lunch Detentions should include, in the “action taken” box, as the first item, the date to serve in the following format: mm/dd (i.e. 01/13 for January 13th). A lunch detention form should be given to the student with their name, date to serve, location, and offense written on it. Lunch detentions begin at the start of lunch time. Students are expected to get their food and go straight to class. The assigned and/or allowable activity in lunch detention is completely up to the overseeing teacher that day. It can include sitting silently in class, doing school work, picking up trash, cleaning a room, helping with any necessary tasks on campus, filling out extra forms (saying what they did wrong, what they should do better, etc.), etc. If a student is ever to be excused from a lunch detention for any reason, the report in the SIS should be updated in the “action taken section” to explain and/or alter the date to reschedule if necessary, making sure the student’s detention form also has the updated date, location, etc.
4. Parental Assistance Requests (PAR) must be accompanied by confirmed contact with the parents on the record. The correct email(s) should be chosen. “Monterey Bay Christian Schools (MBCS): Parental Assistance Request (PAR)” should be the subject. The email should utilize the “sandwich technique” of positive address-negative information-positive conclusion. Remember, all partnering with parents is an honor and a privilege and all disciplinary events are opportunities for growth. The message should also include a requested confirmation response. If nothing is received by the end of the week, a phone call should be made to confirm that the information was received and understood. When communicating with parents about student behavior, other students’ identities and actions should not be included in the discussion except for where the incident absolutely demands such further explanation for clarification.
5. Referrals should accompany any extreme behaviors that require immediate administrative attention and should include communication regarding the nature of the offense. Administrators will follow up with completion of the “action taken” portion of the record, and/or any additional records (ex. detention or suspension).

VI. TEACHER-STUDENT SAFEGUARDS

It is both sad and regrettable that we live in a society characterized by so much child abuse. Not only has this ruined the lives of countless children, but also has affected the way in which we conduct our lives and our business, especially those of us who are privileged to work with children.

Schools, preschools, daycare centers, churches, recreation centers, and similar business have all come under greater scrutiny as a result of the increase in child molestation incidents. Often, teachers and workers are falsely charged with molestation or inappropriate behavior, but by the time they are proven innocent, reputations have already been ruined. The possibility of being falsely accused has led to many institutions initiating strict policies that safeguard teachers, workers and children.

It is essential that we go to great lengths in protecting our teachers and the school from false accusations and lawsuits. When a teacher does anything with one of his or her students, even if it is not a school activity, the school is still liable in the event that someone wants to make a claim, real or imagined.

To that end, please always follow these general guidelines without exception:

1. While talking with a student or tutoring in a one-on-one situation, teachers must always maintain a clear view into the classroom (i.e. window blinds, open door, etc.).
2. Male teachers should avoid one-on-one counseling sessions with a female student and vice-versa. Demonstrate care and concern for the student but share with them that it is more appropriate for them to talk about “sensitive” issues with a faculty member of the same sex.