

*Trinity Christian Academy*

**Faculty & Staff  
Handbook  
2023-24**

This handbook is designed to give all staff members a ready source of information about the operation and philosophy of Trinity Christian Academy. Please take the time to review the handbook, so you will understand the operations of our school.

## **Philosophy**

Trinity Christian Academy's educational philosophy is based on three principal components:

### **A Biblical Foundation**

The Bible – the inspired Word of God – is the foundation and guide for all knowledge, and is the basis for all elements of education. Because God created, sustains, and will complete all things through His Son Jesus Christ, the universe and all life have the purpose of glorifying Him. This purpose is fundamental to every aspect of our goals and objectives, our teaching methods, our curriculum, and our operational policies.

All representatives of Trinity Christian Academy will strive to demonstrate and teach values, character, and Christ-likeness as well as academics.

### **Rigorous Academic Instruction and Discipline**

We expect TCA students to be prepared to pursue any chosen profession through rigorous academic instruction and discipline. We will urge and encourage a commitment to lifetime learning and service to families, churches, and communities through an intimate relationship with Jesus Christ.

### **The Role of Parents**

Parents are commanded to rear their children for God's glory by bringing them up in the training and discipline of the Lord (Deuteronomy 6; Ephesians 6:4). The role of the parents is to oversee the student's academic progress by being fully aware of assignments and academic achievement. Parents share joint responsibility with the school for properly placing students, for helping them build the character qualities and work ethic that lead to success, and for encouraging students to accept increasing responsibility for the consequences of their actions.

Parents are expected to be the single most important influence in the emotional, social, and spiritual development of the child. In cooperation with the parents, we seek to inform minds and change lives of our students.

## **Changes in Policy**

This handbook supersedes all previous employee handbooks and memos that may have been issued on subjects covered in this Handbook.

Trinity Christian Academy reserves the right to interpret, change, suspend, amend, cancel, or dispute with or without notice all or any part of our policies, procedures, and benefits at any time. TCA will notify all employees of these changes. Changes will be effective on the dates determined by TCA, and after those dates all superseded policies will be null.

## **Employment Application/Employment Information**

TCA relies upon the accuracy of information contained in the employment application, the employment information update, and the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in any of the information or data may result in exclusion of the individual from further consideration for employment, or if the person has been hired, termination of employment. Employees are obligated to keep TCA updated on all contact and other personal information.

### **EMPLOYMENT**

As much as we hope and expect our employment relationship to be long-term, we recognize that callings, needs, circumstances, or objectives can change and adjustments must be made. Either the employee or the employer may initiate the change. For this reason, and in accordance with Texas employment law, Trinity Christian Academy is an “at will” employer. The employee may terminate the employment relationship at any time, for reasons sufficient unto herself or himself. The school requests a two-week notice of resignation from staff members and a four-week notice of resignation from instructional faculty. Trinity Christian Academy may also terminate the employment relationship for reasons sufficient unto itself. All terms, conditions, and stipulations of the employment contract shall apply.

### **Employment Policies**

As a member of the staff, employees agree not to: use tobacco in any form; use illegal drugs; or illegally use controlled substances; use profanity; participate in immoral conduct; or, engage in other conduct determined to be unacceptable by TCA’s administration/Board.

Either party to this agreement may terminate it for good cause. If TCA terminates the contract, it will provide a two-week notice or payment of two week’s salary in lieu of notice unless the termination results from serious misconduct such as listed above.

### **Non-Discrimination**

Trinity Christian Academy does not discriminate on the basis of race, color, ethnic origin, or disability in the hiring of certified or non-certified personnel.

### **Personnel Files**

Personnel files are the property of Trinity Christian Academy and access to the information is restricted. Office staff of TCA who have a legitimate reason to review the file are allowed to do so.

Employees may review their own file. Copying of the file or making additions or deletions to the contents of the file is prohibited. Ex-employees are not allowed access to the files.

### **Personnel Data Changes**

An employee’s personal data should be accurate and current at all times. It is the responsibility of each employee to promptly notify the office of any changes in personal data.

## **Safety**

Each employee is expected to exercise caution and common sense in all work activities. Employees must immediately report any unsafe conditions or activities to the office. Employees who violate safety standards, cause hazardous or dangerous situations, or fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, including termination of employment.

## **DRUG, ALCOHOL, AND SMOKE-FREE WORKPLACE**

Trinity Christian Academy is a drug, alcohol, vape and smoke-free workplace. The unlawful possession, use, distribution, or being under the influence of an illegal substance and/or misuse of legal drugs is prohibited both on and off campus. Consuming alcohol and working under the influence of alcohol while on campus, as well as abuse of alcohol off campus is also prohibited. All smoking and vaping is prohibited on campus.

Compliance with this policy is a condition of employment and substance abuse screening may be conducted pre-employment and for cause. In addition, at any time during the school year an employee may be randomly selected to undergo a drug or alcohol screening.

Any employee violating this policy is subject to discipline, up to and including termination, for the first offense.

## **Attendance/Punctuality**

Trinity Christian expects that every employee will be regular and punctual in attendance. This means being at school and ready to work at the starting time each day. Absenteeism and tardiness places a burden on other employees and Trinity Christian Academy. The habitual inability to get to work on time will result in discipline up to and including termination.

If you are sick and unable to work, or if you have an immediate family member sick whom you must provide care for, or if there is an emergency, call Julie Barnett as soon as possible. Julie Barnett can be reached at 903-905-1244.

If you know you in advance that you are going to be absent from work you must give advance notice so that arrangements can be made for a replacement.

## **Absence without Notice**

If you do not report to work, and Trinity Christian Academy does not receive proper notification of your status for two days, disciplinary action will be taken and may include termination.

## **Dress Code**

Trinity Christian Academy employees should be well groomed and dressed appropriately. Employees should dress modestly and set a good example for our students, our stakeholders, our community, and other staff members. Trinity Christian Academy reserves the right to send employees home to change clothing that TCA deems inappropriate.

## **Cell Phone Usage**

In aligning with our student cell phone policy, teachers are to use discretion when accessing their phones. All phones should be muted and placed away from the instructional area while actively teaching. Teachers should not use their phone in the presence of students. If you have an emergency you will step in the hall or come to the office to make your call. This includes cafeteria, gym and playground areas. Teachers should actively monitor students during recess and only use their phones for school business during that time.

## **Building Security**

All employees who are issued keys are responsible for their safekeeping. Employees cannot make copies of keys and/or loan or provide them to anyone else.

## **Weekly Lesson Plans/Newsletters/Parent Communication**

Lesson plans, class newsletters or Remind 101 are to be completed, filed and made available to parents for each forthcoming week by 4:00 each Thursday or the last day of school preceding a holiday. These plans / letters / emails must be written for each day of the week and include sufficient information so that a substitute could continue the absent teacher's work without the loss to students and the parents can assist their students at home using ABeka materials.

## **Field Trips**

We affirm that field trips are an essential component of a rigorous curriculum. As such, Field Trips should be used to reinforce our curriculum. Field trip forms are available in the office upon request. The form must be completed and returned at least two weeks before the trip date in order to be approved. A key component for approval will be the link between the field trip and how it will reinforce the curriculum. Once application is made the request will be granted or refused by the director in a timely manner.

## Textbooks and Videos

Textbooks and videos from ABeka will be placed in teacher classrooms prior to the beginning of school. When a new student enrolls during the semester, books will be ordered, but it may take up to two weeks for the order to be processed and shipped.

Textbooks are ordered upon the request and advice of the classroom teacher. Every text issued to a student should be regularly taught and used in classroom instruction. Under no circumstances should a textbook be ordered and not used during the school year.

## Grading System

The grading scale indicated below is to be used by all teachers with the exception of kindergarten, music, and physical education, for determining equivalent values between letter and number grades.

A	=	90-100
B	=	80-89
C	=	70-79
F	=	Grades below 70

Every teacher will record a sufficient number of grades to give a true picture of each student's progress (Minimum 10 daily and 3 test grades). Grade reporting deadlines must be met in order for report cards to be mailed to parents in a timely manner.

## Scheduling Parent Conferences

TCA administration believe that parental conferences with teachers are an important part of the educational program which should take place whenever either party thinks it is necessary or desirable. These conferences could take place for academic reasons, student attendance, or behavior issues.

It is understood that if a parent specifically requests a conference, the teacher must meet with the parent. If scheduling a conference within the school day is not possible, it is hoped that the teacher or teachers involved would voluntarily agree to schedule an earlier or later conference to help the child.

## Daily Schedule

**For TCA staff, the work day begins at 7:30 a.m. The school day concludes at 4:00, and teachers may leave as soon as all students under their supervision have left campus.**

## **Teacher Evaluations**

Instructional evaluations are a continuous process that may include formal observations, informal walk – through data, student growth measures, and informal observations in all areas of the academy.

All teachers will complete the evaluation self-assessment annually and submit by the due date. For the 2023-24 school year the self-assessment must be completed and returned by September 14<sup>th</sup>. Each classroom teacher will receive a formal written evaluation each year.

Observations and walk-throughs may occur at any time within the school year and will be unannounced.

A written formal evaluation may include the classroom observation, informal observations, and walk-throughs.

Teacher Evaluation Timeline:

Receipt of Handbook Acknowledgement:	8/14/2023
Completion of Spiritual Indicators Self-Assessment:	9/14/2023

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Teacher

Grade / Assignment / # of Students

***Item Rating:***

*1. Needs Improvement*

*2. Effective Performance*

*3. Highly Effective*

**Domain: Management Skills**

<b>Dimension</b>	<b>Performance Indicators</b>	<b>Rating</b>
Preparation	Plans for the delivery of the lesson relative to short-term and long-term objectives	
Routine	Uses minimum class time for non-instructional routines this maximizing time on task	
Discipline	Clearly defines expected student behavior ( encourages positive behavior and controls negative behavior	
Consistency	Contributes to their students' academic achievement by establishing, communicating and enforcing fair and consistent discipline policies.	
Absences	Deals promptly with unexcused or excessive absences and keeps parents and administration informed	
Learning Environment	Establishes rapport with students and provides a pleasant, safe and orderly climate conducive to learning	

**Domain Average** \_\_\_\_\_

**Domain: Products**

<b>Dimension</b>	<b>Performance Indicators</b>	<b>Rating</b>
Lesson Plans	Lesson Plans are designed to achieve the identified objectives	
Student Files	Maintains an accurate record of student progress	
Assessment	Utilizes grading standards that are fairly administered and based on identified objectives	
Student Growth	Students are able to demonstrate mastery of the stated objectives through projects, daily assignments, performance and test scores	
Curriculum Guides	Follows the A Beka curriculum and course syllabus while constantly researching and implementing relevant support materials	

**Domain Average** \_\_\_\_\_



**Domain: Instructional Effectiveness**

<b>Dimension</b>	<b>Performance Indicators</b>	<b>Rating</b>
Establishes Objectives	Communicates the instructional objectives to students, Communicates quarterly, monthly, weekly and daily objectives	
Follows Sequence	Explains how the present topic is related to those topics that have been or taught or will be taught in the future	
Explains Content	Teaches the objectives through a variety of methods	
Relates Objectives	Seeks ways to relate current topics to student real life experiences	
Involves all Learners	Uses active learning, questioning techniques and/or guided practices to involve all students	
Clear Instructions	Provides clear instruction and direction that is clearly stated and related to the learning objective	
Models	Demonstrates / models the desired skill or process	
Monitors	Regularly checks throughout lesson to determine if students are progressing toward mastery of the stated objective	
Adjusts Based on Monitoring	Is aware of student participation an makes adjustments to the lesson to accommodate students questions / interest	
Guided Practice	Requires students to practice newly learned skill with the direct supervision of the teacher	
Independent Practice	Requires students to practice newly learned skills without the direct supervision of the teacher	
Establishes Closure	Uses one or more closing strategies (summarizing, discussing main idea or connections) to organize information into a meaningful context that solidifies understanding	
Expectations	Sets consistently high expectations and communicates to all students so they can reach their fullest potential	
Questioning	Asks questions from the upper levels of Blooms Taxonomy that require students to apply, analyze, synthesize and evaluate information.	
Study Skills	Works with students to develop study and research skills that will help prepare them for advanced studies	
Curriculum Guides	Follows the A BEKA curriculum and adheres to the objective and principles as closely as possible.	
Assessment	Acknowledges student progress and uses assessment practices that are fair, based on identified criteria and support effective instruction	
Student Achievement	Students demonstrate master of the stated objectives through a variety of methods including independent projects, independent practice, guided practice, daily assignments and assessments	

**Domain Average \_\_\_\_\_**

**Domain: Professional Indicators**

<b>Dimension</b>	<b>Performance Indicators</b>	<b>Rating</b>
Professional Learning	Constantly seeks out innovative resources and shares success with the instructional team	
Professional Relations	Communicates frequently and sensitively with families and colleagues to engage them in the educational mission of the school	
Support	Assures a contribution to school wide positive climate responsibilities	
Appearance	Follows the campus handbook on professional appearance	
Student Relations	Optimizes the learning environment through respectful and appropriate interactions with students, conveying high expectation for students and enthusiasm for the curriculum	

**Domain Average \_\_\_\_\_**

**Score / Review**

<b>Management</b>	<b>Products</b>	<b>Professional</b>	<b>Instructional</b>	<b>Spiritual</b>	<b>Average</b>

Administrator Comments Instructional

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Teacher Comments Instructional

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\_\_\_\_\_  
Director / Date

\_\_\_\_\_  
Teacher / Date

# Spiritual Indicators Self-Assessment

***Item Rating:***

*1. Needs Improvement*

*2. Effective Performance*

*3. Highly Effective*

**Domain: Spiritual**

Dimension	Spiritual Indicator	Rating
<p><b>Prayer</b></p>	<p>Incorporates prayer as an essential ingredient in Christian Education.            Takes the lead in encouraging the use of prayer in the classroom.            Exhibits sensitivity to the spiritual needs of the students.            Is punctual to Chapel.            Utilizes prayer to pull down strong holds in the lives of students as well as situations in the classroom.</p>	<p>_____            _____            _____            _____</p>
<p><b>The Word of God</b></p>	<p>Integrates the uncompromised Word of God as the foundation for all learning and behavior            Incorporates the Word of God into the subject content            Relates the Word of God as the final authority for conduct            Speaks the Word of God over situations and circumstances            Participates in a regular Bible memorization program            Strives to be not just a hearer but a doer of the Word of God</p>	<p>_____            _____            _____            _____            _____            _____</p>
<p><b>Holy Spirit</b></p>	<p>Acknowledges the work of the Holy Spirit in the educational process            Fosters the demonstration of the fruit of the Spirit in the classroom and lives of the students            Encourages the operation of the gifts of the Spirit in the classroom and in the lives of the students            Maintains a sensitivity and obedience to the direction of the Holy Spirit</p>	<p>_____            _____            _____            _____</p>
<p><b>Lifestyle</b></p>	<p>Maintains a professional and personal lifestyle that is Christ-like            Faithful in church attendance            Displays a spirit of humility            Maintains a forgiving spirit and walks in love            Commits to speaking well of students, staff and school            Handles complaints according the Matthew 18            Contributes to the strengthening of staff as a spiritual body            Meets the needs of your family            Maintains a personal relationship with the Lord as a top priority</p>	<p>_____            _____            _____            _____            _____            _____            _____            _____            _____</p>

**Teacher Comments**

**Administrator Comments**

**Signature Page**

**Trinity Christian Academy  
Walk Through Observation Form**

Teacher \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_  
 # of Students \_\_\_\_\_ Grade Level \_\_\_\_\_ Period: \_\_\_\_\_  
 Student Work Displayed? \_\_\_ Yes \_\_\_ No

**1. Class Organization (How are students working?)**

<input type="checkbox"/>	Individual students working alone	<input type="checkbox"/>	<input type="checkbox"/>	Pairs of students
<input type="checkbox"/>	Small groups (3+ students)	<input type="checkbox"/>	<input type="checkbox"/>	Whole class
<input type="checkbox"/>	Student presentations	<input type="checkbox"/>	<input type="checkbox"/>	Listening

**2. Level of Student Engagement**

<input type="checkbox"/>	0-50% on-task/attentive	<input type="checkbox"/>	<input type="checkbox"/>	91-100% on-task/attentive
<input type="checkbox"/>	51-75% on-task/attentive	<input type="checkbox"/>	<input type="checkbox"/>	Testing
<input type="checkbox"/>	76-90% on-task/attentive	<input type="checkbox"/>	<input type="checkbox"/>	Students enthusiastic about work

**3. Thinking Skills (Mark One that best describes student response level)**

<input type="checkbox"/>	Remembering / Understanding Level	<input type="checkbox"/>	<input type="checkbox"/>	Application Level
<input type="checkbox"/>	Analysis / Evaluation Level	<input type="checkbox"/>	<input type="checkbox"/>	Creating Product Level

**4. Teacher's Role: What is the teacher's role?**

<input type="checkbox"/>	Directing Whole Group (Telling/Lecturing)	<input type="checkbox"/>	<input type="checkbox"/>	Facilitating/Coaching
<input type="checkbox"/>	Interactive Whole Group	<input type="checkbox"/>	<input type="checkbox"/>	Managing Behavior or materials
<input type="checkbox"/>	Modeling Whole Group	<input type="checkbox"/>	<input type="checkbox"/>	Administrative Tasks (Gradebook/Attendance)

**5. Learning by Doing (Select one that best describes)**

<input type="checkbox"/>	Students are creating, building, planning, designing or working on projects. Learning by doing.	<input type="checkbox"/>	<input type="checkbox"/>	Students are working on activities that are between conventional school work and learning by doing.
<input type="checkbox"/>	Students working on conventional school work	<input type="checkbox"/>	<input type="checkbox"/>	Students listening or otherwise working passively

**6. Application Skills (Mark one that best describes)**

<input type="checkbox"/>	Not applying knowledge	<input type="checkbox"/>	<input type="checkbox"/>	Applying knowledge across disciplines
<input type="checkbox"/>	Applying knowledge in one discipline	<input type="checkbox"/>	<input type="checkbox"/>	Connected to student lives or community
<input type="checkbox"/>	Real World Work-Simulation	<input type="checkbox"/>	<input type="checkbox"/>	

## **Growth Plan/Termination Policy**

If a teacher is found deficient or in need of improvement, a growth plan will be developed for the teacher.

The teacher and administrator will have ongoing conferences throughout the school year to assure the teacher in question is addressing or attempting to address the areas for improvement.

A conference will follow at the conclusion of the following school year to determine if the areas specified for improvement have been properly addressed.

If the teacher has not properly addressed the areas targeted for improvement, termination of employment at Trinity Christian Academy will occur.

## **Probation Period**

All first year employees serve a probationary period of one year.

## **Emergency School Closing**

If an emergency situation (such extremely poor weather conditions) necessitates a school closing, teachers and parents will be notified by One Call Now.

Also, notifications of TCA closings will be available on local radio stations.

FM 101.9

FM 107.7

FM 93.9

## **Housekeeping**

A neat and orderly classroom helps provide a positive learning environment for students. In order to facilitate this, the following responsibilities are noted:

1. Keep litter off the floors.
2. Discourage any student mutilation of school property.
3. Keep rooms organized and neat.
4. Make sure all doors are locked upon exiting the building

## **Chain of Command**

TCA has three non-negotiables on following our chain of command: 1) keep the students' best interest at heart at all times, 2) be professional at all times and 3) as problems arise, which they will, follow the chain of command in solving those problems.

Chain of command refers to our hierarchy of reporting relationships – from the bottom to the top – regarding who answers to whom, who reports to whom and who supervises whom. The chain of command establishes accountability while keeping issues at the lowest level needed to provide resolutions.

The TCA chain of command is as follows:

### **On Matters Involving Instruction/Curriculum / Class Needs**

1. Classroom Teacher
2. Assistant Director
3. Director
4. Board

### **On Matters Involving Athletics**

1. Coach
2. Athletic Director
3. Director
4. Board

### **On Matters Involving Student Discipline**

1. Classroom Teacher
2. Assistant Director
3. Director
4. Board

**Acknowledgement of  
Trinity Christian Academy  
Employee Handbook**

I acknowledge that I have signed a copy of the Trinity Christian Academy handbook, and I understand that it is my obligation to read the handbook and to understand what it says.

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Signature

Date

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Print Name