



Faculty and Staff Handbook

Classical Christian Academy
7101 Bayshore Rd. North
Fort Myers, FL 33917
239.543.1532 (Office)
888.886.3144 (Fax)
www.discovercca.org
info@discovercca.org

Discover What We Can Do Together!

Updated: July 2025

CONTENTS

| | |
|------------------------------------------------------------------------------------------------------------------------|----|
| General Information | 3 |
| Statement of Faith <input type="checkbox"/> Vision & Mission <input type="checkbox"/> Standard of Leadership | |
| Communication..... | 16 |
| Technology <input type="checkbox"/> Cell Phone Use <input type="checkbox"/> Communicating | |
| Safety and Security..... | 18 |
| Crisis Plan <input type="checkbox"/> Drills <input type="checkbox"/> Files | |
| Policies | 20 |
| Grievances <input type="checkbox"/> Infraction <input type="checkbox"/> Attendance <input type="checkbox"/> Medication | |
| Personnel & Staff Development..... | 25 |
| Qualifications <input type="checkbox"/> Benefits <input type="checkbox"/> Leave of Absence | |
| Academics..... | 32 |
| Late work <input type="checkbox"/> Accommodations <input type="checkbox"/> Work Alerts | |
| Dress Code & Code of Conduct..... | 37 |
| Discipline <input type="checkbox"/> Dress Code <input type="checkbox"/> Character <input type="checkbox"/> Cheating | |
| Appendix A | 44 |
| Teacher Observation Form | |
| Appendix B..... | 48 |
| End-of-Year Teacher Evaluation | |
| Appendix C..... | 51 |
| Grading Policy | |
| Appendix D..... | 53 |
| Leave of Absence | |
| Appendix E..... | 54 |
| Illness Policy | |
| Organizational Chart..... | 56 |

This document is for informational purposes only and is not to be construed as an employment agreement, memorandum of understanding, or a contract. Classical Christian Academy retains the right to amend and/or change policies contained here within at any time without prior notice. Employees should always refer to their employment agreement.

GENERAL INFORMATION

Statement of Non-Discrimination

Classical Christian Academy admits students of all races, colors, national and ethnic origins to all the rights, privileges, programs, and activities generally accorded, or made available to students at the school. It does not discriminate based on race, color, national, or ethnic origin in administration of its educational policies or other school administered programs. Classical Christian Academy does not discriminate based on race, color, age, sex, physical handicap, national or ethnic origin, or marital status, in the administration of personnel and hiring policies.

Our Statement of Faith

We believe the Bible to be the authoritative Word of God, inerrant, verbally inspired, and infallible in its original state.

We believe there is but one living and true God, perfect in all His attributes, one in essence, eternally existing in three persons -- Father, Son and Holy Spirit.

We believe in the full deity of Jesus Christ, His virgin birth, His real humanity, His sinless life and that He was God incarnate (both God and man) for the purpose of revealing the Father, redeeming men and ruling over God's kingdom. Jesus accomplished man's redemption through His death on the cross and resurrection.

We believe that in the beginning God created the heavens and the earth out of nothing in the space of six days.

We believe the triune God alone has existed from eternity past and in His wisdom decided to create the universe from nothing. God spoke and it came into existence. Humanity did not evolve from lower life forms, but was created by God.

We believe because God has ordained marriage and defined it as the covenant relationship between a man, a woman, and Himself, CCA will only recognize marriages between a biological man and a biological woman.

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God. (Gen 1:26-27.) Rejection of one's biological sex is rejection of the image of God within the person.

We believe that the term "marriage" has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture. (Gen.2:18-25.) We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other. (1Cor.6:18, 7:2-5; Heb. 13:4.) We believe that God has commanded that no intimate sexual activity be engaged in outside of marriage between a man and a woman.

We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, and use of pornography) is sinful and offensive to God. (Matt 15:18-20; 1Cor 6:9-10.)

We believe that 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. (Ps 139:13-18; Job 14:5.)

We believe in the importance of the local church, which is made up of believers who gather for worship, fellowship, and teaching. We believe in the responsibility of the church to fulfill the Great Commission of Christ, preaching the gospel to all nations.

We believe that eternal life is a free gift of grace bestowed upon each repentant sinner who responds in faith to the provision of salvation from Jesus Christ.

CCA's statement of Faith does not exhaust the extent of our core beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe. For purposes of CCA's faith, doctrine, practice, policy, and discipline, our board of directors is CCA's final interpretive authority on the Bible's meaning and application.

We ask that all parents and staff members avoid highly debatable topics that tend to divide evangelical believers. Such topics would include mode of baptism, communion, gifts of the Holy Spirit, and the end times. Students will be referred to their parents if a debatable topic of a theological nature should arise in school.

We ask that members of our administration, faculty, staff, and volunteers only teach and proclaim those doctrines not in disagreement with our Statement of Faith. To be eligible for enrollment or employment, all families, staff, administration, faculty and volunteers must sign that they agree with and fully support CCA's Statement of Faith.

Supported by our Statement of Faith, our mission and vision is:

Our Mission

(What we do best every day.)

We partner with families to classically educate and train students to love God and serve Him in all they do.

Our Vision

(What our future looks like when we execute our mission.)

Classical Christian Academy seeks to nurture students who are committed disciples of Jesus Christ and are confident in God's plan for their lives. Anchored with a Biblical Worldview and a love of learning, CCA students learn to pursue truth, goodness, and beauty.

Strategy

(Using our [Statement of Faith](#) as our guide, this is how we achieve our goals.)

Graduate students who are committed disciples of Jesus Christ.

1. Parents, staff and students are encouraged to attend worship regularly and to be committed to personal, spiritual growth and maturity.
2. We encourage students to see and discover their identity in Christ through fellowship, discipline, God's Word, and in-depth study.
3. CCA has a monthly chapel. The Lower School chapel focuses on helping our students understand and develop the character of Christ. In Upper School chapel, students expand their understanding of Christ's character and learn to apply it for themselves in leadership.
4. The gospel of Jesus Christ permeates the day-to-day lessons taught in the classroom. Curriculum is chosen to share God's world and truth with our students. Every part of life is seen as belonging to the Maker of heaven and earth.
5. We value teachers who, themselves, are committed followers of Christ. Our prayer is that our teachers make good role models for our students and encourage them in their own relationship with Christ.
6. Throughout CCA, students open each day with a time for prayer.

7. The Bible curriculum chosen begins by presenting Lower School students with a chronological teaching of the Bible. Because of this firm foundation, Upper School students are able to be challenged in their study of the Bible.

Our students are anchored with a Biblical Worldview.

1. We encourage parents and train staff to understand what biblical worldview is and its importance so we can all engage the students at every level. In short, biblical worldview teaches followers to filter all information through the truth found in the Bible.

2. Each subject's curriculum has a biblical foundation undergirding it. Most curriculums chosen are Christian-based, but ultimately every subject is taught from a biblical worldview by our teachers and parents.

3. We teach a Biblical Worldview course in Upper School so students understand what a biblical worldview looks like in all aspects of life. This equips students to defend their worldview and to break through the opposing strongholds in the world.

4. We ask that all parents and staff members avoid highly debatable topics that tend to divide evangelical believers. Such topics would include mode of baptism, communion, gifts of the Holy Spirit, and the end times. Students are referred to their parents if a debatable topic of a theological nature should arise at school.

Our students pursuing new ideas because they have been taught to love learning.

1. Teachers create interesting lessons that consider the different learning styles of their students, making learning more engaging.

2. Families are invited to participate in school-wide field trips that relate to subjects studied in school.

3. The entire school participates in the school's History Day. Each year, CCA hosts this fair from a different time period, allowing the students to get a first-hand feel for that specific place in time and have fun while experiencing a piece of history.

4. Students are offered a variety of elective courses and encouraged to use their imagination and creativity as image-bearers of God, which then in turn encourages new ideas and passions.

5. We integrate subjects. This allows students to draw natural connections between subjects such as Latin and grammar, or history and literature.

Our students are articulate, confident, and able to discern and seek truth through scripture.

1. From a young age, students are encouraged to speak publicly by giving speeches or presentations. This allows students to become more comfortable talking in front of others.

2. CCA teaches the Institute for Excellence in Writing (IEW) curriculum, which encourages each child to discover new and unique ways to articulate and express themselves.

3. Students learn how to study the Scriptures for themselves using an inductive approach so they can dig out truth for themselves and not just have to rely on what others say the Scriptures teach.

4. Students in all grades are placed in on-level Math and Reading classes. The skills learned in these core subjects are naturally applied across other class work.

Our students are prepared to move into college or careers, confident in God's plan for their lives.

1. Students are encouraged to complete a senior Capstone project under the guidance of a mentor. They study an area of significant personal interest and complete a project that integrates the direction they feel the Lord is leading them and articulates their biblical worldview.

2. We intentionally teach our students to be independent learners. Early in their student's education, parents are expected to provide more help. As students grow, they are taught to follow lesson plans, be responsible for their own assignments, speak to school leaders when concerns arise – all with the goal of teaching personal responsibility and respect for others.

3. We teach strategies for living successfully by teaching subjects such as study skills, leadership and personal finance. These subjects are applicable to any career plan to which God may lead them.

Our students are equipped to lead and serve.

1. All students are encouraged to serve in the community and within the school. We encourage serving in early elementary grades so students develop a heart of service. High School students has a minimum requirement for community service hours.

2. CCA provides leadership opportunities through Student Council and House system. Student Council officers and House leaders are charged with representing the student body to school administrators and the Board of Directors. They are able to initiate changes in school policy. In addition, these students plans school-wide community service projects, raises money each month to donate to a non-profit organization of their choosing, and coordinates social activities.

3. Upper School students are taught that they are leaders and mentors within our school. They are given opportunities to serve Lower School students through various activities where middle school students adopt a lower school student and spend time reading together. In addition, incoming kindergarten students are given a fifth-grade buddy to help them acclimate to our school environment. Leadership opportunities like these become daily practices as CCA students enjoy all-grade lunches, sharing recess time and our facilities.

4. The Elementary Grades conduct prayer partner groups, in which the 5th graders are the leaders of each group.

5. Lower School students have classroom jobs in order to instill responsibility and build character.

CCA partners with parents.

1. Online webinars train parents about the curriculum, classes and basic preparation so parents are better equipped for their homeschool days.

2. Partners and teachers are able - and encouraged - to communicate with one another. This happens through individual meetings, quarterly parent meetings, daily use of a communication folder, email and phone calls.

3. Teachers depend on parents to fulfill education requirements for homeschool days, working together for the best of the student. Parents are well informed of their child's learning and are able to be an integral part of making learning meaningful at home and school.

4. Parents are required to serve as a Parent Partner at the school certain days of the year. Serving in this way gives parents a deeper understanding of how the school works and what is required of their child in the classroom.

5. Parents receive "good behavior" and "work alert" messages from the teachers as consistent feedback on their child's character and education. CCA's role in discipline is to reinforce moral training that is already being taught at home, not vice versa. CCA's staff upholds the school's view that the parents are first and foremost responsible for their child's upbringing. The relationship between the parent and the teacher is based on trust and a mutual desire to honor the Lord Jesus Christ in all that is taught to our children.

6. Teachers provide lesson plans in two-week segments. This allows parents time to prepare and ask any questions they have about their role or the material to be covered at home.

We choose to Classically educate our students.

1. Teachers are trained in the grammar, logic, and rhetoric stages of learning. They apply this information to each subject, as well as to different age levels, so that anytime a new subject is learned, we must begin at the grammar stage (memorizing facts) with that subject before we can move into the logic (analysis and reason) and rhetoric (expression) stages. For some subjects, all three stages will take place over the course of a class (Spanish, chemistry); other subjects require the student's entire education to cover all three stages (math, writing, spelling).

2. Train and encourage teachers and parents to use Socratic dialogue in teaching. This means they use questions to prompt children to discover the answer for themselves.

3. We teach informal and formal logic and the correct methods of reasoning and argument.

4. Students study Latin in 1st – 8th grades. While considered a “dead” language, approximately 50% of our English words and 80% of Romance language words come from Latin. Understanding the origins of a word can help us acquire and decode our modern, living languages. In addition, Latin is an analytical language. To properly translate and use Latin, students must memorize the meanings of base words and consider the grammatical use and endings of each word in a sentence. When students study Latin, they are learning how to learn.

5. We use a formal writing program, Institute for Excellence in Writing (IEW) in 3rd grade through high school. It systematically teaches students to build articulate and eloquent sentences, paragraphs, essays and poetry. Through this program, students learn to communicate confidently and effectively.

6. History is taught in chronological order. In Lower School, this happens in a four-year cycle: Ancient History (the beginning of time through Jesus’ resurrection), Medieval Times (30 AD – 1456), Colonial America (1455-1707), Modern History (1700 – modern times). In Upper School, students study Florida History and Geography, World Geography, American History, World History and Government Economics.

7. We help families with Lower School students learn together by utilizing multi-age curriculum in areas such as history, science and Bible. This means a family will study one unit together and students will do on-level assignments with that lesson.

Philosophy of Education

We believe the most effective way to create both an academically rigorous and Christ-centered school is through the method known as the classical approach to education. Essentially, the classical approach emphasizes the need to become thinkers and learners.

The classical approach divides learning into three stages which coincide roughly with the three stages of development through which children pass. These three stages of learning are commonly called the Trivium, which means “three-fold way.” The trivium is categorized into

1. Grammar (memorizing facts)
2. Logic (analysis and reason)
3. Rhetoric (expression)

Anytime a subject is introduced, students’ progress through all three stages. Some subjects require the students’ entire education to cover all three stages (math, writing, Bible), while others introduce all three stages in the course of a class (Spanish, chemistry, botany).

Standard of Leadership

CCA expects all of its employees (leaders) to model the same Christian values and lifestyle that it seeks to instill and expect from its parents and students. Annually, all employees are asked to sign this.

I declare that during the past year I have not engaged in, at the current time I am not engaging in, and promise that I will not during the term of my employment, engage in inappropriate sexual conduct, inappropriate sexual conduct outside of marriage (e.g. premarital sexual activity, cohabitation, extramarital sex, homosexual activity, sexual harassment, use or using of pornographic materials or websites, or sexual abuse or improprieties toward minors as defined by scripture and federal or state law)(Hebrews 13:4, Luke 6:10).

INTEGRITY

The leader is called to a life of honesty and purity. “The integrity of the upright guides them, but the unfaithful are destroyed by their duplicity.” (Proverbs 11:3)

COMMITMENT

The leader should be characterized by a heart that responds to the demands of his or her responsibilities with dedication and perseverance. “Whatever your hand finds to do, do it with all your might...” (Ecclesiastes 9:10); and “Whatever you do, work at it with all your heart, as working for the Lord, not for men.” (Colossians 3:23)

FAITHFULNESS

The leader should be an example before other parents of one who both understands and faithfully carries out the values and priorities that define our community. Daily faithfulness in the spiritual and moral training as well as the education of his/her children is essential. “Now it is required that those who have been given trust must prove faithful.” (I Corinthians 4:2)

CONFIDENTIALITY

The leader is entrusted with issues that must be kept confidential in order to honor individuals as well as the office to which he or she has been elected. Gossip is a sin that steals reputation and destroys community. “A man who lacks judgment derides his neighbor, but a man of understanding holds his tongue. A gossip betrays a confidence, but a trustworthy man keeps a secret.” (Proverbs 11:12-13) The leader should also review the school’s Comprehensive Grievance policy for guidance on dealing with conflict in a biblical way (Handbook).

SELF-CONTROL

The leader should be characterized by self-control as well as self-initiative: the two primary measures of moral maturity. “Since (a leader) is entrusted with God’s work, he must be blameless – not overbearing, not quick-tempered, not given to drunkenness, not violent, not pursuing dishonest gain. Rather he must be hospitable, one who loves what is good, who is self-controlled, upright, holy and disciplined. (2 Peter 1:5-9)

SPIRITUAL MATURITY

The leader should be faithfully and actively engaged in the personal spiritual disciplines of prayer, Bible study, tithing and church fellowship. Maintaining a spiritual focus that binds the leader’s heart to the heart and will of the Father must be a priority for those who are responsible for making corporate decisions for a body of believers. “And this is my prayer: that your love may abound more and more in knowledge and depth of insight, so that you may be able to discern what is best and may be pure and blameless until the day of Christ, filled with the fruit of righteousness that comes through Jesus Christ – to the glory and praise of God.” (Philippians 1:9)

SERVANT’S HEART

The leader should view his or her position as an opportunity to serve, with humility and humbleness of heart. “Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interest of others. Your attitude should be the same as that of Christ Jesus...” (Philippians 2:3-5) “Serve wholeheartedly, As if you were serving the Lord, not men, because you know that the Lord will reward everyone for Whatever good he does...” (Ephesians 6:7-8)

The Concept of a Covenant Community

Classical Christian Academy is a community of parents, students and teachers who are not only like-minded in terms of their Christian beliefs, but in their common interests, desires and application of biblical truth as it relates to marriage, family, childrearing and educational methods and goals. We are drawn together as a community by how we define church, home and school, and by the order in which we place the priority of these institutions. The decisions we make as a community are based on the spiritual and philosophical congruity represented in our faith, our families and our educational choices.

Faith – We are a community of Christ followers, each with a personal testimony of a saving relationship with Jesus Christ. We represent many different churches and denominations, but we agree on the essentials of the historic Christian faith and we hold in common a personal declaration of the lordship of Jesus Christ. We believe and fully support the Statement of Faith at CCA. We believe in the importance of personal spiritual growth, as it effects on all aspects of our life. We believe in the importance of the local church, which is made up of believers who gather for worship, fellowship, and teaching. Therefore, we are committed to regular church attendance and involvement and in pursuit of personal, spiritual maturity.

Family – We are a community of people who have made a commitment to building a strong family identity. We believe that the mother and father are responsible for the spiritual and moral training of their children and we are actively involved in the pursuit and practice of biblical principles in our homes. We believe God has ordained marriage and defined it as the covenant relationship between a man, a woman, and Himself.

School – We are a community of educators committed to a high level of involvement in our children’s education. We value the input of Christian teachers and are committed to a relationship with them as partners for the benefit of our children’s academic excellence.

Being a parent at CCA does call for a greater commitment, dedication and investment than at many other schools. At CCA, parents are required to agree to the following commitments upon their child’s enrollment:

1. Each family regularly attends a local church. Being involved beyond just the worship service is important to the spiritual growth of each member of the family and is encouraged.
2. Each family agrees and supports CCA's Statement of Faith.
3. Each family has completed a Christian-based parenting class that focuses on the heart of a child and the importance of a strong marriage to the overall success and strength of the family. In the upper school years, we are committed to learning and teaching our children about purity and dating. We understand that simply taking a parenting course does not guarantee responsible parenting or perfect children; however, the heart of this requirement is that our families be recognized as people who are actively striving toward a standard of moral excellence in their homes.
4. Parents at CCA are dedicated to taking the responsibility for the moral and academic training of their children and are committed to a high level of involvement in their educational instruction by being co-instructors with the teachers, as well as volunteering their time regularly in the classroom and for other school-related tasks.
5. We are a fellowship of Christians having a commonality of purpose and thought regarding the biblical mandates governing marriage and the training of our children.

We understand that taking a class, attending church regularly or being committed to teaching and training does not guarantee anything; however, at the heart of our commitment is that our families be recognized as people who share a common vision and a common goal for the spiritual, moral and academic education of their children. It is our desire that the environment on campus complements and reinforces the Christ-centered environments of the families at home.

Sexual Harassment Statement

It is the policy of Classical Christian Academy that every employee and student be free from any form of sexual harassment by another member of the school community.

Sexual harassment includes: Sexist comments, sexual slurs, unwanted touching, and sexual advances (especially when these are repeated) either accompanied or not by threat of reprisal or promise of reward.

Behavior on the part of persons in authority (e.g., teachers, administrators) that derogates, intimidates, abuses, or coerces other members of the community based on gender.

Any such behavior will not be tolerated. If after a thorough investigation the person or persons accused are found to be guilty of sexual harassment, he/she will have their employment terminated at CCA. If it is found to be a student or parent, he/she will be immediately withdrawn from CCA.

Accreditation

What is accreditation? Accreditation is the voluntary process of being certified by meeting minimum requirements designated by an accrediting agency. Accreditation is both a status and a process. As a status, accreditation provides public notification that an institution or program meets standards of quality, and that the institution is fulfilling its stated purpose with excellence and integrity as verified by the accrediting body. As a process, accreditation reflects the fact that in achieving recognition by the accrediting agency, the institution or program is committed to self-study and external review by one's peers in seeking not only to meet standards but also to continuously seek ways in which to enhance the quality of education and training provided.

There are many accrediting bodies, all with different rules and regulations. In the state of Florida, private schools are not required to be accredited - this is a choice. The private school chooses which accrediting agencies are best aligned to the vision and purpose of the school.

Classical Christian Academy is accredited by three agencies. These agencies were selected because of their understanding and agreement with our vision and mission.

The Florida Coalition of Christian Private Schools Association (FCCPSA) is listed as one of the fourteen (14) approved accrediting agencies with the Florida Dept. of Education (DOE) and the Florida High School Athletic Association (FHSAA). FCCPSA is dedicated to recognizing and improving the educational and spiritual quality in private schools. Status: Member since 2004, Accredited since 2006. The FCCPSA proudly maintains an accreditation partnership agreement that provides COGNIA/SACS, NCPA accreditation to FCCPSA schools. This partnership allows schools to obtain both FCCPSA and SACS accreditation through one seamless process utilizing COGNIA unique protocols and platforms.

COGNIA is the largest community of education professionals in the world. It is a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential. Combining the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change, COGNIA serves as a trusted partner to 32,000 schools and school systems—employing more than four million educators and enrolling more than 20 million students—across the United States and 70 other nations. Status: Accredited since 2015. Renewed last: October 2018.

The National Council for Private School Accreditation is dedicated to the accreditation process as a viable and responsible means of establishing a witness of school excellence. NCPA is committed to accreditation based on the concept of voluntary peer recognition; that is, the principle that institutions sharing common purposes and distinctives are better able to assist one another in achieving the standards for academic excellence and responsiveness to their respective publics and the nation. The National Council for Private School Accreditation seeks to promote and support independent and autonomous accrediting associations serving private early childhood, elementary, and secondary schools that are committed to quality educational programs.

Professional Affiliations

CCA is proud to have professional affiliation with the Florida Coalition of Christian Schools (FCCPSA), FLVS (Florida Virtual School), Florida Southwestern State College (Dual Enrollment), Florida Baptist College (Dual Enrollment), Concordia University, Odyssey of the Mind, National Honor Society (NHS), Florida Association of Christian Colleges and Schools (FACCS) and Gulf Coast Athletic Conference Sports Association(GACSA).

Conflict of Interest

Classical Christian Academy has guidelines to avoid real or potential conflicts of interest. It is your duty as an employee of CCA to follow the guidelines about conflicts of interest as noted below.

What is a Conflict of Interest? An actual or potential conflict of interest is when you are in a position to influence a decision or have business dealings on behalf of CCA that might result in a personal gain for you or one of your relatives. For conflicts of interest, a relative is any person who is related to you by blood or marriage or whose relationship with you is similar to being a relative even though they are not related by blood or marriage.

Classical Christian Academy does not automatically assume that there is a conflict of interest if you have a relationship with another company. However, if you have any influence on transactions involving purchases, contracts, or leases, you must tell either the Principal or Board President as soon as possible. By telling one or both there is the possibility of an actual or potential conflict of interest, we can set up safeguards to protect everyone involved.

The possibility for personal gain is not limited to situations where you or your relative has a significant ownership in a firm with which CCA does business. Personal gains can also result from situations where you or your relative receives a kickback, bribe, substantial gift, or special consideration as a result of a transaction or business dealing involving Classical Christian Academy.

Professional Dress/Dress Code

The purpose of the dress code is to ensure an educational environment without unnecessary distractions and for our standard of excellence to be reflected in our appearance. Faculty and staff are expected to maintain a personal appearance that is professionally appropriate. To help further define the term “professionally appropriate” we are providing some basic guidelines. If you are in doubt, please ask.

A professional appearance is expected to be:

- Reflective of an employee's position as a role model when representing Classical Christian Academy.
- Conducive to the employees' tasks and/or environment.
- Clothing and apparel that is clean, modest, and safe.

In order to clarify our expectations for professional and modest dress, please use the following guidelines:

Professional Guidelines:

- Shoes should be professional. In general, tennis shoes are not appropriate, but they would be for a field trip or for a PE teacher. However, an exception might need to be made for someone with health reasons.
- Use cologne or perfume sparingly. Some students are allergic or will find strong smells distracting.
- No extreme hair colors or styles.
- No hats and bandanas (Hats may be worn outside to protect from the sun).
- Accessories should be simple and minimal.
- Groomed facial hair.
- Dresses/skirts- no more than 3 inches above the knee.
- Nice dress slacks. No skinny pants. No jeans material unless a special day.
- Exercise pants, sweatpants, sweatshirts, shorts, or other athletic clothing should not be worn unless teaching Physical Education, or supervising specific physical education related activities such as Maverick Games, Field Trip, etc. No leisure pants.
- If leggings are worn, the top must be no shorter than three inches above the knee.
- Nostril piercing is allowed, but no other body piercings should be visible.
- Visible body art should be limited. Please speak to an administrator about your particular situation.

Modesty Guidelines:

- Tops should not be too clingy and expose cleavage. No parts of your bra should show.
- No bare shoulders (strapless, spaghetti straps or tops with straps less than 2 inches wide) unless worn under jacket, blouse; dress or sweater.

Christian T-Shirt days and Spirit Days:

Faculty and Staff are invited to participate in all Spirit Days and Christian t-shirt days. Dress down days are for students only. However, during the month of your birthday, you may dress down on a day of your choosing. Please follow basic modesty guidelines. If your birthday falls during the summer, you may pick a month to dress down.

Mandatory reporting

FLORIDA STATUTES AND RULES

Florida Statutes s. 1006.061 states all employees and agents of the district school board, charter schools and private schools, have an obligation to report misconduct by an instructional personnel member or school administrator.

Florida Statutes s. 1012.795 provides the Education Practices Commission the authority to issue disciplinary action against an individual's Florida Educator certificate.

Florida Statutes s. 1012.796 provides authority for the Department of Education to investigate and prosecute allegations of educator misconduct.

State Board of Education Rule 6B-1.001 defines the Code of Ethics of the Education Profession in Florida.

State Board of Education Rule 6B-1.006 defines the Principals of Professional Conduct of the Education Profession in Florida.

HOW TO REPORT MISCONDUCT

- Report allegations or suspicion of misconduct by an instructional personnel member to your school administrator
- Report allegations or suspicion of misconduct by your school administrator to the Board President.
- Document the activities or details of the event.
- Secure evidence (if applicable)

If someone tells you about misconduct, be a LEADER:

- Listen
- Evaluate
- Act immediately
- Document Encourage Report

WHO SHOULD REPORT MISCONDUCT?

All employees and agents of a district school board, charter school or private school have a duty to report misconduct. If you are aware of or observe misconduct, **REPORT IT IMMEDIATELY!**

WHOM SHOULD YOU REPORT?

- Classroom teachers
- Paraprofessionals
- Substitute teachers
- Librarians, guidance counselors and social workers
- Career specialists and school psychologists
- Principals, Assistant Principals and Deans

FAILURE TO REPORT MISCONDUCT

Possible penalties for instructional personnel or site administrators who fail to report misconduct may include:

- Written reprimand
- Suspension with or without pay
- Termination of employment
- Discipline/sanctions on an educator's certificate

The following behavior may be indicative of misconduct that should be reported:

- being alone with a student in a dark or closed room or secluded area
- behaving in an overly friendly or familiar way or failing to maintain an appropriate professional boundary with a student
- using forceful or unnecessary physical contact with a student
- administering discipline not compliant with school policy
- accepting or offering of gifts for return of a favor or privilege from students or colleagues
- badgering or habitually teasing a student
- mocking or belittling a student
- chronically embarrassing a student
- displaying prejudice or bigotry against a student
- suspicion of being under the influence of drugs or alcohol
- failing to properly supervise students or to ensure student safety
- cheating; falsifying information; testing violations
- retaliating against a student or colleague for reporting misconduct
- bantering or engaging in colloquial or slang communications with a student
- directing or using profane, offensive, or explosive language in the presence of students
- making lewd or suggestive comments or overtures toward a student or colleague

Apply the litmus test:

1. Do you feel uncomfortable?
2. Do you question the person's motives or actions?
3. Are you unsure?

Protect the students and yourself- REPORT.

Any person, official, or institution participating in good faith in any act authorized or required by this chapter, or reporting in good faith any instance of child abuse, abandonment, or neglect to the department or any law enforcement agency, shall be immune from any civil or criminal liability which might otherwise result by reason of such action.

FOR FURTHER INFORMATION CONTACT:

Florida Department of Education
Office of Professional Practices Services
Turlington Building
325 West Gaines Street
(850)245-0438

REPORT PROFESSIONAL MISCONDUCT TO:

Classical Christian Academy
Mrs. Amy Davis
239-464-5483
Adavis@discovercca.org

Pursuant to the requirements set forth in the 2008 Ethics in Education Act, please be advised that Classical Christian Academy operates under the following guidelines and laws:

Standards of Ethical Conduct

(Adapted from the Code of Ethics of the Education Profession in Florida and Principles of Professional Conduct for the Education Profession in Florida)

1. Our school values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. Our primary concern is the student and the development of the student's potential. Employees will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Concern for the student requires that our instructional personnel:
 - a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c) Shall not unreasonably deny a student access to diverse points of view.
 - d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f) Shall not intentionally violate or deny a student's legal rights.
 - g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - h) Shall not exploit a relationship with a student for personal gain or advantage.
 - i) Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
4. Aware of the importance of maintaining the respect and confidence of colleagues, of students, of parents, and of the community, employees of our school must display the highest degree of ethical conduct. This commitment requires that our employees:
 - a) Shall maintain honesty in all professional dealings.

- b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
- c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
- d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
- e) Shall not make malicious or intentionally false statements about a colleague.

Training Requirement:

All instructional personnel, educational support personnel, and administrators are required as a condition of employment to complete training on these standards of ethical conduct.

Reporting Misconduct by Instructional Personnel and Administrators:

All employees and administrators have an obligation to report misconduct by instructional personnel and school administrators which affects the health, safety, or welfare of a student. Examples of misconduct include obscene language, drug and alcohol use, disparaging comments, prejudice or bigotry, sexual innuendo, cheating or testing violations, physical aggression, and accepting or offering favors. Reports of misconduct of employees should be made to an administrator. Reports of misconduct committed by administrators should be made to the headmaster. Legally sufficient allegations of misconduct by Florida certified educators will be reported to the Office of Professional Practices Services. Policies and procedures for reporting misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student are posted in the policy and procedures handbook and on our web site.

Reporting Child Abuse, Abandonment or Neglect:

All employees and agents have an affirmative duty to report all actual or suspected cases of child abuse, abandonment, or neglect. Call 1-800-96-ABUSE or report online at: <http://www.dcf.state.fl.us/abuse/report/>.

Signs of Physical Abuse: The child may have unexplained bruises, welts, cuts, or other injuries; broken bones; or burns. A child experiencing physical abuse may seem withdrawn or depressed, seem afraid to go home or may run away, shy away from physical contact, be aggressive, or wear inappropriate clothing to hide injuries.

Signs of Sexual Abuse: The child may have torn, stained or bloody underwear, trouble walking or sitting, pain or itching in genital area, or a sexually transmitted disease. A child experiencing sexual abuse may have unusual knowledge of sex or act seductively, fear a particular person, seem withdrawn or depressed, gain or lose weight suddenly, shy away from physical contact, or run away from home.

Signs of Neglect: The child may have unattended medical needs, little or no supervision at home, poor hygiene, or appear underweight. A child experiencing neglect may be frequently tired or hungry, steal food, or appear overly needy for adult attention.

Patterns of Abuse: Serious abuse usually involves a combination of factors. While a single sign may not be significant, a pattern of physical or behavioral signs is a serious indicator and should be reported.

Liability Protections: Any person, official, or institution participating in good faith in any act authorized or required by law or reporting in good faith any instance of child abuse, abandonment, or neglect to the department or any law enforcement agency, shall be immune from any civil or criminal liability which might otherwise result by reason of such action. (F.S. 39.203)

An employer who discloses information about a former or current employee to a prospective employer of the former or current employee upon request of the prospective employer or of the former or current employee is immune from civil liability for such disclosure or its consequences unless it is shown by clear and convincing evidence that the information disclosed by the former or current employer was knowingly false or violated any civil right of the former or current employee protected under F.S. Chapter 760. (F.S. 768.095)

Reporting Misconduct by Instructional Personnel and Administrators

All employees, educational support employees, and administrators have an obligation to report misconduct by instructional personnel and school administrators, which affects the health, safety, or welfare of a student. Examples of misconduct include obscene language, drug and alcohol use, disparaging comments, prejudice or bigotry, sexual innuendo, cheating or testing violations, physical aggression, and accepting or offering favors.

Legally sufficient allegations of misconduct by Florida certified educators will be reported to the Office of Professional Practices Services. Policies and procedures for reporting misconduct by instructional personnel or school administrators which affect the health, safety, or welfare of a student are found in the Staff Manual, and posted in the Resource Room/Break Room.

Reports of misconduct of employees should be made to

Amy J Davis

Principal- Classical Christian Academy

7101 Bayshore Road

North Fort Myers, FL 33917

(239)543-1532

adavis@discovercca.org

www.discovercca.org

Reports of misconduct committed by administrators should be made to

Jennifer Loerzel

Administrator- Classical Christian Academy

7101 Bayshore Road

North Fort Myers, FL 33917

(239)543-1532

jloerzel@discovercca.org

www.discovercca.org

Web site at <https://www.discovercca.org/misconduct-abuse>

Employment Screening

Participating private schools must disqualify from employment any instructional personnel or school administrator who is convicted of an act listed under **Section 1012.315, Florida Statutes**.

Participating private schools must conduct an employment history check before employing instructional personnel or school administrators in any position that requires direct contact with students.

Participating private schools must screen new instructional personnel or school administrators using the two employee screening tools developed by the Department of Education. New instructional personnel or school administrators are those individuals employed after the law became effective on July 1, 2008.

Professional Practices Database of Disciplinary Action Private schools should begin using this tool immediately to search the names of all instructional personnel and school administrators hired after July 1, 2008, and document the findings.

Participating private schools must prohibit confidentiality agreements with instructional personnel or school administrators who are dismissed, terminated, or resign in lieu of termination due to misconduct that affects the health, safety, or welfare of a student.

Participating private schools must post a notice at the school stating that all employees have a duty to report actual or suspected cases of child abuse, abandonment, or neglect. Participating private schools must post at the school site and on the school's Web site (if applicable) the policies and procedures for reporting misconduct by instructional personnel or school administrators which affects the health, safety, or welfare of a student.

All CCA faculty and staff with unsupervised direct student contact have been fully screened and background checked.

All CCA employees have been trained to recognize signs of child abuse, abandonment, and neglect, and have been advised as to their status as mandatory reporters.

COMMUNICATION

Acceptable Technology Use Policy

Classical Christian Academy recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, CCA encourages the responsible use of computers, computer networks, including the Internet, and other electronic resources in support of the mission and goals of CCA.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, CCA adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on CCA owned equipment or through CCA-affiliated organizations. For the purposes of this policy, cell phones that contain Internet access or text messaging are included. (Please see Electronic Communication Policy).

Rights and Responsibilities

It is the policy of CCA to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies. Within this general policy, CCA recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, CCA retains the following rights and recognizes the following obligations:

Staff Responsibilities

1. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of CCA.

2. Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.

User Responsibilities

1. Use of the electronic media is a privilege that offers a wealth of information and resources for research. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

Acceptable Use

1. All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of CCA.
2. Proper codes of conduct in electronic communication must be used.
3. All communications and information accessible via the network should be assumed to be private property.
4. Exhibit exemplary behavior on the network as a representative of your school and community.
5. Abide by all State and local laws.

Unacceptable Use

1. Giving out personal information, including home address and phone number, is strictly prohibited.
2. Excessive use for personal business shall be cause for disciplinary action.
3. Any use of the computer for product advertisement or political lobbying is prohibited.
4. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users.
5. Hardware and/or software shall not be destroyed, modified, or abused in any way.
6. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
7. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited.
8. The unauthorized installation of any software, including shareware and freeware, for use on CCA computers is prohibited.
9. Gaining access to or process pornographic material, inappropriate text files (as determined by the Principal or by law), or files dangerous to the integrity of the local area is prohibited.
10. CCA's computers may not be used for downloading entertainment software or other files not related to the mission and objectives of CCA for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of CCA.
11. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
12. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
13. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.
14. Use of social networking sites is prohibited by students on CCA owned computers unless permission is given. If students and staff choose to use such sites on their own personal computer, CCA asks that they avoid communicating to students about school related matters using social media. Teachers are asked to not be "friends" with current CCA students on Facebook or similar social media sites.

Disclaimer

Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and can monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

User Responsibilities

These guidelines are intended to help you make the best use of the electronic mail facilities at your disposal. You should understand the following:

1. CCA provides electronic mail to staff members to enable them to communicate effectively and efficiently with other members of staff and parents.
2. Staff may choose to use their own private email accounts in lieu of the school provided email account. In this case, it is understood that all communication between a parent and teacher, or teacher and student is to be forwarded to the Principal for email storage to preserve the communication. Teachers using private email accounts are still responsible to follow this acceptable use policy.
3. CCA recommends all staff utilize Jupiter Ed to communicate with parents and students. A copy of all communication is available for the administration to review at any time.

Please refer to the section: Communication between student, faculty, and staff for more information.

Electronic Devices and Communication at School and at Field Trips

Students who possess cell phones or other electronic devices (i.e. music players, smart watches, video games, etc.) must have them off and put away during school hours. Students in PK-8th grade may not bring cell phones to school—they are not needed. Cell phones should be turned off when entering the building and should only be used at the end of the school day from the cafeteria or lobby to call parents. Only with permission from a teacher should a phone be used for photography during the school day. In the case of improper use, or if a phone rings during class, the phone will be collected by the teacher and can be retrieved at the end of the school day. Parent Partners who possess cell phones are asked to keep the ringer turned off and limit their usage to their break/lunch time. This includes students in the lower school that may wish to bring a cell phone or other electronic device for a show-and-tell. Please notify the teacher of your intentions to bring the device in and work out a way to secure the device while it is at school. Violation of this policy will be handled as a discipline issue.

Communication within school

Weekly reminder emails will be sent to parents and staff. Facebook events will be posted and reminders sent for most events. All staff members have a mailbox to facilitate communication. We utilize Google Calendar to keep parents and staff up-to-date. The calendar is always available on our website or can be added to any android or ios device. Schoolwide field trips are organized. Individual classroom field trips should be approved by the administration. Permission slips must go home and be returned before event. All staff have a school email address. Emails should be checked daily by staff. Jupiter ED is the primary way to communicate with parents and students.

Communication between home and school

On occasion, notices will be required to be sent home with the children. Please ensure that all notices are distributed on the day you receive them. Parent Orientation for all parents, new parent training and individual parent-teacher conferences all happen within the two-week period before school starts. During the parent/teacher conference the teacher talks about classroom procedures, expectations, homework requirements, etc. Parent-teacher conferences for K-6th grade also take place during the last two weeks of the school year to discuss student progress and as needed in the upper school. Report cards are sent 4 times a year. Parents are also encouraged to arrange appointments with classroom teachers if they have specific issues, they wish to discuss any time of year. Students are given a yellow communication folder at the beginning of the year. This should be used to pass information back and forth between home and school.

Communication between student, faculty and staff

Faculty and staff may not be “friends” with students on social media and may not communicate with students using social media platforms (examples: Facebook, Instagram, Snapchat). If you are contacted through social media, please respond using your CCA email or Jupiter account and copy the parent (and administration if appropriate). Likewise, faculty and staff may not text or chat privately with a student. A parent should always be included in any such communication. If a student emails you using Jupiter or your CCA email, you may respond and use your discretion on whether the parent needs to be included. CCA retains a copy of all email and Jupiter communications, and it can be accessed should a conversation need to be reviewed. Any concerning comments, or inappropriate communication must be communicated to administration immediately.

SAFETY AND SECURITY

Safety

Classical Christian Academy is committed to providing a safe, healthy, and secure working and learning environment for our faculty, staff, and students. As such, we make every effort to comply with relevant federal and state

occupational health and safety laws and to develop the best feasible operations, procedures, technologies, and programs conducive to the working environment.

All employees are expected to work diligently to maintain safe and healthful working conditions and to adhere to proper operating practices and procedures designed to prevent injuries and illnesses. The responsibility of all employees includes:

1. Exercise maximum care and good judgement at all times to prevent accidents and injuries.
2. Reporting to supervisors and seeking first aid for all injuries, regardless of how minor.
3. Reporting unsafe conditions, equipment, or practices to supervisory personnel or Administration.
4. Using safety equipment provided by CCA at all times (for instance: Perry Weather Station).
5. Observing conscientiously all safety rules and regulations at all times.
6. Notifying your supervisor before the workday if you are taking any medication that may cause drowsiness or other side effects that could lead to injury to the employee, coworkers, students, or other customers.

Reporting of Injuries and Accidents: When any accident, injury, or illness occurs while an employee is at work, it must be reported to the Administration as soon as possible, regardless of the nature or severity.

All student, visitor, volunteer, and staff injuries must be reported immediately and the appropriate Report Form must be completed. Parents must be notified the same day of an accident or injury by either signing the Report Form or via email using the Jupiter System. Student Report Forms can be found at the front desk and the Resource Room. Staff or volunteer Report Forms can be found in the Business Office.

Crisis Management Plan

CCA has developed an extensive Crisis Management Plan. The plan can be found in online staff page. All staff should be familiar with the plan and participate in quarterly testing on the plan. Every other year, we will participate in a mock active shooter scenario in an effort to put the plan into practice. Pertinent contact and emergency numbers and the detailed procedures for various emergencies can be found in the Crisis Management Plan.

Fire Drills & Lockdown Drills

Fire drills are completed once a month or every 30 days. The first Fire Drill will be planned. The January fire drill will be planned and be an alternate route. Teachers should practice with their class. Teachers should refer to the map posted by their door for their preferred route. Teachers should bring a list of their students and ensure that all students are present and accounted for. Teachers will notify administration of student count and once everyone is accounted for and if the building is safe to return to, an “All Clear” will be sounded. Once a year students and staff will participate in a Code Stapler drill.

Teachers should refer to Crisis Management Plan for a list of the different types of potential emergencies, their names and procedures. The Administration will use the intercom system to communicate. Teachers should use the black cover provided in each room to cover their window during a Lockdown.

All staff are asked to download the Navigate app on their phone to communicate during an emergency.

Emergency Notification System

We use a voice/email/text notification system called Brightarrow to relay important updates or emergency information. We also use an app called Navigate Prepared to communicate during a drill or actual emergency.

Screening Visitors

All visitors must use the intercom system to communicate with the front office. If we are expecting the visitor, they are let in. If we are not expecting the visitor, front office staff will seek confirmation from the person the visitor wants to see before letting the visitor enter the building. Once the visitor is inside, he/she must present a valid driver’s license. It will be scanned into the Raptor system (or equivalent), which will scan the sex offender database and active

warrants. The system will notify the staff person of an issue and immediately notify administration that there is a potential flag of someone wanting to visit the campus. The administrator reviews the incident and decides whether the flag is accurate or not (a picture is provided to visually verify). If applicable, administration will notify the proper authorities.

Weapon on Campus

CCA considers student possession of, use of, or threat of the use of weapons as a serious offense and will not tolerate such by students on school property, at school events, or any other school-sponsored event while enrolled as a student. Possession of, use of, or threat of use of weapons could result in the expulsion of the student. Statements made by a student claiming or boasting of a weapon at school or a school function will also be dealt with as a serious offense. Keep pocket knives, lighters, and toy or look-a-like weapons away from school. Student offenders will be dealt with by the Administration. Weapons that might be used as a costume must clearly be a toy (a bright color, clearly not the normal color of an actual weapon is one example).

Definitions: Possession includes, but is not limited to, having a weapon on school property or at a school-sponsored event, located (a) in a space assigned to a student; (b) on the student's person or property such as on the student's body, in his/her clothing, purse, backpack, crate, gym bag or vehicle; (c) under the student's control or accessible or available such as hidden by the student.

Threat: includes, but is not limited to, (a) a statement of personal bodily harm with a weapon; (b) a statement indicating friends or acquaintances with weapons who will commit bodily harm; (c) the statement of possessing a weapon at school or a school function.

Weapon: includes, but is not limited to (a) a firearm, which is a weapon or device from which a projectile may be fired by an explosive; (b) an air gun, which includes any air pistol or air rifle designed to propel a BB, pellet or other projectile by discharge of compressed air, carbon dioxide or other gas, or any items which appear to be realistic firearms or air guns; (c) any type of sling shot; (d) any type of martial arts weapon; (e) any knife which is a cutting or stabbing instrument set in a handle; or (f) any explosive device including fireworks to include sparklers or any non-explosive device.

For more details, please review CCA's Crisis Management Plan found in Jupiter Grades and the State of Florida Statue found here: http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=0700-0799/0790/Sections/0790.115.html

Staff that have a valid conceal carry certification can contact the Safety and Security team to complete additional training and guidelines. Volunteers, Staff, Parents and Visitors that are not approved by the Safety and Security Team to have a concealed weapon on campus, may NOT do so.

Security of Student Files

Files are maintained in the locked school office in a locked filing cabinet. During business hours, the office door may be unlocked or open, but the filing cabinet must remain locked. Only approved personnel are allowed to access the files. Approved personnel are administration, bookkeeping, administrative assistant & office assistant. A student's CUM file may be pulled or portions of it shared with a teacher if needed. Parents can request in writing to view their student's file. The Lee County Health Department School Nurse is only given access to the folder containing the immunization and health records.

Security of Personnel Files

Personnel files of all staff members are stored at school. All staff is able to access their files upon request. All requests for information to be changed are to be in writing prior to any alterations. Verbal requests will not be accepted.

Use of Hotline

It is our desire that our students feel comfortable and safe with our staff and can report any concerns in person. However, we recognize that students may prefer to use the Jupiter Ed Anonymous Hotline when feeling threatened, concerned or uncomfortable about a staff person, another student, or a family situation.

Any staff person can receive a message. This is anonymous, so we won't see who is reporting. The exceptions to this are: abuse allegations, schoolwide threat or report of a crime, or misuse of the hotline. Misuse of this hotline will be handled as a discipline issue. Ultimately, anything reported via the hotline must be reported to the Administration within 24 hours of receiving notification. It will then be addressed by the Administration.

Steps after receiving a message: 1) refer to administration (within 24 hrs.) 2) Reply to the student that they have referred to administration (within 24 hours) 3) Administration will then investigate if needed.

POLICIES

Moral and Biblical Training

Parents are responsible to actively pursue the moral and biblical training of their children at home. With enrollment at Classical Christian Academy, parents have entered a trust relationship between their family and the school regarding the moral training of their children. CCA believes that parents are personally responsible for the moral and spiritual training of their children as a matter of stewardship before God. Classical Christian Academy expects to maintain and support the training that is already taking place in your home.

Attend Church

We believe in the importance of the local church, which is made up of believers who gather for worship, fellowship, and teaching. Therefore, we require our families, faculty and staff to attend church on a regular basis. A letter of reference from an organized church whose statement of faith is consistent with CCA's will be submitted to the church home of all new faculty and staff seeking admission and it is to be completed by the Pastor or a church leader. A positive reference is required for acceptance or an offer of employment. CCA reserves the right to randomly send follow-up questionnaires to a family's or employees home church to confirm they are still in good standing and regularly attending. Every three years, a new reference is required.

Fundraising Policy

Classical Christian Academy strives to provide a world class education for our students, while keeping tuition at a level that makes CCA a viable option for most families. We rely on donations to subsidize our General Operating Budget and help defray the costs associated with retaining qualified teachers, securing the use of our outstanding facilities, and providing unique experiences for our students through our expansive electives, athletics and arts programs.

Faculty and staff are not required to participate in any giving campaign. However, your support is appreciated.

Home Education Day, Field Trip or Community Service:

CCA will offer at least 4 field trips each school year. Parents are required to attend most field trips with their student or to assign another parent to be responsible for the student. A permission slip must be signed. Students will be marked absent for non-attendance of a field trip in most cases. A Home Education Day will be offered in lieu of taking an absence if the following is true of the event: If it's more than one hour away, it is on an "at school day" and/or the cost is more than \$25 per person. Exceptions can be made. Please contact the administration if you have a question or concern.

Field Trips and Events

Parents are required to attend all field trips and events with their student or assign another parent to be responsible for student. A signed permission slip is required.

Chaperones, Transportation and School Sponsored Events

CCA field trips, community service projects and other similar events are designed for families to attend together. This allows students to learn alongside their parent-teacher. With that in mind, the following is our policy concerning chaperones, transportation and driving:

1. CCA does not provide transportation to or from any field trip or community service project.
2. The parent, guardian or grandparent (with permission from parent or guardian) will attend field trips or off-site community service with the student.
3. If the parent or guardian is unable to attend, another CCA parent may be assigned to chaperone the student with written permission from the parent or guardian.
4. High School students that are attending local field trips and community service opportunities may drive themselves only with written parent permission.
5. All CCA students must be accompanied by a parent or guardian for overnight field trips.

Comprehensive Grievance Policy

Objective: To establish biblical guidelines for the resolution of disputes and grievances in the operation of Classical Christian Academy.

Scope: These guidelines are to be followed whenever there is a dispute or grievance concerning any aspect of CCA's operations, between two parties connected in a direct way to the school; this includes students, parents, staff, volunteers, administration, and Board members.

Guidelines: The Matthew 18:15 principles should be followed by using the steps below:

Students/Parents to Teachers:

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. A respectful demeanor is requested at all times.
2. If the problem is not resolved, the parents or student may bring the concern to the Principal, if the student brings the concern, he must have permission from his/her parents to do so.
3. If the problem is still not resolved, the parents should appeal the decision in writing to the Board of Directors.

Parents/Patrons to Principal:

1. If the parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the Principal.
2. If the situation is not resolved, they should present their concerns in writing to the Board of Directors.

Continuation of Grievance policy: Staff to Administration:

1. All concerns about the standards of the school must first be presented to the Principal. A respectful demeanor is requested at all times.
2. If the problem is not resolved the staff person should bring his/her concern to the Board of Directors or designee followed by a meeting to discuss the matter.

It is understood that if any disputes arise which are not covered by this policy, the Board will decide what procedures to follow.

Family Infraction Policy

The infraction policy provides a way to address chronic and uncorrected issues. It is not the intention of CCA to be rigid or legalistic, and we continue to manage our school according to context. However, because the success of CCA depends on a continued strong commitment level on the part of the parents, we have adopted the following protocol to encourage accountability in this area.

Students may receive an infraction for chronic unpreparedness, excessive tardiness or absences, or excessive dress code violations. Infractions are given per student/per semester.

- **Infraction #1** – Infraction notice is sent advising family of infraction. (Essentially a warning letter)
- **Infraction #2** - Notice is sent requesting a meeting with the Principal to discuss the root of the problem, develop strategies for improvement (if appropriate), and/or continued enrollment. Depending on the circumstances, the student or family may be placed on probation until improvement is seen.

- Infraction #3 – The issues will be brought before the Board of Directors or their designees for consideration of dismissal.

No gum or candy

While on campus, we ask students to not chew gum or eat candy. The exception would be if a teacher allows the use. Failure to follow this policy can result in discipline action.

Attendance Policy

Definition:

Excused- sickness, planned absence, or last-minute family emergency. Communication with the FRONT DESK is required to be marked excused for all of these instances. Families should seek prior approval at least 2 weeks ahead of scheduled absence for all pre-planned vacations.

Unexcused- unplanned vacation or time off, excessive time off that impacts a student's grades (regardless of pre-approval)

CCA, as required by the state of Florida, keeps a record of a student's attendance. In general, students should not miss more than 10% or 17 days in a school year. These records are retained in the student's permanent school record. Students are allowed two (2) unexcused absences per semester with no more than one (1) unexcused absences for any one quarter. Students who have more than two (2) unexcused absences in a semester or more than one (1) unexcused absences in a quarter will be given an infraction. The term "absent" refers to missing a school day that was a scheduled day at either home or school. Usually, students who miss two or more on campus days in a row (For instance: Monday and Wednesday) will be marked absent on the home day(s) in between (Tuesday in this example). Please speak with the Administration if you have any questions. Students still need to make up schoolwork. Please refer to the "Late Work policy" for more information. Excessive absence can be referred for disciplinary dismissal. We will work with students on extended absence circumstances on an individual basis.

Regarding students who drive: Students may not sign out early without written permission to the front desk from their parent or guardian. CCA Administration will determine if the reason given warrants an excused or unexcused absence.

Students who arrive more than three hours late will be marked absent for the day. Students who leave school before noon will be marked absent for the day. Students who fail to complete 50% or more of their schoolwork from an assigned home day will be marked absent. Schoolwork alerts will also be given for students who fail to return assignments to school. We strongly encourage parents to not schedule medical, dental, or orthodontic appointments during school days. This would also be true of family vacations. Families should complete the Student Leave of Absence Form found on the CCA website as early as possible so that arrangements can be made to keep your child(ren) caught up. Families should seek prior approval at least 2 weeks ahead of scheduled absence for all pre-planned vacations, or the student(s) absence will be marked unexcused, and any missed work may not be accepted. Please see the "Late Work Policy" for the impact of excused and unexcused absences.

Tardy Policy

It is important that your child arrive at school on time. A child not in class on time will disrupt the schedule flow of activities and ultimately shows disrespect for others. Students more than 10 minutes late may not be admitted until the next class period. More than 3 tardies in a quarter will be noted by our staff and discussed with the parent of the child in accordance with the school infraction policy. At teacher/administration discretion, students with chronic tardies may be subject additional disciplinary actions. The first tardy of each semester will be "excused." After that, the third tardy in a semester will result in an infraction. Students must be signed in if more than 10 minutes late to school. Students who arrive more than three hours late, without prior approval, will be marked absent for the day. Students who leave school before noon, unless prior approval was given, will be marked absent for the day. Please refer to the Infraction Policy for more details.

Do Not Send a Sick Student to School

We ask parents to refrain from sending a child to school when they are ill. Generally speaking, if a sick child has not had a fever, vomited or had diarrhea for twenty-four hours a child can return to school. If a child becomes ill during

the day, the student should be sent to the front office and the parent will be contacted to come pick him/her up. Please use discretion when monitoring a child who is suddenly coughing, sneezing or has a running nose. Children with cold or flu symptoms should not come to school until contagion period has passed. ADDENDUM E.

Please notify the school of any communicable diseases (such as lice, chicken pox, etc...) immediately.

Medications

CCA does not normally dispense medication to students. The only exception to this is a lifesaving inhaler (or nebulizer), Epi-pen or medication needed for an extended illness. The student must have a prescribed medication in the original box (with label) and a teacher or office staff may administer if necessary. If the medication is over the counter, students need a doctor's note. Medication must be locked up. In most cases, rescue inhalers should be administered by the student with only the support of the staff. Parents must sign a Medication Permission form. This form is available from office staff. If an Epi-Pen is used, the staff must call 911. CCA does not have a nurse on staff. First-aid kits are available in the office, classrooms, and play areas for minor injuries. Parents are responsible for picking up the medication by the end of the school year. Medication cannot be stored over the summer. All staff will be trained on proper epi-pen use.

Birthday Policy

Birthdays will be celebrated during snack time or lunch if parents wish to send in a special treat for their child's class. Parents should check with you to avoid any food allergies if possible and any other conflicts.

Current Year Budget

Budgets for each program in the school are set each year. Our fiscal year is June-May.

Purchasing of goods or services

Each teacher is asked to notify administration of supply and curriculum needs at least two weeks before the start of school. Teachers are given money at the beginning of the year to purchase items for their classroom. If you purchase something yourself, please seek approval first and then submit a receipt and complete the reimbursement form within 30 days of purchase. After that, reimbursement is not guaranteed. In addition, any purchases made after January, needs to be pre-approved.

Student books and materials

Parents are given a mandatory list of non-consumable curriculum needed before the start of school. Consumable curriculum is purchased by CCA and billed to the parent. Teachers provide a list of supplies needed at school no later than May 1st of each year (or when designated). Students may not attend classes without the proper books and materials.

House Council

House Council meets monthly. One staff person and one parent are assigned to directly work with students.

Elective Materials

It is the responsibility and courtesy of all class teachers to ensure when they use elective teacher's materials or room (for example, art craft, technology, phys. ed. equipment or music instruments) that they leave the rooms and storage areas in a tidy manner. Please ensure computer equipment is turned off at the end of the day in the classroom or if you are last to use the computer room. To help with the maintenance and cleaning of the school, staff is to encourage children to be responsible for the picking up of any paper, glitter, etc.

Potential Reasons for Student Dismissal or Expulsion from CCA:

Academic Dismissal: A student may be dismissed from the school if, after working with the teacher and administration, they still receive failing grades in core courses or have an overall GPA below a 2.0. Continual low grades are a major indicator that the CCA's academic program is not right for the student.

Disciplinary Dismissal: A student may be dismissed from the school as part of the disciplinary process for offenses which may include, but are not limited to, chronic absences, disobedience, immoral behavior, a level three discipline offense or chronic dress code violations.

Discretionary Dismissal: A student may be dismissed from the school at the discretion of the Administrator. There are times that it becomes apparent that the student's or the family's needs are not being best served by the CCA program or that the family is not able to adequately support the student in the academic model. This could be due to a number of issues, including but not limited to: insufficient teaching or supervision on the home schooling days, learning disabilities which cannot be accommodated in the classroom, a student's inability to manage their own behavior in a group setting, a lack of commitment and/or participation in the school agenda on the part of the parents or non-agreement with CCA's Statement of Faith. A family that has three Infractions and is placed on probation may be dismissed if issues are not corrected.

Financial Dismissal: A student may also be dismissed from the school in the event of the family's extreme financial irresponsibility. As stated in the financial agreement, a student may not continue in classes if tuition payments are more than 30 days past due and no financial agreement has been made between the family and the Board of Directors. In the absence of a separate financial agreement that addresses the family's financial crisis, tuition must be paid in full at the end of each school year in order for students to be allowed to continue in the school program.

Expulsion: Expulsion is the immediate removal of a student from the school usually due to a serious breach of policy or safety by either the student or the parent. A student who has been expelled has their enrollment terminated and their transcripts and records marked accordingly.

Transfer to Flex Program

Occasionally, it may be determined that a student's needs would be best met through traditional homeschooling in a one-on-one format, and CCA might recommend that the family move from the Academic Program to the Flex program. In this case, the student has not been dismissed from the school and the family continues their participation as CCA members. This option is only available for families in 7th-11th grade.

PERSONNEL AND STAFF DEVELOPMENT

Categories of Employees

CCA classifies its employees as follows:

A. Part-time regular employees: Employees hired to work fewer than 32 hours per week on a regular basis. All CCA employees are part-time. Employees that work 6 hours or more a week may be eligible for benefits.

B. Temporary Employees: Employees engaged to work full-time or part-time with the understanding that their employment will be terminated no later than the completion of a specific assignment or project. Temporary employees are not eligible for benefits. Example: Substitute Teachers or Elective Teachers

C. Volunteers: There are opportunities for people to volunteer for certain duties and responsibilities at CCA. Volunteers are not eligible for benefits.

D. Staff Employees: Example of staff employees includes the Principal, Assistant Principals, Business Manager, Business Office Assistant, Resource Teacher, Elective Coordinator, Teacher's Aide, and Receptionist. These employees are not required to be paid overtime, in accordance with applicable federal wage and hour laws. Executives and professional employees (Faculty and Staff at CCA) are typically exempt employees.

E. Faculty: Faculty are professional teachers employed by Classical Christian Academy. This includes Classroom teachers as well as tutors.

F. Independent Contractors: Independent Contractors are paid per hour/class/club/sub fee. Independent contractors are not eligible benefits.

Classical Christian Academy is committed to employing only people who are United States citizens or who are aliens legally authorized to work in the United States. We do not illegally discriminate because of a person's citizenship or national origin. Because we comply with the Immigration Reform and Control Act of 1986, every new employee at CCA is required to complete the Employment Eligibility Verification Form I9 and show documents that prove their identity and employment eligibility.

In addition, employees must have a valid Florida Driver's License on file.

Faculty and staff

The teachers at CCA are partners with the families of our school. The teacher's role is to work with the parents to instruct and train students in all subject areas assigned by the administration. Included in those expectations are planning, reporting, and communication with the administration. Further, the teachers will seek to establish and maintain an environment in the classroom, which promotes growth and maturity; this includes spiritual, academic, emotional, social and physical growth. The teacher's role in discipline is to reinforce moral training that is already being taught at home, not vice versa. The Teachers uphold the school's view that the parents are first and foremost responsible for their child's education. The relationship between the parent and the teacher will be based on trust and a mutual desire to honor the Lord Jesus Christ in all that is taught to our children.

Qualifications & Expectations for all of our Faculty and Staff:

1. Affirms that, as part of the qualifications for their position, he or she is a "born again" Christian who knows the Lord Jesus Christ as Savior. (I John 3:3; I Peter 1:23).
2. Has a testimony that he or she has a sense of God's will, that teaching is his or her calling(if applicable), and that they feel called to a position at Classical Christian Academy.
3. Agrees with and believes in the CCA Statement of Faith and Standards of Leadership and understands the importance of upholding it.
4. Regularly attends a local Christian church and agrees in the importance for all faculty, staff and families at CCA. Just as we ask our parents, we ask our Faculty and staff to make church attendance important. Before consideration of employment, all Faculty and Staff must have a positive letter of reference from their pastor or a church leader. This reference form will be updated after three years for consideration of continued employment.
5. Accepts without verbal or mental reservations all applicable policies outlined in the CCA Faculty and Staff Handbook.
6. Has spiritual maturity, academic ability, and personal leadership qualities to be able to partner with parents to "train up a child in the way he should go." Proverbs 22:6.
7. Will be able to serve as a mentor for our students with exemplary, godly character (if applicable).
8. Will successfully pass and submit to a thorough national and state background check. This will include fingerprinting. (Not needed if you have current Florida Certification)
9. Is fully committed to the pursuit of a lifestyle, on and off the job, consistent with the Statement of Faith of CCA, compatible with historical biblical standards of morality, reflecting the message, mission, and character of Jesus Christ.
10. Uphold and enforce school rules, administrative regulations, school board policies, and support the goals and objectives of the school.

Hiring Process

It is the goal and desire of CCA to hire qualified people who are one in Word and Spirit with the vision of the school. To achieve this goal, the hiring process is as follows:

Interested teachers or staff applicants should submit:

1. Current resume`
2. Application
3. Signed foundational documents of CCA agreeing with the statements of faith and

Standard of Leadership

4. Applicant (being considered) will be contacted for an interview.
5. Applicant will be contacted in a timely manner concerning employment following the interview, references, resume, and application. The Teacher Interview form should be used.
6. A second interview in person or via phone call may be scheduled.
7. Applicant's references are checked. This includes receiving a positive church reference.
8. Who is Livescan or background screened?
Teacher/staff member will be Livescan fingerprinted and must pass. Certified teachers do not have to be fingerprinted. Any staff with direct student contact for more than an hour a day or other positions as determined by the Principal, must be livescan fingerprinted. Volunteers, visitors and Elective Staff with less than one hour a day contact must be run through the Raptor background check system.
9. Certified Teachers are checked against the Professional Practices Database of Disciplinary Action.
10. Teacher/staff member will sign a contract and agree to the financial compensation.

Upon being hired, a teacher or staff member will be required to attend orientation, training, staff and/or parent meetings as scheduled throughout the school year. All staff will be regularly evaluated throughout the school year.

Benefits for Faculty and Staff that work .6 FTE or 9 hours a week or more

Employees are given paid days off. CCA will not compensate for unused sick/personal days and these days will not accumulate from year to year.

- 10 month employees 1st year- 3 days, 2-10 years- 6 days, 10+ years- 9 days
 - 12 month employees 1st year- 4 days, 2-10 years- 7 days, 10+ years- 10 days
- 1) Permitted up to two (2) paid days off for bereavement of immediate family members.
 - 2) Should you be called to serve Jury Duty, you will not have a deduction in salary while serving. You should return to work immediately once relieved of Jury Duty.
 - 3) AFLAC – Paid by employee. Short and long-term disability options are available for payroll employees.
 - 4) 403(b)(9) – Retirement account. Paid into by the employee.
 - 5) Teachers and Staff receive a tuition discount.
 - 6) A polo shirt is provided and must be worn on certain days. A school spirit shirt and other spirit wear may be given.
 - 7) Finance charge is waived for employees with children at the school.
 - 8) Faculty and staff will have their wages deposited via Direct Deposit. Employees must provide banking information and canceled check.
 - 9) Faculty that are Highly Qualified receive additional contracted pay (adjusted per actual FTE). HQ is defined as: Advanced degree, certification and/or 10+ years teaching experience
 - 10) Faculty that teach Honors level classes will receive additional contracted pay (adjusted per actual FTE). This typically happens during the 1st quarter.

Personal Data

It is important that CCA have certain personal information about you in our records. You need to tell us as soon as possible if there are any changes to your mailing address, telephone numbers, marital status, dependents' information, educational accomplishments, and other possibly related information. We also need to have information about who to contact in case of an emergency. To make changes, please contact the Business Office Assistant.

Disciplinary Procedure-Termination

Employees new to CCA will be given an orientation period of up to ninety (90) days in which to demonstrate his/her ability to the satisfaction of the Administration. If any areas need improvement, such will be communicated to the employee in a timely fashion so that an effort may be made to correct the deficiency before the expiration of the ninety days. Should such teaching and corrective attempts prove unsatisfactory, as determined by the Administration, the contract may be terminated at any point within the ninety days without further obligation by either party.

The following violations of misconduct will cause the employee to face disciplinary action. CCA has the option of a verbal warning, a written warning, issuing a non-paid leave of absence, or instant dismissal. Acts of misconduct include but are not limited to, as determined by the Board or Principal:

- a. Employee is unwilling or unable to perform his or her duties (except as provided by applicable laws and regulations related to disabilities or medical leave);
- b. Employee commits any act of fraud or dishonesty;
- c. Employee engages in any criminal conduct;
- d. Employee engages in any form of gross misconduct or sexual misconduct as defined in the Standard for Leadership and as outlined in this Agreement;
- e. Employee engages in insubordination;
- f. Employee disagrees with CCA's Summary Statement of Faith;
- g. Employee breaches any section of his/her contract;
- h. Employee commits any act or engages in any conduct deemed to constitute cause for termination.

Employees should refer to the written and signed contract for the complete details outlined in the agreement.

Lesson plans

Each teacher is required to create a weekly lesson plan to ensure that the children's work is planned, sequential and continuous. Teachers should send lesson plans every two weeks to parents and provide a copy to the Assistant Principal.

Classroom Schedules

Lower school teachers are required to post their schedule in their classroom. The general schedule is determined by LS Asst. Principal. Upper School schedules are determined by the Assistant Principal.

Behavior

Teachers are required to record any negative behavior and any subsequent consequence into the Jupiter Grades reporting system within 24 hours of event. Parents are sent notification via email and it is also preserved in the students Jupiter record for reference. Teachers are also asked to periodically address positive behavior traits observed in students. Two ways to do this are through 1) Jupiter Grades Reporting system - Commendation 2) Monthly Chapel Character award. Administration will work with teachers to set goals for how often and in what manner teachers should be sending commendations.

Leave of Absence (see Appendix D)

Teachers should prepare a generic lesson plan in the event they are suddenly unable to come to school and need a substitute teacher. Plans should be given to the appropriate Assistant Principal for safe keeping.

Staff should seek approval for any known absence as soon as possible using the Request for Absence Form. Copies of this form can be found in the Resource room, website, front and back office. Teachers should find their own substitute from the list of provided approved subs. Once a sub is found, the teacher must notify the Assistant Principal and supply plans.

STAFF ABSENCES - Planned

Staff should refer to their contract for the number of paid days off. If you know you will need to take a day off, please complete the Request for Absence Form and return it to your Assistant Principal for approval (form is also available online). We request at least two weeks' notice. Teachers should get their own substitute teacher, using the provided list of approved subs.

1. Staff person will initiate a Leave of Absence form and turn into the Administrative Assistant.
2. The Administrative Assistant will get the proper signature for approval.
3. A copy will be made and returned to the employee and the original will be sent to the Business Office.
4. The Administrative Assistant will then add the approved absence to the calendar.
5. Business Office will make two copies, one for the LOA file in the office. The other will remain with Payroll information for affected payroll period.

6. Business Office will update the Personal Time Spreadsheet and adjust payroll for the staff person, accordingly.
7. Business Office will return a copy of the Leave of Absence form, with bottom table completed, to employee along with adjusted (if applicable) paycheck.

STAFF ABSENCES - Unplanned

If you are unable to attend school, please contact the Assistant Principal prior to your absence up to 6:00 p.m. on the previous day or at 6:00 a.m. on the day of absence so that adequate time can be made for hiring of a replacement teacher. Unless you are unable, we ask you to use the approved sub list to find your own substitute teacher.

1. Administration or designee will initiate form for staff person that was out unexpectedly. It will be at their discretion whether it gets signed by the employee or not.
2. Once approved by Asst. Principal, Principal or Elective Coordinator, the Leave of Absence form will be turned into the Business Office.
3. Business Office will make two copies, one for the LOA file in the office. The other will remain with Payroll information for affected payroll period.
4. Business Office will update the Personal Time Spreadsheet and adjust payroll for the staff person, accordingly.
5. Business Office will return a copy of the Leave of Absence form, with bottom table completed, to employee along with adjusted (if applicable) paycheck.

Time-Off Calculations

To calculate the time off for employees, the Business Offices uses the regular scheduled number of hours. Calculations vary according to the schedule. Anything from 1 hour to 1/2 of the employees scheduled hours = 1/2 day; anything over half of the employee's scheduled hours = 1 full day.

Determining Teacher's Salary -FTE

For teachers, we use an FTE or full-time equivalent formula. As an example: Each class or hour is .20 FTE. Therefore, we will take your on-campus scheduled classes and divide it by the FTE of 1.0. The base salary reflects all prep time, meetings, outside grading, etc. It is no longer necessary to line item every meeting, prep time, etc. This new formula has been adjusted to fairly take all of your responsibilities into account.

As an example: A teacher that works 5 hours, will have an FTE of 1.0.

Performance Reviews

Teachers

- 1) Random Daily Rounds (pop-in for a few minutes as needed - not written down. Can require a follow up formal observation if needed.)
- 2) Informal Observation (New teachers: 1st quarter and 2nd quarter, if needed. Returning teachers: first semester.)
- 3) Formal Observation 3rd quarter (one hour)
- 4) End of Year Evaluation (no observation)

A copy of the review is given to the teacher and reviewed as needed. Goals may be set at this time and a follow-up observation may also be needed. The goal is always to help the teacher for greatest success. An End of Year Evaluation is done at the end of the school year. The administration then has a 1:1 meeting to go over overall performance, strengths and goals.

Teachers will be expected to undertake professional development each year which will help:

- Achieve your stated goals or needs.
- Work in partnership so that the school goals and priorities are achieved.
- Achieve stated In-service goals for the entire school.

Teachers are given the opportunity to do a self-review that is used in the End of Year Evaluation to aid in goal setting. Please see Appendix A for a sample of the Observation Form and Appendix B for a sample of the End of Year Evaluation Form.

- 1) Direct supervisor will check-in with the staff person periodically to observe performance and address any areas of concern.
- 2) At the end of each school year, staff are given an Evaluation based on the staff person's job description. Staff are asked to update the job description annually to ensure the evaluation is accurate.
- 3) Staff person, along with direct supervisor, will create 3 to 5 goals.

Master Inservice Program

Who? For Teachers Certified in the state of Florida or for teachers who are seeking certification.

What is P.E.C.D.? Professional Education Competency Demonstration Program. This program provides a way for recertification or new certification with the State of Florida.

What is a Master Inservice Plan? The Florida Department of Education approved the Master Inservice Plan to make available inservice training to those professionals holding Florida Teaching Certificates. This plan allows a dual recertification process where inservice training hours (inservice points) will apply to the recertification of Florida Educator Teaching Certificates or CDAE Renewal Educator Certificates. The MIP transcript is accepted by the State of Florida for CDAE Renewals (replaces the certificates). According to the Florida Department of Education standards, a teacher may recertify a professional certificate by completing 120 inservice points. An inservice point equals one contact hour of inservice training.

Advantages of the MIP Program - Teachers and administrators holding Florida Teaching Certificates will be able to recertify using training hours earned in school inservice programs. Teachers without teaching certificates will build an inservice education portfolio.

All teachers will have their inservice records maintained at the Master Inservice Office directed by Dr. Barry Morris. An Inservice Year starts July 1st and ends June 30th of the next year.

STEPS TO RENEWAL

- 1) When a teacher or administrator seeks renewal, CCA will print out the inservice report and check the number of points between the two dates of the certificate (i.e. 7/1/2015-6/30/2017).
- 2) If the educator has the minimum of 120 points, then CCA checks for SWD points (a minimum of 20 points included in the 120). The title will always say SWD Renewal ___ points – then the title – such as Autism.
- 3) If you think an inservice should have been marked as SWD, then CCA will send Barry Morris the Application number for his review.
- 4) The Educator is now ready to renew online with www.fldoe.org. DO NOT MAIL THE INSERVICE POINTS RECORD TO THE DOE. They are waiting for Master In-service Office's CT116 Verification of In-service Points.
- 5) CCA will send an email requesting CT 116:
 - a. Name of Educator on Certificate;
 - b. DOE Number (Avoid Social Security numbers);
 - c. Dates on Certificate;
 - d. Subject Areas on Certificate;
 - e. A scanned copy of the inservice record (This speeds up the processing).
- 6) Master Inservice Office will send an email letting CCA know that the date when the CT116 was mailed to the DOE.

WAYS TO RENEW

- 1) Master Inservice Points – 120 renews 2 subject areas; 180 renews 2 areas;
- 2) College course is worth 60 points;
- 3) Passing score on the Subject Area Examination equals 60 points.

Staff Development

FACULTY MEETINGS and IN-SERVICE MEETINGS

A schedule of staff meetings, in-service meetings and fellowship events are given out at the beginning of the school year to the staff. Please see your specific contract for mandatory attendance requirements.

FIRST-YEAR TEACHER

1. Summer Reading- CCE
2. Policies and Procedures (Handbook)
3. Classroom Management
4. Emergency Procedures
5. Facility and Campus tour and map
6. Technology/Web-based Grade Book & Records training is given
7. Grade Specific Training (Syllabus, Standards, Graduation Requirements)
8. Subject Specific Training as needed
9. Basics of Hybrid Model
10. CCA Way
11. Latin
12. Lesson planning

ALL TEACHERS-Yearly

1. Changes in Handbook (copies given to all)
2. Vision and Mission
3. Legislative/Accreditation Changes
4. Abuse training & Misconduct Training (Ethics in Education)
5. Webinar Training
6. Goal Setting
7. Lower and Upper School Specific information is shared.
8. Basic of Hybrid Model

BASIC INSERVICE SCHEDULE FOR TEACHERS

| Year 1 | Year 2 | Year 3 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Dyslexia • Logic • CCE-Worldview • CPR/AED • Technology • Hybrid- Culture • Conflict resolution- Peacemakers • Abuse • Crisis | <ul style="list-style-type: none"> • ADHD • Learning Modality • Rhetoric • CCE • CPR/AED • Suicide Prevention • Technology • Hybrid-Partnership • Abuse • Crisis | <ul style="list-style-type: none"> • Other LD/Gifted • Latin • CCE-Introduction to Trivium • CPR/AED • Technology • Hybrid • Testing-data • Abuse • Crisis |

Mentoring Guidelines for Teacher

Define: Returning CCA Teacher that mentors a new CCA Teacher

Goal: Help new teacher acclimate to our culture and be successful.

Guidelines:

1. Once school begins:
 - a. Meet at minimum 1:1 every other week to discuss:
 - Lesson planning & grading (Jupiter)
 - Parent communication (Commendations and Work alerts)
 - Student Work Tues/Thurs accountability
 - Classroom structure (Management, time (Bell to bell))

- Developing CCE instructional strategies.
2. Notify Administration of any concerns or questions that you are not able to answer.

ACADEMICS

Late Work Policy

Teachers may, at their sole discretion, accept late projects, speeches or other similar assignments that would be presented on their due date with or without penalty depending on the circumstances. Teachers are also given discretion to decide if a “make-up” day is appropriate. We recognize that it may not always be possible for “make-up” days as teachers set aside special times to present such work. It is therefore very important that every effort be made to turn in assignments on time. Unless otherwise changed by the teacher in writing, the policy for accepting late work is as follows:

Absent due to illness or special circumstances (Excused if notified): Students will have the same number of days to make up their work as the number of days they missed. For example: If a student misses two days of school, he/she will have two days to make up the work. Parents should also speak with their teacher to see if any of the assigned work can be modified for the student. Teachers can, at their discretion, give more time for a student to complete an assignment. If any work is not turned in after the due date, then the student will receive 10 percent off for every day late. After 1 week late, the assignment will receive a zero.

Unprepared due to absence (Excused if notified): If the student is ill on an at home school day and is unable to complete assignments or prepare for a test, but can attend school the following day, parents should contact the teacher and make arrangements with the teacher before the student returns to class. The student will be allowed to come to school and will not be responsible for missed work. Prior to absence, the family should contact the teacher to either take any missed tests before the absence or create a plan to take missed tests upon return. All assignments and tests should be made up within 2 class days without incurring a penalty. After 2 class days, 10 percent will be taken off the late assignment and after one week, a zero will be given for the late assignment.

Pre-approved absence (Excused) - If a parent knows in advance that a student will be missing on-campus classes, approval should be sought by completing the Student Leave of Absence form ahead of the scheduled absence. Once approved, the teacher and parent can work together to assign appropriate assignments while the student is away from on-campus classes. Once the student returns, he/she will have two class days to return all assignments or a zero may be given. Prior to absence, the family should contact the teacher to either take any missed tests before the absence or create a plan to take missed tests upon return. CCA asks for at least two weeks’ notice of a planned absence. If a parent fails to complete the Student Leave of Absence form in a timely manner before a planned absence, then all schoolwork will be due the first day the student returns to school on campus and will be marked 10 percent off for turning in the work late. If the work is not turned in on the first day, then a zero will be given.

Work left at home or forgot to turn work in- We recognize that occasionally students may forget an assignment at home or forget to turn in an assignment even though they have it with them. However, this should not become a pattern, as it creates more work for the teacher and can disrupt the classroom. This is also an issue of accountability and responsibility on the student and parent’s part and is important to reinforce. If the problem persists, the teacher will turn the issue over to the Principal for further consideration. A penalty of ten percent off the final grade (one letter grade) will be given only if the work is returned one day late; after that it will count as a zero (either way a work alert notice will be given). If the work is turned in by 3:30 pm on the day it was due, a five percent penalty will be given off the final grade.

Did not do the work- If a student did not do the work at home (for reasons not listed above), then the student will get a work alert and a zero for the assignment. Please see the absence policy for additional information. It is important to communicate any issues with your teacher in a timely manner!

It is the responsibility of the parent (or the student if older) to make every effort to make sure the work is returned to the teacher either via the yellow communication folder or by having the student hand the work over to the teacher first thing in the morning. Either way, the work should be marked appropriately. For instance, a late math paper could read: “John Doe’s late Math 12 Class Assignment that was left at home on 3/14.” Teachers will NOT request the work and will not be responsible if the student/parent does not follow these guidelines.

Unfortunately, unless there are special circumstances, making up schoolwork will not change the attendance report of a student. Examples of special circumstances are extended illness or hurricane makeup.

Unexcused absence- Students who miss school for reasons other than special circumstances, and who DO NOT have prior approval, will be marked as having an unexcused absence. In addition to late work penalties (listed above), students may receive zeros for projects or presentations due and, if applicable, class participation. Teachers may, at their sole discretion, accept late projects, speeches or other similar assignments that would be presented on their due date with or without penalty depending on the circumstances. Teachers are also given discretion to decide if a “make-up” day is appropriate. We recognize that it may not always be possible for “make-up” days as teachers set aside special times to present such work. It is, therefore, very important that you seek approval for all absences.

Version of the Bible:

As a school, we are not committed to any particular version of the Bible. Primarily our curriculum uses NIV (1984) or ESV.

How is Curriculum Chosen

In the Spring of every school year, we gather data from parent survey results and teachers and administration feedback. Teachers and administration work together to identify curriculum that needs to be reviewed. Once identified, samples of other options are ordered and reviewed by teacher and administration. At that time, it will be decided whether the curriculum should be continued or discontinued, and the new curriculum implemented. Results from the Parent Curriculum Survey are shared with all parents. The curriculum list is prepared by the Curriculum Coordinator and made available to parents the last week of school.

Academic Partnership

Classical Christian Academy parents are responsible for teaching their children at home and following lesson plans provided by teachers. Parents enter into a partnership with teachers in the education of their children. It is very disruptive to the program for students to come to class unprepared. Discipline and structure in the home education environment are imperative for this educational model to work effectively. All lesson plans and schoolwork done at home must be reviewed by the parent. The parent must initiate communication with the teacher regarding any questions or misunderstandings concerning the course work or lesson plans. CCA teachers are available by phone, email or appointment to help parents with their school teaching at home. Please see CCA Absence policy for more information about requirements of showing proof of completed schoolwork.

Latin

We use the classical pronunciation in Latin. All students take Latin in 1st-8th grades.

Exceptions to this policy:

1. Students with a documented learning disability. The administration will discuss this with parents and determine the appropriate course.
2. Students who are in tutoring for any reading issues can be excused from this requirement or be allowed to audit the class at the discretion of the Principal.

Guidelines for Academic Enrollment of Students Who Need Accommodations or Have Special Needs

1. If your child has shown any indication of specific learning disabilities, behavior disorders, psychiatric issues, or needs special accommodations in the classroom of any kind, please be responsible to disclose that information on the student application. For the sake of your child, we want to be able to make an informed decision regarding his/her placement in the program.
2. An academic evaluation by the administration will be required in the event that there is indication of special needs as mentioned above. A mutual decision must be reached by the teacher and administration regarding class placement before the enrollment process may be continued. If your student has any history of behavior problems that has resulted in suspension, expulsion or other forms of administrative intervention or placement in special programs, please be responsible to include this information on the student application. We always allow children the grace to grow and the chance to experience a fresh start; however, for the sake of the child and to fulfill the covenant with our philosophy, we must be told the truth about a child's history of behavior problems on the application. Your student will be given a probationary enrollment for the first

academic quarter (nine weeks). We will evaluate with you regarding your child's success in the CCA program, and must reserve the right to discretionary dismissal at any time if it becomes obvious that it is not a good fit.

3. In some cases, parents are unaware that their child has any learning issues or behavioral issues until the school year has begun. Once it is determined that there may be an issue, parents and staff will work together to make accommodations, and if appropriate arrange for tutoring and/or refer parents to a professional that may help determine the exact cause of the issue. We have found that in most cases, where the family is willing and able to work with their child at home and work closely with their child's teacher, students with learning, behavioral or other issues still tend to do well at school. However, in some cases, intervention is necessary. If at any point the school staff or administration makes a recommendation of intervention or referral to a professional and the parents do not agree with the recommendations of the school, it may be determined that CCA is not a good fit and discretionary dismissal may be more appropriate. CCA will make every effort to work with parents and students with the success of the student in mind, balanced with any potential impact placement of the student may have on another student or the teacher.
4. In the rare occasion that a child's history has been an issue, it has been found that it usually becomes obvious to both parents and school staff whether or not the student is properly placed. We know that it is possible for students to do very well in our program that have had a hard time elsewhere, and we are thrilled along with the parents to see this transformation take place. We look forward to partnering with you for the strengthening of your family and the academic progress of your child. Please let us know how we can serve you.
5. Due to our unique model of education, we can usually make reasonable accommodations for students with special needs. However, occasionally the administration and/or teacher may feel that for the best interest of the student he/she should not be accepted or continue enrollment at CCA. All efforts will be made to help the parent either return to home schooling or find an educational program that meets the needs of the student.

Accommodations Guidelines

While CCA is not legally obligated to provide accommodations to students with learning disabilities or special needs, we believe many students can be successful in our model of education and with our educational philosophy. Our model of education is founded on the partnership between teacher and parent. CCA believes that ultimately it is the parents' responsibility to seek treatment, tutoring, alternative accommodations, and the like, and that CCA's primary role is one of support. The CCA resource teacher will make recommendations for accommodations, and we will, if able within the student's schedule and if deemed appropriate, provide supportive services during the school day. However, with the limited amount of time, money, and resources we have it is impossible to provide all that a student will need and often outside tutoring or other services are needed.

For students recommended for support, we will provide the minimum of the following:

- Provide any other recommendations for outside assistance, professional referrals, or tutoring.
- Provide some basic accommodations, if necessary, in the classroom, during standardized testing and make recommendations for accommodations to be done at home.
- Provide a list of our teachers and staff members who are available to tutor, if applicable.
- Recommend professionals who specialize in the area of concern who could potentially provide outside services, if applicable.
- Prepare an educational plan.
- Monitor the student's progress and update recommendations as needed.
- Meet with and follow-up with teachers, administration and parents as needed.

If you have had any outside testing, or if your child has been diagnosed with a learning disability or other special need, you must provide a copy of the information to the resource teacher. If at any point the school staff or administration makes a recommendation of intervention or referral to a professional and the parents do not agree with the recommendations of the school, it may be determined that CCA is not a good fit and discretionary dismissal may be more appropriate. Further, if CCA deems tutoring or other appropriate intervention is necessary to the success of the student and if the parent should not agree, CCA will not provide supportive accommodations either at home or at school. This may also include the recommendation of the necessity of using devices such as an iPad, tape recorder, laptop, supportive applications or other such programs or devices that may be deemed an imperative intervention or accommodation tool to help the student succeed. CCA may also, if deemed necessary to the continued success of the student at CCA, ask professionals to observe and make recommendations. Any costs associated with requesting outside classroom professional assistance will be discussed with the parent ahead of time. CCA must have

permission to communicate with a student's tutor if the student is receiving tutoring in a subject in place of a core class (i.e. Reading). CCA Resource Teacher and/or Administration will work with the parent and Tutor to ensure the student is making adequate academic progress. CCA reserves the right to ask for the results of any testing, screening and may ask for records and tutoring progress in writing.

CCA will make every effort to work with parents and students with the success of the student in mind, balanced with any potential impact placement of the student may have on another student or the teacher. In the rare occasion that a child's history has been an issue, it has been found that it usually becomes obvious to both parents and school staff whether or not the student is properly placed. We know that it is possible for students with learning disabilities and other special needs to do very well in our program, and we are thrilled, along with the parents, to see this. We look forward to partnering with you for the strengthening of your family and the academic progress of your child. CCA administration may share part or all details of a child's disability or special need and any appropriate accommodations to the child's teacher(s). Parents may request this information not be shared by writing a letter of request to the Principal. Only information that is deemed appropriate to the protection of or to help ensure the educational or social success of a student will be shared.

CCA may, at its sole discretion, offer reasonable accommodations (which are defined as modifications to its regular program and curriculum that do not fundamentally alter its established programs and/or which do not result in undue financial burden) upon consultation between CCA's administration and the parent of any student who demonstrates a need for such accommodation due to an impairment that affects a student.

On occasion, the administration and/or teacher may feel that for the best interest of the student he/she should not be accepted or continue to be enrolled at CCA. All efforts will be made to help the parent either return to home schooling or find an educational program that meets the needs of the student. CCA reserves the right to dismiss a student or family at any time if it becomes clear that CCA is not a good fit and further enrollment would not be in the best interest of the student or teacher and/or would negatively impact other students. Parents have the right to submit a letter to the Board requesting dismissal and a proration of the student's tuition if they have found that the programs offered are not what are best for their student. Parents should give a detailed account, provide any supportive documents, and be able to show a clear effort on their part to help their student be as successful as possible while at CCA.

Upper School Testing at Home

Any tests that are to be taken at home will be sent home in an envelope and should be given following these guidelines:

1. Test/quiz must be taken out of the envelope in the presence of parent
2. Test/quiz area must be clear of all materials (no books, notebooks, notes around) unless allowed by teacher.
3. Test/quiz must take under the supervision (within sight) of parent until complete
4. Test/quiz must be taken in one sitting
5. Parents must sign test/quiz
6. Test/quiz may not be removed once it has been returned to envelope
7. Students should not discuss test/quiz with anyone until teacher has gone over it

Parent signature on the test/quiz indicates that all of the above have been adhered to.

Grading Scale

| | | |
|----|--------|-----|
| A+ | 98-100 | 4.0 |
| A | 93-97 | 4.0 |
| A- | 90-92 | 4.0 |
| B+ | 87-89 | 3.0 |
| B | 83-86 | 3.0 |
| B- | 80-82 | 3.0 |
| C+ | 77-79 | 2.0 |
| C | 73-76 | 2.0 |
| C- | 70-72 | 2.0 |
| D+ | 67-69 | 1.0 |
| D | 63-66 | 1.0 |
| D- | 60-62 | 1.0 |
| F | 0-59 | 0.0 |

Other possible grades are Incomplete (I) and Withdrawal (WP or WF). A student will receive an “I” or “IP” (In progress) if unable to complete the course requirements due to circumstances beyond the control of the student, and special permission is granted by administration to complete the requirements after the semester has ended. Withdrawal will be recorded on the report card as WF (failing) or WP (passing) depending on the student’s grade at the time of withdrawal.

- No course grades in excess of 100 are awarded.
- Students must have a “C” or better to receive high school credit. This applies to transfer credits from other schools as well.
- Students must have a minimum GPA of 2.0 (un-weighted) in order to receive a diploma from CCA. Exceptions to this policy would be for students with special needs only and are at the sole discretion of the administration.
- Students must have a “C” or better in most core classes to avoid having to re-take a class or repeat a grade.
- Some courses only give an Excellent (E), Satisfactory (S) or a Needs Improvement (N).
- Each teacher will receive grading policy guidelines and guidelines on gradebook set up during Teacher Orientation.

*Report cards are emailed four times per year. Upper School students are sent Interim reports during each quarter. Parents are given log-in information to use Jupiter- Grades Reporting System.

*Please see the High School Handbook for a more specific grading, G.P.A. & credit policy for high school students.

Achievement Tests

Testing is designed to measure the student’s progress from the previous school year. Each spring, 3rd grade and above take an achievement test. Scores indicate the student’s progress and provide a measure of the educational effectiveness of the school. Parents will receive the test results for their child(ren).

Fair Grade/Course Placement

Grade/Course placement at CCA is determined by an evaluation of the student’s development in the following areas: academic, physical, moral (or spiritual), social, and emotional.

Most, if not all, students will be placed based on the age standard of turning five before September 1st for entrance into kindergarten. CCA will occasionally consider a child who has not reached their fifth (5th) birthday by September first (1st) of the admitting year for entrance into kindergarten. However, we also recognize that some children with summer birthdays are sometimes questionable in terms of kindergarten readiness. A child who is placed according to their development has a greater opportunity to process class instruction and responds in an appropriate and successful manner. We use the age standard as a guide and not a rule.

When considering kindergarten readiness, we look at:

- student interview and developmental kindergarten evaluation

1st thru high school grade placement:

- student interview, academic evaluation (current classroom work), developmental evaluation (if necessary), CUM file evaluation, former report cards or reviews, portfolio review, standardized test scores, parental input and testing in math, reading, grammar, spelling and writing are completed on campus before the start of school to ensure proper placement.

Promotion and Retention Policy

Recommendations for retention are made to accommodate the needs of the student and are in the best interest of the student. To establish consistent standards for academic promotion, current CCA students must meet the following criteria in order to be promoted to the next grade:

1. Grammar students must pass reading and math with at least a 70% average.
2. Grammar students must have no more than one failing grade per quarter in any other academic discipline, and have their teacher’s recommendation to be promoted to the next successive grade.
3. Grammar students must have made adequate progress in the areas of development and/or social maturity.

4. Grammar students must display adequate academic progress in the areas of reading fluency and comprehension. Tutoring may be needed before a student is considered for promotion.
5. Upper school students must receive at least 70% in a subject to pass it. High school students will need to retake the course for credit if the final semester grade is less than 70%. Teacher, administration and/or the guidance counselor's recommendation would then be needed for promotion to the next successive course.
6. Low standardized tests scores are used as supportive documentation of a student's progress and are not used alone to determine retention.
7. Students may also be retained if they are on disciplinary probation. Administration and/or the guidance counselor's recommendation of promotion would be required.
8. Exceptions can be made at the discretion of the Principal and with supporting documentation. Such exceptions could include students with a documented learning disability who are receiving tutoring or intervention of some kind.
9. Parents may appeal such a decision to the Board of Directors.

End of the year student evaluation meetings are held to go over student progress with each parent. These forms are given to the student's teacher for the new school year to help insure progression and goals are met.

School Work Alerts

Students should come to class prepared. Students must have all supplies, books and completed work ready when class begins. One warning notice is given if the student is unprepared for class. After the warning notice, school work alerts will be sent by the teacher to the parent when assignments are past due, required books have not been brought to class, necessary supplies are not found or any other issue that could be defined as "unprepared". A record of these alerts will be kept on file in the office as well. Three (3) school work alerts in any consecutive three-week period, or five (5) in a semester, constitute an infraction. If another school work alert occurs within the same semester after an infraction is given, then a second (or third) family infraction is given. Parents will be charged \$1.00 per page copied if a student comes without a book. Please see the School Infraction policy for more details.

STUDENT DRESS CODE AND CODE OF CONDUCT

Student Code of Conduct

Teaching staff should follow the school's Student Code of Conduct when managing behavior in the classroom or outside. Students should be made aware of the rules at the start of the year and throughout the year as necessary, particularly when new students enroll. Corporal punishment at CCA is strictly prohibited. Student behavior should always be communicated immediately to the parent through Jupiter system and referred to the Administration as needed.

Godly Behavior

CCA is a Christian school dedicated to promoting Christian values and behaviors. It is our desire that CCA students dedicate themselves to developing healthy relationships with their peers, positive self-respect, and respect for others and a strong connection to God.

Families and staff have both signed and agreed with CCA's statement of faith and have committed to living a lifestyle reflective of Biblical commands. To reinforce actions that reflect godly principles, the following policies shall serve as guidance for acceptable behavior for students for all school functions- **whether on campus or off campus.**

The following principles and guidelines are a reminder of the basic aspects of Christian conduct which should govern every child and family of CCA. To clarify the principles, a few examples are addressed. Where no rules are mentioned, parents, teachers, and the administration are left to their own conscience to consider the context of the moment and to make judgments on appropriate conduct and behavior. Discretion as to the severity of the corrective action (level of offense) will be based on the frequency or nature of the action and with parental support.

Parents are asked to carefully review this discipline policy and discuss it with their children. A parent and student's signature in 6th-12th grade is needed for enrollment in the Handbook section of the online enrollment application.

Signing is an indication of acceptance by the parent and an agreement that both the students and parents intend to comply with all the rules and regulations of the school.

Public Display of Affection

CCA prohibits public displays of affection between male and female students. This includes, but is not limited to, kissing, hand holding, sitting in each other's laps, front hugging, and hugging from behind.

School Dance /Social Events

We recognize that social events can be more casual and some contact between boys and girls may be acceptable. Even though contact may be acceptable, behavior of our students should always be God honoring and respectful of other students. Students that engage in activities that are not consistent with these guidelines will be asked to immediately stop by CCA provided chaperones or administration. Continued violations may result in the student being asked to leave and/or additional disciplinary steps may be taken by CCA administration.

Respect for Others

CCA requires that all persons must be treated with dignity and respect. CCA prohibits any activity that bullies, demeans, harasses, objectifies or taunts another person, through words, actions or images.

Specific actions that are prohibited, include, but are not limited to:

1. Using derogatory terms such as "gay", "stupid", "homosexual", "slut", "addict" about or to a student,
2. Repeatedly, and publicly excluding or disassociating with a student (effort being made to humiliate or mistreat a student),
3. Slandering a student's reputation by speaking lies or partial truths about them.
4. Sending unwanted messages to, or about a student via social media, e-mail, texting or in writing,
5. Behavior that shows/suggests any immoral behavior whether in person, on-line, through messaging or any social media.

Please see the "Anti-Bullying Policy" for more detailed information

Academic Honesty

CCA will not tolerate academic dishonesty (i.e.: cheating). Academic dishonesty is both a serious break of personal integrity and a serious hindrance to real student learning. Therefore, any student found to participate in academic dishonesty will be suspended from school for one day and will be placed on academic probation. At the discretion of the Principal and depending on the severity of the situation surrounding the academic dishonesty, a longer suspension and/or expulsion may be recommended to the Board of Directors for consideration. Examples of academic dishonesty include, but are not limited to:

- Lying or giving false information about completed assignments;
- Copying the work of others at any time without direct authorization from the instructor;
- Using any resources, such as solution manuals and teacher edition textbooks; or to complete assignments without the direct authorization from the instructor;
- Obtaining any quizzes, tests, or academic materials, created by or belonging to the school;
- Engaging in plagiarism - "to take ideas or writings from another and offer them as one's own";
- Altering a graded paper or project for the purpose of disputing the accuracy of the grade; and
- Talking with another student during any quiz, test, or academic assignment.
- Looking at another student's test, quiz or academic material even if it cannot be directly determined that the student benefited in any way.
- Parents giving a student a test before the official testing day. Parents may use the test as a guide to prepare a student for a test but may not give or show the actual test to the student before the testing day.

Anti-Bullying Policy

Biblical Illustration of relationships: John 15:12-“My command is this: Love each other as I have loved you.”

Rationale: In an effort to instill Biblical values and to create a safe, loving environment in our school, we have adopted this policy.

Definition: Bullying occurs when a person or group intentionally intimidates, frightens, excludes or hurts by a pattern of behaviors directed at them by others.

The following patterns of actions may be forms of bullying. Two important things will be considered when assessing a behavior: 1) Is there a pattern to the behavior? 2) Is the behavior intentionally meant to intimidate, frighten, exclude, hurt or harm the other student?

- Teasing or verbal abuse-including putdowns, insults, name calling or racial/sexual remarks
- Intentional exclusion from activities or friendship groups
- The setting up of humiliating experiences
- Damaging a person’s property/possessions or taking them without permission
- Threatening gestures, actions or words
- Written/verbal/ electronic messages that contain threats, putdowns, gossip or slandering
- Cyber bullying through Facebook or other social media sources

It is the responsibility of all faculty and staff members to report all occurrences of bullying behaviors as outlined in this policy. Parents and students who have knowledge of such behaviors are encouraged to report this information and may do so without fear of consequences. Additionally, students who feel that they have been or are becoming the victims of bullying behaviors should notify a teacher, parent or administration. Those parents or students who report such behaviors will not be the target of retaliation or reprisal in any way. Any such behavior would be taken very seriously.

Written Notices

A definition of-bullying or bullying behavior, our policy against bullying, and the consequences of engaging in bullying or bullying behaviors will be in our school handbook. Upper School Students and parents will also be given an Anti-bullying pledge to review and sign.

Responses to Bullying or Bullying Behaviors

CCA recognizes that not all bullying behaviors should be considered bullying or willful violation of this policy. However, all bullying behaviors will be addressed according to the procedures outlined below.

Each suspected bullying offense will be assessed by the teacher or administration. Even if not deemed as being a bullying behavior, staff must still follow the disciplinary policy outlined in the CCA handbook. This policy will be enforced while on and off campus. We commit that we will not tolerate this behavior in our students.

Depending on the details of the incident and if it is deemed there has been a pattern of bullying or bullying behaviors, the administration will determine whether the behavior is a Level two (moderate) offense or a Level three (severe) offense. (See Disciplinary Policy Guidelines)

Character Policy

Our school has adopted a policy of looking for and encouraging godly character traits in our students. Teachers will try to focus on the Character trait when notifying parents of a positive or negative behavior using the Jupiter Grading System.

- **C**ourtesy- being polite to parents, teachers, and others in authority. Looking adults in the face when they speak to you, being quiet in the hall so you do not disturb others, letting other students speak are all examples of being courteous.
- **H**umility- Redirecting praise to God and others. Having genuine concern for other’s feelings.
- **A**ttitude- Controlling your actions and words so they don’t control you (in doing wrong).
- **R**espectful obedience- Showing love, honor, and respect to God, parents, and others in authority by obeying willingly and immediately.
- **A**ttentiveness- Listening and paying attention with your ears, eyes and heart.

- **C**ooperative - Working and playing easily with others.
- **T**ruthful - Saying and doing what is true.
- **E**ffort- Working hard and carefully until you are finished. Doing your best. Knowing what to do and being accountable to do it; carrying out duties and obligations. Being dependable.
- **R**espect for property- wisely caring for what God or others have given you
Students are given both positive and negative reinforcement as they strive to display godly character.

DISCIPLINARY POLICY GUIDELINES

Students are expected to conduct themselves in a manner that is respectful of teachers and other students. A priority at CCA is to provide an atmosphere in which both teachers and students practice affirmation of one another, both in language and in action. The basic guide for behavior is to demonstrate love and respect for one another.

Discipline at CCA follows the basic progression outlined below and is applicable for most discipline issues seen at

CCA:

1. Verbal warning
2. Loss of a privilege and parent notified
3. Student is sent to the office to be counseled by the Principal. The Principal will call the child's parent.
4. Child will be sent home to be disciplined by the parent.

Corrective Actions - Behavior that is inconsistent with any policy may result in CCA implementing disciplinary actions. Discretion as to the severity of the corrective action (level of offense) will be based on the frequency or nature of the action and parental support.

For purposes of this discipline policy, Classical Christian Academy recognizes three levels of offense. The following guidelines will be applied in each situation as is deemed best by the administration and teacher after prayerful consideration of the student's age, moral understanding, prior history and with parental support and input.

EXAMPLES OF OFFENSE CONSEQUENCES

Level One -- Minor:

Poor attitude as demonstrated by arguing, teasing, lack of courtesy, complaining, sulking and rolling the eyes; Poor self-control as demonstrated by talking or being out of seat without permission, rowdy behavior, handling another person's property without permission, inappropriate electronics use or possession.

Action to be Taken for Level One Offenses: Follow the basic progression outlined above. Focus will be on the character trait associated with the offense.

Level Two -- Moderate

Threatening violence toward another person; Violence toward self or another person (moderate); direct disobedience; gross disrespect; leaving campus or skipping class without permission; academic dishonesty; cursing; lying; stealing; forgery; plagiarism; Inappropriate display of affection between male/female students; bullying behavior.

Action to be Taken for Level Two Offenses: The student will be referred to the office, sent home and given an out-of-school suspension. The number of days will depend on the details of the offense and are left to the discretion of the administration. Students who are suspended may not make up missed work (zeros given) and are marked absent. An exception can be made if it is deemed necessary to give an out-of-school suspension for multiple days and will depend on the details of the offense and is made at the sole discretion of the administration.

Level Three -- Severe

Vandalism; possession of illegal drugs, tobacco, alcohol, pornography or occult paraphernalia; possession of a weapon; more than one act of violence towards self or another person or severe violence towards self or another person; inappropriate touching or contact; sexual harassment and any other conduct deemed of serious enough nature; severe or repeated bullying behavior.

Action to be Taken for Level Three Offenses: Suspension with parental corrective action. Referral to the Board for possible expulsion from school. The number of days of the suspension will depend on the details of the offense and are left to the discretion of the administration. Students who are suspended may not make up missed work (zeros given) and are marked absent. An exception could be made if the suspension is for multiple days while waiting for the Board to make a decision concerning expulsion.

What is probation? The word probation derives from the Latin word probare, which means "to test." At CCA, it serves as an official notice that something you have done has required us to pay special attention to your behavior lest that behavior be repeated.

Academic Probation: When the student's performance falls below CCA's requirement for academic standing a student is placed on Academic Probation. Academic standing is most often measured by letter grade, but also can be determined by academic progress. During the probationary period the student will be observed to determine the student's potential for success in our program.

Disciplinary probation: When the student's behavior does not meet CCA standard, the student is placed on Disciplinary Probation. This is most often measured by the type and frequency of offense. During the probationary period the student will be observed to determine the student's potential for success in our program

Additional important information:

1. Continuing behavior problems at school will require parents to provide the school with a written, specific action plan to correct the student's behavior, and may require that a parent be present in their child's classroom until the behavior is corrected to the satisfaction of the school.
2. The administration has the right to suspend a student for any level of offense if the conduct continues despite corrective actions or if a student or parent exhibits gross disrespect for authority during the discipline process.
3. CCA has the right to discipline or dismiss a student for any reason that violates the school's Biblical core values.
4. Notification of the authorities may be deemed necessary by the administration.

Conduct Off Campus

Students are expected to conduct themselves in a manner that reflects positively on their family and the school whenever they are off campus with school related events. This includes, but is not limited to, all field trips, volunteer projects, classes at FSW, FGCU, etc. Improper behavior will be disciplined in the same manner as if the student were on campus. CCA's discipline policy will still be followed with any off-campus school related events.

Student Uniform Policy

Dress Code Policy 2024-2025 School Year

 =Updated or new

The purpose of the dress code is to ensure an educational environment without unnecessary distractions and for our standard of excellence to be reflected in our appearance. This dress code applies to all students in Kinder-Prep through high school. *Please keep in mind the "spirit" of this policy. If it's not specifically addressed here, you can assume it is not approved. The administration reserves the right to address issues in clear violation of the "spirit" of this policy and may deem it appropriate to issue a violation.*

Daily School Uniform:

Skirts, Skorts, Capri, Jumpers, Pants or Shorts:

- Solid navy, gray, black, or khaki. Should be twill or chino material.
- No athletic shorts, nylon material, any colored denim, or knit material
- Must be 6 inch or longer inseam for shorts and skorts
- Skirts must be 3 inches above the knee or longer **or purchased from the uniform shop.**
- Must not be form-fitting.
- For Lower School students only: shorts or leggings should be worn underneath skirts and dresses.
- Form-fitting, skin-tight pants such as leggings, jeggings, skinny-style pants, yoga pants and tights may not be substituted for uniform pants or Dress Down bottoms.
- 2nd– 12th grade must wear a belt if loops are present – any color solid belt without decorations (glitter, gems, etc.).

Dresses: Girls may wear a school uniform-style polo dress. Any color uniform-style polo dress is acceptable.

Collared Polo Style Shirt (long or short sleeve): Any solid color, collared polo style shirt can be worn. The exception is bright or florescent colors, patterns, or stripes. At least one button must be buttoned to ensure modesty and the shirt must not be too tight. Lower School and upper school shirts must be tucked in at all times. If there is a logo or design present on the shirt it must be no larger than 2”x 2”. If you question whether the color is too bright, then please err on the side of caution and choose another color.

Jackets, Under-shirts & Sweaters: Jackets, Under-shirts & Sweaters: Must be one solid color-No patterns, pictures, words, or neon. Any logo cannot be larger than 2” x 2”. CCA branded hoodies and jackets can always be worn.

Shoes & Shoelaces: a sturdy, comfortable, non-skid, enclosed shoe. No boots (any height), Crocs, light-up, or Heelys shoes. No patterns on the shoes or laces (leopard, polka dots, glitter, stripes, checkered board, etc.). Shoes must be worn with socks, peds or hosiery for sanitary reasons.

Socks, tights, leggings (worn under skirts or dresses in Lower School) or hosiery: Can be any length and any SOLID color, except neon or bright, distracting colors and must be worn in matching pairs.

Hair: Hair must be kept groomed and clean and may not be in the eyes. Boys’ hair may not touch the collar of the shirt when standing and facial hair must be neat and kept groomed. No mohawks. Unnatural hair coloring, hair streaking, hair tinsel or other hair styles that are distracting are not allowed.

Jewelry and Accessories: Should not be a distraction to the student wearing it or the classmates. Permanent or temporary body art (including piercings -other than ears for girls) and tattoos) is not permitted. No hats or gloves, unless outside.

PE: If a child is wearing shoes that the PE teacher feels may be unsuitable for the activity, the child will be asked to sit out and may lose a class participation grade for the day. Students can bring a pair of shoes appropriate for PE to change into. Students can also change into a solid colored, or CCA t-shirt and shorts (6 inch inseam or longer) if desired. You must still follow the shoe policy. Students in Upper School are required to wear their PE uniform from the uniform shop.

Lost Items: Please label your child’s clothing, backpacks, and lunch boxes. The school cannot be responsible for lost or misplaced items. Please contact the school office to see if a lost item has been turned in.

Violation of the Dress Code Policy

Violations are counted per semester.

Violation #1 Electronic notification sent

Violation #2 Possible loss of privilege of one Dress Down/Christian t-shirt Day/Spirit day.

Violation #3 Dress down/Christian t-shirt Day /Spirit privilege may be revoked for the rest of the school year. Student may also be required to purchase uniform item from the uniform shop. Any further violations will result in an infraction (See Family Infraction Policy).

*If necessary, the parent may need to bring compliant clothing to the school for the student to change into.

*Chronic violations may result in suspension as outlined in the Discipline Policy.

Dress Code For Special Days:

Important Reminders: On special days, please send a change of clothes or shoes if your child has a class requiring physical activity. Your child will not be allowed to participate if not dressed appropriately - this is for safety! ANY of these special day privileges can be removed if you receive a dress code violation or the privilege can be removed completely for repeated dress code violations.

SPIRIT DAYS

Throughout the year, CCA hosts spirit days.

These could be for house colors, Maverick games, holidays, or any other reason.

What can I wear? The students can wear clothing of their choosing that aligns with the Spirit Day theme. This is a special privilege. However, modesty, appropriate length and fit (including placement of holes in jeans) still applies. Sandals and flip flops are allowed. If you aren’t participating in a Spirit Day, then you need to wear the uniform dress code.

DRESS DOWN PASSES

Dress Down Day passes may be earned for summer reading, or as rewards from teachers or administrators. Dress Down Day passes may **only** be used on Fridays, excluding Chapel days.

What can I wear? The students can wear clothing of their choosing on the day their pass is turned into their teacher (Lower School) or administrator (for Upper School). This is a special privilege. However, modesty, appropriate length *and fit* (including placement of holes in jeans) still applies. Sandals and flip flops are allowed. Please minimize distractions with your clothing and accessories and refer to the jewelry and accessories policy.

DOLLAR DAYS

Students may purchase a "Dollar Day Pass" at the beginning of the school year to participate. The last Wednesday of every month is a Dollar Day for those who purchase a pass. *Students who violate the dress code policy will lose the privilege of Dollar Day and will NOT have their money refunded.

Kinder-Prep – 8th Grades: Students wear dress down bottoms of their choosing and a Christian t-shirt or a CCA t-shirt. Please continue to observe all other dress code policies.

9th – 12th Grades: Students wear clothing of their choosing. However, modesty, appropriate length and fit (including placement of holes in jeans), and jewelry accessory policy still apply. Sandals and flip-flops are allowed. No hats (unless pre-approved). Please minimize distractions with your clothing and accessories.

OFF-CAMPUS ACTIVITIES & FIELD TRIPS

Throughout the year our school goes into the community for special service or learning opportunities.

What can I wear? Students may wear a CCA shirt with dress-down approved bottoms (6 inch inseam or longer). Please follow the dress code in all other areas unless specifically addressed. We prefer students to wear the shirt given out at the beginning of the current year. It helps our new families, chaperones and visiting facility recognize us as members of a group.

APPENDIX A

Teacher Observation form

The following is a sample of the information that is obtained during a formal and informal observation. Teachers receive a copy of the observation and will have an opportunity to review the observation with an administrator.

ALL Teachers

How is teacher using the PP or the Aide?

How much time is the teacher spending outside normal classroom hours?

What, if any, outside curriculum is being used?

This is a: formal (one hour) or informal observation (15 minutes)

Dresses professional and modest: Yes or No

Lower School Observation

Class content observed: (brief description of what is being covered. Can use lesson plans to compare.) *

Delivery:

Interesting
Detailed
Engaging
Student questions encouraged and answered
Lesson objectives clear
Multi-sensory learning
Confident in content and knowledge
Evidence of plan
Other:

Use of time: (Provide amount of time spent on each section of lesson)

Classroom Management:

Number noted during observation

- Affirmations
- Redirects
- Opportunities for response

Time Management

Routines/procedures maximize learning time
Teaching time well planned. Bell-to-bell instruction given.
Student behavior reflects clear knowledge of classroom expectations.
Other

Noted by Administrator:

- Calendar posted
- Rules posted
- Positive behavior posted
- Class jobs posted
- Schedule clearly posted (easy to read and understand)
- Character posted
- Classroom well organized
- Bulletin Board updated
- Dress Code is observed and enforced (check Jupiter)
- Regular communication with parents is evident (Check Jupiter)
- Commendations are completed regularly (Jupiter)
- Work Alerts are consistently and appropriately given (Jupiter)
- Other

Lesson Plans are:

- Clear
- Concise
- On-time
- Copied to Admin.
- Changes are minimal
- Appropriate number of assignments make up grades per quarter.
- Appears curriculum has been mapped out.
- Other

Grades are:

- Up-to-date
- Behind
- Other:

Use of CCE evidenced:

- Socratic dialogue
- Hands on/Engaging
- Biblical integration
- Working on assigned memory work.
- Appropriate presentation for stage of learning

Is assigned memory being completed?

- Yes
- No
- Not consistently
- Other

Participates with assigned reading and discussions at staff meeting. Yes or No

Attendance is: One time, not on time

Upper School Observation

Class content observed: (brief description of what is being covered. Can use lesson plans to compare.)

Delivery:

Interesting
Detailed
Engaging
Student questions encouraged and answered
Lesson objectives clear
Multi-sensory learning
Confident in content and knowledge
Evidence of plan
Other

Use of time: (Provide amount of time spent on each section of lesson)

Time Management

Routines/procedures maximize learning time
Teaching time well planned. Bell-to-bell instruction given.
Student behavior reflects clear knowledge of classroom expectations.
Other

Classroom Management

Number noted during observation

- Affirmations
- Redirects
- Opportunities for response

Noted by Administrator:

Bulletin Board and/or room decorated appropriately.
Dress Code is observed and enforced (check Jupiter)
Regular communication with parents is evident (Check Jupiter)
Commendations are completed regularly (check Jupiter)
Work Alerts are consistently and appropriately given (check Jupiter)
Other

Lesson Plans are:

Clear
Concise
On-time
Changes are minimal
Appropriate number of assignments make up grades per quarter.
Appears curriculum has been mapped out.
Other

Grades are:

Up-to-date
Behind
Other:

Use of CCE evidenced:

Socratic dialogue
Hands on/Engaging
Biblical integration
Appropriate presentation for stage of learning
Example observed or seen on lesson plan:

Participates with assigned reading and discussions at staff meeting. Yes or No

Attendance is: on time or not on time

APPENDIX B

Teacher End-of-Year Evaluation

Key: N/A= Not applicable 1= Struggles/Almost Never 2= Developing/Usually 3= Almost Always

Name: Position: Date:

| | N/A | 1 | 2 | 3 | Comments |
|----------------------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|----------|
| Guide academic training by teaching in the classroom and writing the lesson plans for the other two home education days | | | | | |
| Uphold and enforce school rules, administrative regulations, school board policies, and support the goals and objectives of the school | | | | | |
| Maintain a professional attitude in relationship with other persons and manifest a “team” spirit with co-workers and administration | | | | | |
| Maintain a personal appearance that is professionally appropriate. Follow the dress code policy. | | | | | |
| Model the spiritual expectations of the school | | | | | |
| Arrive on time, perform all duties, and attend all programs and meetings that are scheduled by the administration | | | | | |
| Follow the school’s policy when dealing with conflicts and personal problems that may arise between either parents or co-workers | | | | | |
| Maintain effective communication with students, parents, faculty, office staff, and administration | | | | | |
| Maintain accurate and complete school records. Turn in grades, midterms, etc. on time. | | | | | |
| Arrange the classroom to complement the learning atmosphere | | | | | |
| Use good time management in the classroom to maximize the time with students | | | | | |
| Utilize effective classroom and instructional management techniques | | | | | |
| Provide all written lesson plans on time to the administration and parents | | | | | |

| | N/A | 1 | 2 | 3 | Comments |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---|---|---|----------|
| Supplement the curriculum, when appropriate, to provide a complete and thorough education for your students. Communicate with other teachers to ensure proper scope and sequence of course study. | | | | | |
| In a timely manner, request instructional equipment and supply needs | | | | | |

| | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| Develop a plan and method for evaluating a student's work. Communicate plan effectively to parents. | | | | | |
| Develop a clear and precise way to communicate student progress to parents and administration. Meet deadlines for interim grades (if applicable) and end of quarter grades. | | | | | |
| Grade and return assessments and assignments within a reasonable time frame | | | | | |
| Attend all staff meetings, inservice training days and quarterly parent meetings | | | | | |
| Supervise all teacher's aides, volunteers, parent partners, and students | | | | | |
| Consistently communicate concerns, progress, and good behavior to parents and administration using Jupiter Grades | | | | | |
| Create attractive, child-friendly bulletin boards and update at least once a semester | | | | | |
| Attend parent orientation and pre-school meetings, participate in Webinars, and prepare for and attend Open House | | | | | |
| Be enthusiastic about teaching | | | | | |
| Come prepared to lead parents in class/grade meeting at the quarterly parent meetings | | | | | |
| Prepare adequate information and materials for a substitute teacher | | | | | |
| Follow proper procedures when absent. This can include: Using the Leave of Absence form request time off at least two weeks prior to any anticipated absence, obtaining own substitute, or notifying of illness or unexpected absence in a timely manner. | | | | | |
| Can accept constructive criticism | | | | | |
| Consistently enter weekly grades onto Jupiter Grades | | | | | |
| Employ a variety of instructional aids, methods, and materials that promote creative learning. Utilize varying teaching techniques in order to teach to each student's learning style. Seek to ensure that every student can understand the material. Use appropriate accommodations to help students who are struggling or may have a learning disability. | | | | | |
| Report all accidents/incidents immediately to the administration, if necessary, and complete the proper paperwork | | | | | |
| Consider the whole child: mental, spiritual, physical, social, and emotional in your approach to teaching | | | | | |
| US: meet with each family before the school year begins. LS: meet individually with each family before the school year begins; meet again toward the end of the school year. All: Meet/communicate with parents during the school year as needed. | | | | | |
| Uphold the discipline expectations set forth in the handbook | | | | | |

| | | | | | |
|----------------------------------------------------------|--|--|--|--|--|
| Demonstrate a love of children; be patient and kind | | | | | |
| Take attendance daily and report to office as requested. | | | | | |
| Balance school and personal life | | | | | |

Additional comments: _____ |

Person completing review (Print): _____ |

Signature of person completing review: _____

Goals for the _____ School Year

Understanding that everyone has room to learn and grow, here are 3 to 5 goals we would like to see you work on for next school year:

| Specific Goal | Comments | Due by |
|---------------|----------|--------|
| | | |
| | | |
| | | |
| | | |

APPENDIX C

Grading Policy

Objective: To ensure grading is fairly and consistently applied across grade levels and content areas.

LOWER SCHOOL

1. **Gradebook Set-up** – In addition to the following guidelines, other grading categories may be determined to best suit individual classes. Gradebook set-up plans should be submitted to Assistant Principal by the first day of school.
 - Tests: 50%
 - Homework: 20%
 - Classwork: 30%
 - Gradebook set-up must check boxes for “Round grades,” “Use percents,” “Weighted,” and “Weighted average, precise.”

2. **Grades per quarter** – A minimum number of grades per category should be recorded each quarter as outlined below. The total number of grades per quarter should be a *minimum of 17* graded items.
 - Tests: 3
 - Homework: 9 (every week)
 - Classwork (quizzes, practice, anything graded in class): 5

3. **Testing Practices**
 - Re-testing: This is permitted at the discretion of the teacher if students have demonstrated inadequate mastery of certain content. If students are re-tested on material, only the higher of the two test grades should be recorded.
 - Test Corrections: Correcting work is an encouraged and useful learning tool. Test corrections may not be used to alter a grade without administrative approval. Test corrections can be used as a classwork grade.
 - Curving: Curving is not an encouraged practice.

UPPER SCHOOL

4. **Gradebook Set-up** – In addition to the following guidelines, other grading categories may be determined to best suit individual classes. Gradebook set-up plans should be submitted to Assistant Principal by the first day of school.
 - Tests: 40% (with the exception of Math 60%)
 - Participation: $\leq 10\%$ (certain discussion-based classes may necessitate a higher participation percentage. This should be discussed with administration for approval)
 - Gradebook set-up must check boxes for “Round grades,” “Use percents,” “Weighted,” and “Weighted average, precise.” If Semester Exams are used, they should be weighted 0.2, and each quarter grade should be weighted 0.4

5. **Grades per quarter** – A minimum number of grades per category should be recorded each quarter as outlined below. The total number of grades per quarter should be a *minimum of 17* graded items.

- Tests: 3
- Homework (includes Daily Checks): every other week or 4-5 per quarter
- Participation: every other week or 4-5 per quarter
- Classwork (labs, quizzes, anything else graded in class): 5

6. Testing Practices

- Re-testing: This is permitted at the discretion of the teacher if students have demonstrated inadequate mastery of certain content. If students are re-tested on material, only the higher of the two test grades should be recorded.
- Test Corrections: Correcting work is an encouraged and useful learning tool. Test corrections may not be used to alter a grade without administrative approval.
- Curving: Curving is not an encouraged practice.

APPENDIX D



TEACHER & STAFF LEAVE OF ABSENCE

Submit online: <https://www.discovercca.org/handbooks-forms>

*This form must be completed for any personal time taken. All vacations and leaves must be submitted **two weeks in advance** with final approval from Administration.*

Initiated by: _____

Name: _____ Position: _____

Day(s) and date(s) to be absent: _____

Total hours absent: _____

Work hours to be absent: _____
(For example: 8:30 a.m. to 2:30 p.m.)

Is this for Jury Duty? _____ Yes _____ No

Is a substitute needed? _____ Yes _____ No

*(If **yes**, please contact your Substitute before submitting this request to check for availability.)*

Name of substitute(s) _____

If different from above: times(s) sub needed _____ Hours sub needed _____

Employee Signature _____ Date _____

To be completed by Administration:

Half Day(s) _____ Full Day(s) _____

Approval Signature _____ Date _____

To be completed by Business Office:

| | |
|---------------------------------------------|--|
| Personal Time Allowed: | |
| Personal Time Available at Date of Request: | |
| Personal Time Balance after Request: | |

APPENDIX E

ILLNESS POLICY

We want CCA to be a safe and healthy environment for our students, staff, and parent volunteers. Our goal is to mitigate the risk of spreading infectious illness to the extent possible, knowing that no single action or set of actions can eliminate the risk of the spread of infectious illness. We ask that you please refrain from sending a child to school when they are ill.

Definition of illness or sickness: For our purposes, this means any viral or bacterial infection that is, or could be, contagious. Other names: Cold, Flu, Upper Respiratory infection, COVID, Stomach bug.

HIGH-RISK Symptoms associated with infectious illness requiring an excused absence and/or pick-up from school:

1. Temperature above 100.1
2. Viral illness symptoms -cough, congestion, runny nose, sore throat, shortness of breath, fatigue, body aches, or headache
 - Chronic allergy and asthma symptoms are NOT acute respiratory illnesses, and cough in this population would need to be a change from their baseline.
3. Gastrointestinal symptoms -diarrhea, vomiting, or abdominal pain
4. New, unexplained loss of taste or smell
5. Other conditions requiring absence:
 - The first 24 hours of various antibiotic treatments (i.e., strep throat, pink eye, etc.)
 - Undiagnosed, new, and/or untreated rash or skin condition
 - The first 24 hours of lice treatment.
 - Doctor's note requiring an individualized plan of care to stay home.

ONSET

Parents are the biggest component in keeping our students healthy by vigilantly screening students before sending them to school. Parents should monitor their student(s) at home for any signs of illness, including monitoring temperature, and SHOULD NOT send their student(s) to school if they are not feeling well. If your child complains of vague symptoms, this might indicate the beginning of an illness. A day of rest at home should be STRONGLY considered. In the initial stages of viral illness, children are the most infectious.

NOTIFICATION and EXCUSED ABSENCE

You should notify the school of ANY illness. Call us at 239-543-1532, text at 941-229-0927 or email us at frontdesk@discovercca.org. Once we are notified, the student will receive an excused absence and be given additional time to complete assignments. Please see the Late Work Policy in the Handbook on page 8 for more details. Questions? Contact an administrator.

ACADEMIC SCHOOL SUPPORT REGARDING ILLNESS

Your teacher will work with you to make up work. For an extended absence due to illness, please contact your Administrator to determine eligibility for ZOOM. Do not contact your teachers directly to ask if they can ZOOM.

BECOME SICK AT SCHOOL

Please do not send students to school with the hopes that “they will get better as the day goes on” or tell your student to “call me after lunch if you still don’t feel well.” In these initial stages of viral illness, children are the most infectious.

If your child becomes ill during the day, you will be contacted to come to pick him/her up. If you cannot be reached, we will notify the person listed on your child's emergency card. Students who are feeling ill may be placed in a mask and/or isolated while awaiting pick-up for the safety of the staff and other students.

WHEN TO RETURN TO SCHOOL

Generally speaking, if a sick child has not had a fever, vomited, or had diarrhea for twenty-four hours, a child can return to school.

- Students with fever need to be free of fever for 24hrs WITHOUT fever-reducing medication (even if given for pain control).
- Students with nausea/vomiting/diarrhea must remain home until they are free of symptoms for 24hrs.
- Students absent due to viral illness or respiratory symptoms (cough, sore throat, runny nose, congestion, headache, body aches, fatigue) should not return for a minimum of 24 hours and be SYMPTOM-FREE.
- If you have lingering symptoms or are unsure about your return, please contact an Administrator.
- For severe illness, a Doctor's note may be required to return.

*This policy is updated as needed

Organizational Chart 2024-2025

