

Connecticut Christian Academy

Parent – Student Manual



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Office Hours
Monday - Friday
7:30 a.m. – 2:00 p.m.
(School year)

Discrimination Prohibited

Non-discriminatory Admissions: Non-discriminatory Action. In administering its affairs, the Academy shall not discriminate against any person on the basis of race, color, national or ethnic origin, sex or age.

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Dear Parents and Students:

We welcome you to the Connecticut Christian Academy family. This *Parent – Student Manual* serves to help you understand how the school operates. The information contained in this guide will assist all of us in working together harmoniously in the bond of Christ’s love.

The Word of God serves as our final standard in all matters pertaining to our lives. It is our desire that the school be governed by God’s Word. These guidelines are continually reviewed so that we can continue to grow and change for the benefit of all. Any suggestions that would improve the school are welcome and should be directed to the proper individual in the chain of command.

It is our prayer that, as Christians, we will work together to bring honor and glory to our Lord and Savior.

For the Children,

Michael D. Harris
Chairman of the Board

James E. Rodriguez
Headmaster

SECTION ONE – Introduction to the School

IDENTITY/HISTORY

Connecticut Christian Academy is a non-profit Christian school, enrolling students from pre-school through grade 8. Its purpose is to offer an alternative to public education for Christian families and others who share our philosophy. The school serves Middletown, Connecticut and the surrounding area in a 25 mile radius. We are a member of the Association of Christian Schools International (ACSI).

VISION 2007

“Vision 2007” was born in October 2006. After much prayer and fellowship a committee of dedicated parents and business people was formed. With the blessing and support of Pastor Steve Eiss and Sandra Eiss the committee first met in March 2007 and has continued to meet and pray in support of creating the Connecticut Christian Academy. The sole purpose was to continue the solid foundation of the Bible-based education created by the Fellowship Christian Academy. With God’s wisdom, the inspirational blessing of the Holy Spirit and faith in Jesus Christ, the future of the Connecticut Christian Academy continues to prosper and flourish. “Vision 2007” planted the seed; the Christian Community of Connecticut will insure its care and growth!

“.....let us arise and build.” Nehemiah 2:18b

MISSION

The Mission at Connecticut Christian Academy is to prepare young people academically, spiritually, physically, and socially to fulfill God’s purpose for their lives.

Our mission is to cooperate with parents in carrying out the Biblical mandate to “train up a child in the way he should go”, with the expectation that “when he is old he will not depart from it.” (Proverbs 22:6) This process of teaching and learning involves the whole person, and occurs most effectively when both instructor and student are properly related to God and each other through Christ. It develops the full academic and intellectual potential with which the student was uniquely created in the image of God. It teaches spiritual and moral truths with the aim of deepening his relationship with God and developing Christian character. It teaches him to care for his body as the temple of the Holy Spirit and helps him to develop healthy and lasting relationships.

All subject matter is presented from a Biblical perspective in an environment that is characterized by love, discipline, individual responsibility and respect for others, and in facilities that are clean, safe, and conducive to learning. We are prepared to meet the needs of most students, but are not equipped to accommodate some children with special requirements. While

not all students will benefit equally from our program, we believe that the preparation they receive at Connecticut Christian Academy will greatly increase the likelihood that they will fulfill God's purpose for their lives.

AIMS

Academic – We strive to help the student realize the full academic and intellectual potential with which he was uniquely created in the image of God, develop good study habits, and demonstrate a spirit of excellence in all academic pursuits:

- Meet expected outcomes in the fundamental processes used in communicating with others, including reading, writing, speaking, and computing.
- Understand our Christian and American heritage.
- View current affairs from a Biblical perspective.
- Apply Biblical standards to evaluate diverse viewpoints and ideas.
- Think logically and perform independent project work.
- Appreciate God's creation and understand His role in the environment.
- Expose students to the fine arts.

Spiritually – We strive to assist the parents and church in teaching spiritual and moral truths and developing Christian character:

- Respect the Bible as the inspired, infallible Word of God.
- Profess faith in Jesus Christ as personal Lord and Savior.
- Understand the basic doctrines of the Bible.
- Depend on God in prayer.
- Demonstrate godly character through the application of Biblical teachings to everyday life.
- Develop a Christian world-view through the integration of Biblical truths with academics.
- Develop a commitment to Christian service in the church and the world.

Physically – We strive to help the student develop and care for his body as the temple of God:

- Encourage exercise and physical fitness.
- Develop good health habits and an awareness of health issues.
- Provide appropriate health screenings.
- Develop an awareness of the dangers of substance abuse and other destructive behaviors.

Socially – We strive to teach the student to develop healthy and lasting relationships:

- Endeavor to develop his personality based on the proper understanding and acceptance of himself as a unique individual created in the image of God.
- Teach him Biblical principles concerning marriage and the family.
- Teach him to treat others with love and respect.

- Encourage him to demonstrate the Biblical concept of servant leadership.

PHILOSOPHY OF CHRISTIAN EDUCATION

1. What we believe about education:

We believe that responsibility for the education of children rests primarily with the parents. This education, in addition to preparing students academically, must also develop a Christian character and world-view. The public schools, with their apparent emphasis on secular humanism and moral relativism, are incapable of providing an education that meets these criteria. It is also consistent with the mission of a church to see that the next generation is taught Christian doctrine and values. Therefore, Connecticut Christian Academy seeks to work closely with the Christian home and church to provide a quality education from a Biblical perspective.

CCA is committed to the application of God's truth in every area of life and thought. Christian education, therefore, must be concerned with the training of the whole child and the study of his whole world. Consequently, CCA seeks to minister to the intellectual, spiritual, physical, and social needs of its students.

We believe that the fear of the Lord is the beginning of wisdom. There is no right knowledge of God or of truth apart from the Bible, which is the final authority for all matters of faith and practice. All academic disciplines, programs, and activities must be in submission to the Scriptures. While many differing viewpoints may be considered, no teaching, theory, policy, or practice that contradicts the teaching of Scripture may be presented as true, practical, or expedient.

2. What we believe about academics:

The school strives to provide academic instruction of high quality so that students may be prepared to exercise responsibility in the home, church, state, and all other spheres of life to the glory of God. The curriculum is a thoroughly integrated, academically balanced program with a consistent Christian emphasis. It relies on proven methods of learning: strong phonics programs, exposure to a variety of classic literature, foundational mathematics, and studies in geography, history, the sciences, English, and social studies. In addition, each class will receive physical education and will be exposed to music and art. Appropriate technology is utilized to enhance the learning experience. Students will be promoted upon completion of the prescribed course of study and subjective evaluation by the classroom teacher and principal.

The Bible is viewed as the source of all true knowledge and wisdom, and Biblical truths are integrated into every subject and activity throughout all areas of the school.

3. What we believe about the learning environment:

We believe that teaching should take place in a Christ-centered environment, conducive to learning and characterized by love, discipline, individual responsibility, and respect for others. Effective Christian education requires a Christ-like teacher and a receptive student.

We provide an environment that is positive and supportive, where students can explore, learn, grow, and use their skills to become independent learners and thinkers. In addition to the promotion of academic excellence, our program includes daily classroom devotions, prayer, and Bible study, as well as weekly chapel services, to encourage Christian maturity.

4. What we expect from teachers:

Our teachers, administrators, and staff are committed to a personal relationship with God and to the investment of their time and energy into the shaping and guiding of young minds into people of discernment and Christian character. In addition to their professional qualifications, they serve as role models for Christian living and thinking. All faculty members integrate scripture and scriptural principles into every facet of our educational program.

5. What we believe about character and standards:

The school seeks to apply Biblical principles in all its instruction and activities, with the expectation of instilling Christian values that will extend beyond the classroom walls. The concept of servant leadership is both taught and practiced. We challenge our students to fulfill their maximum potential by setting high standards in academics, conduct, dress, and performance in extracurricular activities. We encourage regular attendance and involvement in a local, Bible-believing church for all students, faculty, and staff.

6. What we expect of parents:

Since the responsibility for the education of children rests primarily with the parents, parents are expected to support the school's program as an extension of the Christian home. They should not see the school as a replacement for their own instruction, but as a supplement to and extension of their own instruction, discipline, and nurture. Since our program is most effective when the message students receive from home and school is consistent, CCA prefers to enroll students from families of professing Christians whose lifestyle testifies to a serious commitment to the Christian faith. However, others will be considered if they are in agreement with our mission and philosophy.

STATEMENT OF FAITH

- God is the creator and ruler of the universe. He has eternally existed in three personalities: the Father, the Son, and the Holy Spirit. These three are co-equal and one God.
- Man is made in the spiritual image of God and is the supreme object of God's creation. Although man has tremendous potential for good, he is marred by an attitude of disobedience toward God called "sin." This attitude separates man from God.
- Man was created to exist forever. He will either exist eternally separated from God in hell or eternally in union with God in heaven. Heaven and hell are real places of eternal existence.
- Jesus Christ is the Son of God and is co-equal with the Father. Jesus was born of a virgin, lived a sinless human life, and offered Himself as the perfect sacrifice for the sins of all men by dying on a cross. He arose from the dead after three days to demonstrate His power over

sin and death. He ascended to heaven and will return again to earth to reign as King of Kings and Lord of Lords.

- Salvation is a gift from God to man. Man can never make up for his sin by self-improvement, good works, or religious rituals. Only by trusting in Jesus Christ as God's offer of forgiveness can man be saved from sin's penalty. Eternal life begins the moment one receives Jesus Christ into his life by faith.
- Because God gives man eternal life through Jesus Christ, the believer is secure in that salvation for eternity. Salvation is maintained by the grace and power of God, not by the self-effort of the Christian.
- The Holy Spirit is equal with the Father and the Son as God. He is present in the world to make men aware of their need for Jesus Christ. He also lives in every Christian from the moment of salvation and provides power for living, understanding of spiritual truth, and guidance for doing what is right.
- The Bible is God's Word to all men. It was written by human authors under the supernatural guidance of the Holy Spirit. It is the supreme source of truth for Christian beliefs and practical living. Because it is inspired by God, it is truth without any mixture of error.

VISION

For Our Students:

We aim to develop young men and women who think clearly and listen carefully with discernment and understanding, who reason persuasively and articulate precisely, who are capable of evaluating their entire range of experience in the light of the Scriptures, and who do so with eagerness in joyful submission to God. We desire them to recognize cultural influences as distinct from Biblical and to be unswayed towards evil by the former. We aim to find them well-prepared in all situations, possessing both information and the knowledge of how to use it. We desire they be socially graceful and spiritually gracious; equipped with and understanding the tools of learning; desiring to grow in understanding, yet fully realizing the limitations and foolishness of the wisdom of this world. We desire they have a heart for the lost and the courage to seek to dissuade those who are stumbling towards destruction; that they distinguish real religion from religion in form only; and that they possess the former, knowing and loving the Lord Jesus Christ. And all these we desire them to possess with humility and gratitude to God.

For Our Staff:

We likewise aim to cultivate these same qualities in our staff and to see them fairly compensated so that they may make a career at CCA. We desire them to be professional and diligent in their work, gifted in teaching, loving their students and their subjects. We desire they clearly understand our modified classical approach to education, how it works in their classroom and how their work fits into the whole; that they possess a lifelong hunger to learn and grow; and that they have opportunity to be refreshed and renewed. We desire to see them coach and nurture new staff and to serve as academic mentors to students. We look to see them mature in Christ, growing in the knowledge of God, and their own children walking with the Lord.

For Our Parents:

We aim to cultivate in our parents a sense of responsibility for the school; to see them well-informed about the goals of our classical and Christ-centered approach. We desire them to grow with the school, and be involved in and excited about the journey. We aim to help them to follow Biblical principles in addressing concerns, to be inclined to hearing both sides of a story before rendering a verdict, and to embrace the Scripture's injunctions to encourage and stir up one another to love and good works.

For Our Community:

Finally, in our relationship with our community, we aim to be above reproach in our business dealings and supportive of the local business community. We further seek to exemplify the unity of the body of Christ, to develop greater fellowship and understanding with the churches, and to bring honor to our Lord in all our endeavors.

NON-DISCRIMINATORY POLICY

Connecticut Christian Academy admits students of any race, color, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate with regard to policy, financial aid, athletics, and other school-administered programs.

SECTION TWO – General Policies and Procedures

CHAIN OF COMMAND

It is important in a Christian school that we follow the Matthew 18:15-17 principle. This should serve to keep the lines of communication open and our relationships firm when serious problems arise. Problems at any level should be solved at the lowest level possible. If they cannot be resolved, all parties involved should proceed to the next level until the problem is solved. The appropriate chain of command to settle issues is as follows:

- Parents
- Teachers
- Principal
- Board of Directors

FINANCIAL POLICY

Tuition and Fees

1. A tuition and fees schedule is published annually in the spring for the following school year.
2. CCA utilizes FACTS Tuition Management Program. Payments are automatically deducted on the 20th of each month from an account you designate. This is simply a bank to bank transfer and is strictly confidential between you and FACTS.
3. The registration form and fee must be paid annually in order to reserve a space for your child for the upcoming school year. Included with this fee are school insurance and one yearbook per family. (Families can only be issued a yearbook if students attend the entire school year). All fees are non-refundable.
4. Student Fees are due in full prior to the first day of school. If Student Fees are not paid before the first day of school, the student will not be admitted until the account has been settled. Student Fees help to cover the cost of books, art supplies, and copying costs. However, the fees do not cover the entire cost of books, but rather a portion of the total book cost. If a student is withdrawn prior to the last day of school, the Student Fee is not refundable. Students are also unable to take any remaining unused books with them.
5. *School Only Rates:* (school only OR school plus limited extended care) Tuition is due on the 20th of each month.
6. Aftercare is available as an extension of the school from 2:00-6:00 p.m. for those families that need extended care. All aftercare fees are paid directly to the school the Friday before. There will not be any aftercare available during holidays or school breaks. Aftercare will be available during one-session days unless notified otherwise.

Financial Aid

Financial aid is available to qualifying families based on average taxable and non-taxable income for multiple years. Application forms are available in the school office. Due to limited available aid, early submission of requests is required. The financial aid application fee is per family, and must be submitted with the application form. As funds are limited, application does not guarantee the receipt of financial aid.

A family becomes ineligible to maintain and/or continue receiving financial aid if tuition is not paid on time or when an unpaid tuition account balance remains at the end of a school year.

Other Discounts

Discounts must be procured and applied to the current school year tuition. They do not carry over and are not retroactive to multiple school years.

Full Year Tuition Payment Discount: 5% (if paid by designated date on current fee schedule)

Family Discount:

First Child	Full Tuition
Second Child	\$200 Discount
Third Child	\$400 Discount
Fourth Child & Each Thereafter	\$600 Discount

Family discount applies to siblings residing in the same household. Discount percentage applies toward the lowest rate. This cannot be combined with full year tuition payment discount.

ADMISSIONS

The process of enrollment at Connecticut Christian Academy prior to final acceptance shall include but is not limited to the following:

1. Submission of properly completed interview and registration forms.
2. Parent interview with the appropriate school staff to insure that:
 - a. the parents desire a Christian education for their child;
 - b. the parents understand the purpose and philosophy of CCA;
 - c. the expectations of school and home are not in conflict. It is desirable that students who attend the school come from a home which reinforces the values and beliefs taught during the school day. To this end, the school will assess the parent’s motivation in seeking the student’s enrollment in the school, as well as the student’s willingness to attend and adhere to the discipline policies.
3. Placement testing for K5 through grade 8.

Upon completion of the designated steps, parents are notified as to whether or not their child has been accepted into the school. Students can be accepted with conditions, for example: the student be tutored or repeat a grade.

All student application materials (Registration form and registration fee, Medical Emergency Release form, and state medical forms) must be completed in full by the time of registration. Registration fees are non-refundable, regardless of the disposition of the applicant.

RE-ENROLLMENT PROCEDURE

March is designated as the re-enrollment month for present students. Re-enrollment is important because it assures your child a seat in the upcoming school year. It is vital to the school as it helps in planning for the next year. Teacher recruitment, space needs, and financial resources are dependent upon the size of the student body.

A student's disciplinary record will be reviewed prior to acceptance for the following year. Students with poor records will not be permitted to return. Students with behavioral or academic deficiencies will be admitted on a probationary status.

The early re-enrollment benefits are:

- The registration fee is available at a lower rate when registration is completed prior to April 1st.
- A seat is guaranteed for your student in the upcoming school year.
- An important decision is settled regarding your child's education.

WITHDRAWAL POLICY

If a student wishes to withdraw from Connecticut Christian Academy, he/she should appear with his/her parent(s) to discuss the matter with the Principal. A 10% penalty on the published full year tuition price is assessed for each student withdrawing before the end of the school year.

Steps to follow:

1. Accounts must be paid in full and fines paid;
2. All textbooks and library books must be returned to teachers;
3. A transcript from the child's new school should be sent to the office;
4. Parents must sign forms and releases.

PARENT-TEACHER CONFERENCES

CCA believes it is very important for school and home to work together. In order to promote effective communication and understanding, parents are asked to cooperate with the following guidelines:

1. All parents **must attend** scheduled parent/teacher conference days.
2. Teachers will use letters, phone calls, and regular progress reports as needed to communicate with the parents for expressing both positive and negative feedback.
3. It is important that each parent schedules a conference with a teacher whenever a need or concern is evident. Parents should not feel limited to the formal conference. Many needs

can be met through a simple conference, notes, and phone calls between parent and teacher. Concerns need to be shared first between the parent and teacher. The principal is interested in all areas concerning students and the school and will be available for parent-teacher conferences following the initial parent-teacher contact.

PARENT ASSOCIATION

At least one parent will be required to be in the **Parent-Teacher Fellowship Association**. This will entail parents to be involved in their children's education by taking part in school events, functions, programs and meetings.

DISCIPLINE POLICY

Purpose of the Discipline Policy

1. to establish common understanding of acceptable behavior among constituents;
2. to ensure accurate record keeping;
3. to provide communication among parents, students, and teachers
4. to assign responsibility for discipline;
5. to achieve cooperation between parents and teachers;
6. to set procedures to be taken against unacceptable behavior;
7. to seek establishment of Biblical principles in philosophy of discipline.

Discipline Plan

Behaving appropriately is an essential aspect of learning. Without a disciplined atmosphere the teacher cannot teach effectively and the student cannot learn.

All behavior has consequences. It is the assurance that these consequences will occur that guides us as human beings in choosing appropriate behaviors.

In having this Discipline Plan we are attempting to provide a safe environment in which students can learn, feel valued and develop responsibility for their own behaviors and academic progress. The Discipline Plan will provide immediate and consistent consequences for irresponsible behavior.

Our Discipline Plan outlines specific, reasonable rules of expected conduct along with logical and realistic consequences for both positive and negative behaviors. The Plan consists of three components.

- I) Classroom Teacher Discipline Plan
- II) Academy-Wide Discipline Plan
- III) Headmaster's Discipline Plan

The following is an outline of the student behaviors expected and the cycle of consequences that will result.

I. CLASSROOM TEACHER'S DISCIPLINE PLAN

This plan will be forwarded by the classroom teacher. It may take the form of an individual or grade level teacher's discipline plan.

II. ACADEMY-WIDE DISCIPLINE PLAN

At all times students are expected to be courteous and respectful to other students, teachers, educational assistants, librarians, custodians, office manager, volunteers, substitutes and administration.

A. PLAYGROUND RULES

- 1. Follow directions of staff
- 2. Keep hands, feet and objects to yourself
- 3. Use polite and respectful language and manners
- 4. Don't throw dangerous things
- 5. Use playground equipment safely as directed by staff
- 6. Come in immediately when directed at recess end
- 7. Don't leave the school grounds without staff permission

SPECIFIC GUIDELINES

The following guidelines are designed to assist staff and students in managing specific behaviors in and around the Academy.

- 1. Following directions of staff (teachers, teacher assistants, custodians, librarians, office manager, volunteers and Headmaster) is expected.
- 2. Kicking, fighting, pushing, shoving, tripping, and play fighting are not allowed.
- 3. Teasing, swearing, spitting, and name calling are not allowed.

4. Throwing of dangerous objects such as snowballs, stones, sticks, and sand/pebbles is forbidden.
5. Use playground equipment and structures safely. Stay out of trees and do not break branches.

B. LUNCHTIME RULES

1. Follow directions of faculty and staff.
2. Keep hands, feet and objects to yourself. (No throwing of objects/food)
3. Use inside voices. (Shouting, Yelling and being Boisterous is not allowed)
4. Remain in your seats until dismissed. (Deposit garbage when dismissed)
5. Clean up after yourself.

C. Hallways/Entrance/Exits/Bathroom Rules

1. Walk in the hallways.
2. Keep your hands, feet and objects to yourself.
3. Move quietly in the hallways during class time.
4. Use assigned entrances and exits.
5. Stay outside during recesses and do not loiter in the bathrooms or exits.

Guideline (Recesses – AM, Noon, PM)

Once outside for recess/noon hour students may only re-enter the school with the permission of a faculty or staff member. (In an emergency, students are allowed to come straight in.)

Weather

In extreme cold or rainfall recesses may be indoors. Students will remain indoors in their respective classrooms/or gym. Decisions to remain indoors will be made by the Headmaster and/or representative. Common sense will prevail.

D. LIBRARY RULES

1. Be quiet when using the library.
2. Handle materials and equipment with care.
3. Leave work areas neat and tidy.
4. Walk.

SEVERE CLAUSE

Students engaging in dangerous, disrespectful/abusive or illegal behavior will be referred directly to the Headmaster. (Headmaster's Discipline Plan takes effect)

Behavior Categorized Under The Following Will Be Considered Severe:

- a) **Dangerous** – refers to behavior that is intended to cause physical injury to a student or staff member.
- b) **Disrespectful/Abusive** – refers to behavior in which students refuse to obey reasonable directives from any staff member and/or direct profane or disrespectful language to any staff member.
- c) **Illegal** – refers to behavior involving theft, vandalism, possession of dangerous objects, smoking, drugs, alcohol and truancy.

Infraction categorized under Hallway/Entrances/Exits/Bathrooms Rules will be dealt with by the faculty/staff member on the spot and recorded in the office discipline log. Repetitive misbehavior in these areas will be referred to the Headmaster. Parents will be contacted to assist in changing this undesirable behavior.

III. HEADMASTER’S DISCIPLINE PLAN

1. When a student is referred to the Headmaster or Vice-Principal for good behavior/work as part of the Teacher’s Classroom Plan, the student will receive any of the following consequences:

- a) Verbal praise.
- b) A special certificate.
- c) A phone call to the parents.

2. When a student is referred to the Headmaster/Vice-Principal as part of the Teacher’s Classroom Discipline Plan or the Academy Wide Discipline Plan, for inappropriate behavior, the student may receive any of the following consequences depending on the circumstances and severity:

- a) Verbal reprimand
- b) An explanation of consequences for subsequent referrals re: this behavior
- c) Parents will be contacted.

Depending on the severity, the inappropriate behavior may also result in the following consequences:

i) **Loss or delay of privileges**

- of activity
- of using objects or equipment
- of access to areas in the school

ii) **Loss of freedom of interaction**

- denied interaction with other students (e.g. recesses, P.E., etc.)

iii) **Restitution**

- repair or replace objects

iv) **After-School Suspension 1:55 – 2:55**

v) **Out-of-School Suspension**

vi) **Individual Disciplinary Action Plan (Behavioral Contract)**

Should the above consequences be ineffective because of frequency of referral to the Headmaster or vice-Principal or the attitude of the student, then an Individual Discipline Plan will be put into effect. This will involve a conference with the parents, student, teacher and headmaster/Vice-Principal. A Disciplinary Action Plan will be drawn up by this group.

Connecticut Christian Academy teachers and administrators in discussions with students stress that there are alternatives other than Fighting to resolving conflicting. Therefore, **FIGHTING WILL NOT BE TOLERATED** at Connecticut Christian Academy. If a student chooses to resort to fighting (fisticuffs, kicking, etc. with an intent to injure) the following consequences will result.

FIGHTING/HARRASSMENT/BULLYING Depending on Severity

1st offense

- student will be counseled
- parents will be contacted by phone and letter
- parent conference if deemed necessary
- minimum 1 day after-school detention, 1:55 – 2:55

2nd offense

- student will be counseled further
- parents will be contacted
- increased after-school detention 1:55 – 2:55 (2-5 days)

3rd offense

- student will receive an out-of-school suspension
- a conference with the student and parents will be held to discuss re-entry

Fighting

- where students exchange blows (hitting/kicking) in a state of anger with an intent to injure

Harassment/Bullying

- where students are **repeatedly** engaging in behaviors such as using threats, put-downs, teasing, obscenities, gestures, and/or physical contact such as kicking, tripping, pushing, pinching, hitting, chasing, play-fighting

Snowballs

Throwing snow or ice balls will result in after-school detention 1:55 – 2:55 p.m. Parents will be notified.

STUDENT DRESS CODE

Philosophy of Christian Dress

Christians should do everything in such a way as to bring glory to God.

“Whatever you do, do it all for the glory of God. Do not cause anyone to stumble.”

1 Corinthians 10:31, 32

With this in mind, it is our purpose through the Dress Code to:

1. establish principles of neat, modest, and appropriate dress;
2. teach students what it means to dress in a manner that is
 - a. neat, orderly, and not offensive;
 - b. modest;
 - c. appropriate or suitable for particular purpose, person, or occasion;
3. help students to learn the importance of proper attitudes in making wise choices.

Enforcement of the Dress Code begins at home. Parents of younger students must be involved in teaching their children what it means to be neat, modest, and appropriate in their dress. Older students need to be involved in their personal enforcement of the Dress Code with the understanding that they are accountable to their parents, the school, their teachers and classmates, and above all the Lord. The faculty and staff will hold students accountable to the principles of the Dress Code. The faculty will support the parents in teaching these principles regarding neat, modest, and appropriate dress.

Possible exceptions:

1. **Field Trips:** On occasion, students are able to dress down attire for field trip. In these situations, they should dress as instructed, or follow the same guidelines for dress down day. In the event that a bathing suit is required for a field trip, girls should wear modest *one-piece* suits.
2. **Dress Down Day:** Every Friday students may wear jeans, sneakers, and their **CCA t-shirt** while keeping a neat, modest and appropriate appearance (i.e. no holes in jeans, not short shorts, no tank tops, no tight fitting clothing, no inappropriate words or symbols on clothing etc.)

Dress Code Violation Procedure

The first time that a student violates the dress code, they will receive a verbal warning. The second time the dress code is violated, the parent will be immediately called and required to come to school to remedy the situation (i.e. bring belt, appropriate shoes etc.) or pick the child up from school. Students who receive repeated warnings on dress code (i.e. shirt not tucked in) will receive a detention. A detention slip signed by a parent may be required.

Dress Code

For uniformity, ALL items must be purchased from our UNIFORM SUPPLIER, Pryme Tyme Uniforms (NO STORE BOUGHT CLOTHES WILL BE ACCEPTED OTHER THAN SOCKS AND SHOES).

Girls

Jumper (K4-Grade 4 Only) or Skirt (Grades 5 & Above)**
Navy Blue Pants (plain black belt required with pants)
3 Button Navy Blue, White or Light Blue Polo Shirt (**shirts MUST be tucked in**)
Optional Navy Blue Sweater (All sweaters will have CCA emblem)
Navy Blue or White Socks or Tights
Black or White Sneakers/Shoes (non-marking soles required)

Girls Chapel Dress for Monday's

White Peter Pan Blouse
Jumper (K4-Grade 4 Only) or Skirt (Grades 5 & Above)**
Navy Blue Vest (for girls' wearing skirts only)
Plaid Cross-Over Tie
Navy Blue or White Socks or Tights
Black or White Dress Shoes (Sneakers can be worn, provided they are CLEAN)

**All girls' jumpers/skirts must touch the floor when the student is in a kneeling position.
Girls' hair is expected to be neat.

Boys

Navy Blue Pants
3 Button Navy Blue, White or Light Blue Polo Shirt (**shirts MUST be tucked in**)
Optional Navy Blue Sweater (All sweaters will have CCA emblem)
Navy Blue or Black Socks
Plain Black Belt Required
Black or White Sneakers/Shoes (non-marking soles required)

Boys Chapel Dress for Monday's

Navy Blue Pants
White Button-Down Shirt
Tie
Navy Blue or Black Socks
Plain Black Belt

Black or White Dress Shoes (Sneakers can be worn, provided they are CLEAN)

All boys' hair is to be off the collar and ears. Boys are not to wear earrings, necklaces, or bracelets.

Gym clothes

All students in grades 1-8 must purchase 1 set of gym clothes through Pryme Tyme Uniforms. Gym uniform consists of t-shirt, shorts and sweatpants in the designated colors (navy blue.) Shorts or sweatpants may be worn during gym and either or both may be purchased. Sweatshirts may be worn during gym and do not have to be purchased through Pryme Tyme Uniforms. However, they must be loose-fitting and appropriate in design. All gym uniforms will come with CCA logo.

Uniform Box

Pryme Tyme Uniforms will designate one day a week for uniform orders and purchases in the Teacher's Lounge. A box containing used uniforms is available in the office. Used uniform items in good condition may be donated to the box. Parents may look through the box during school office hours and may take whatever they can use.

SCHOOL CALENDAR

The school calendar is distributed at the beginning of the school year. Questions concerning the scheduling of events should be directed to the office. The master calendar is kept in the main office. The office must be notified of all school functions. Parents' will receive a copy of each month's calendar with updated events, etc.

SCHOOL DAY AND DISMISSAL

Hours

Doors open at 7:00 a.m. Breakfast will be available for students from 7:00 a.m. – 7:20 a.m. Preschool and kindergarten half-days begin at 7:30 a.m. and end at 11:30 a.m. All other grades begin at 7:30 a.m. and end at 1:55 p.m. Children may be left with us from 7:00 a.m. to 6:00 p.m., charges being determined per the Fee Schedule. However, we must establish that no children may be left with us after the specified pickup time because our personnel have equally important responsibilities that conflict. A late fee charge of \$2.00 per minute may be applied to late stay past 6:00 p.m.

Before School

Students will be allowed to go to their classrooms as early as 7:00 a.m. Teachers will be waiting for the students in their classrooms.

Dismissal

All students dismissed at 1:55 p.m. should go directly to the chapel. From there students may be picked up, be loaded onto their bus, or be dismissed for after-school care. In order to change the normal pick up procedure for your child, except in cases of emergency, we will need 24 hours written notice signed by a parent. Do not call the school office to change normal pickup or bussing procedures except in cases of emergency, as we cannot be responsible for these changes.

After School Care

After school care may be provided for students in grades Pre-K and up for an additional fee. Students should not loiter around the school after 1:55 unless they are involved in supervised after-school activities.

HEALTH PROCEDURES

Our school maintains immunization and health records on all school children. Current records must be given to the school office for each year at the time of enrollment. Physician must fill out and sign the forms provided. It is especially important to note allergies and other health problems on the forms.

For the protection of all and in order to prevent the spread of infectious diseases, we practice “universal precautions”. Should your child become ill during a school session, you will be notified. You will be required to pick up your child for serious and communicable illnesses, including occurrences of high temperature (over 99), vomiting, and diarrhea. Children must be free of these sicknesses (*and without fever*) for at least 24 hours prior to their return to school. **PLEASE assist us in adhering to these strict guidelines for the health of your child and the health of all of the other children and staff.**

SCHOOL CLOSINGS, DELAYS, AND CANCELLATIONS

School cancellations or late openings due to debilitating weather will be announced over local radio and TV stations. If you do not hear Connecticut Christian Academy announced, we follow

the same schedule as the Middletown public schools with the following exception: When the public schools have late openings and cancel morning sessions, our preschool and kindergarten continue to operate on the delayed opening schedule. All announcements will also be posted on CCA's voicemail at 347-6757.

If the weather looks questionable during the school day, you should monitor TV and radio stations for early closing announcements or call the school office. We are unable to call all parents in the event of an early dismissal. In the event of an early dismissal, our standard early dismissal time is 11:30 a.m.

TRANSPORTATION

It is the parents' responsibility to provide transportation for their children to and from school. Middletown residents K4 and above are eligible to ride Middletown school buses. This is the choice of each parent. Although CCA has no direct responsibility or control over behavior or other problems that may arise on the buses, in keeping with Biblical principles, we do support the authority of the bus drivers and expect our students to obey and respect that authority. Concerns directly pertaining to bussing should be addressed to the Transportation Department at the Board of Education, 638-1417.

ATTENDANCE

Absences

Attendance at school provides a student with the "classroom experience". This experience is composed of a participation in class activities and direct instruction conducted by the classroom teacher. It is generally impossible for that experience to be "made up". For this reason, failure of a student to attend class will be seen as a serious problem.

More than 20 absences in a school year will be considered a significant impact on "classroom experience." After 20 absences the student's record will be reviewed for possible retention.

Whenever a student is absent, parents need to call the office that day stating the specific reason for the absence or send a note when the child returns, stating the specific reason for the absence.

Tardiness

The school considers punctuality as being very important. If a student is tardy, the student is to report to the school office for a tardy slip, which will permit him/her to enter class. Three tardies will equal one absence.

Early Dismissal

Students who must leave school early, must have written parental permission. When picking up their child, parents must go to the school office to sign the student out and receive a dismissal pass.

OTHER INFORMATION

Lunch

Lunches will be provided by the parents or school. **The school is not able to refrigerate or microwave food sent from home.**

Lost & Found

The school cannot be responsible for lost or stolen articles, including lost uniform items, or for lost lunch components (such as Tupperware). In any case, parents should mark property clearly if they wish the return of found items.

Lost articles will be put into a box in the chapel hallway. Unclaimed articles will be disposed of after one week.

Media

Radios, walkmans, TV's, magazines, etc. are not to be used at school except by special permission for special events and by authorization of an instructor.

Library

The school library contains books and material which is not entirely Christian material and may not be acceptable to every family. Because it is the school's desire to teach students to critically evaluate what they read, some non-Christian materials will be included. Parents should be actively involved in helping their children evaluate what they read and further censor where they feel is necessary.

Music

Judgment of music tends to be very subjective. We must, however, make judgments of what we think is best for the school. Since we believe that certain types of music may be harmful, all music played or sung must be checked through the Headmaster.

Care of Facilities

Students are expected to treat school property (including books, furniture, building, etc.) with respect and will be responsible for all replacement or repair costs required because of student damage.

Social Conduct

Students should refrain from bodily contact that is generally associated with the “boyfriend/girlfriend” relationship.

Restricted Areas

1. Students should not be on either playground without proper supervision.
2. The teacher’s room, closets, and furnace room are not to be entered.
3. Teachers’ desks are not to be used by students.

Mandated Reporting

The State of Connecticut requires that all teachers of our school look out for and report to the State, all cases of abuse to a child. This school is, therefore, obligated to report to the State any suspected case of child abuse and/or neglect.

SECTION THREE – Academic Information

GRADING

Early Childhood Reports

Parents receive several reports for preschool children throughout the year outlining characteristic behaviors relating to the child’s development and readiness in the learning process.

Progress Reports

In kindergarten through grade eight, progress reports are sent home to all students in the middle of each quarter. Progress reports will be sent home to students who may be struggling during the second quarter, or the discretion of the teacher.

Report Cards

Report cards are issued four times a year in kindergarten through grade eight. Report cards must be signed by a parent and returned the following day. Parents may keep the final report card at the end of the school year.

Grading Scale – Grades 1 – 8

Letter Grade	Range
A+	97-100
A	93-96
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	65-66
F	64 and below

GRADING POLICY

The following policy is to serve as a guideline for all teachers in the assessment of student work.

Homework

The purpose of homework is to develop study skills, to reinforce concepts, to develop responsibility, to give opportunity for enrichment, and to complete unfinished class work. Homework assignments fit each teacher’s program. The amount of time needed to complete homework will vary if the student does not make efficient use of class time or as the curriculum necessitates.

Late work

Grades on late assignments may be reduced by two whole grades.

Make-up Work

1. When a student is absent, it is the responsibility of that student to make up missed work.
2. If the parents are responsible for taking the student out of school, the teachers may give assignments to the student prior to his/her leaving. Make-up work should be completed as soon as possible after the student returns to school. It can be finished at recess time, after school, at home, or during special classes at the discretion of the teacher. All make-up work must be completed within a week after returning to school, or a failing grade will be given.

Honor Roll

1. Honor Roll students are recognized for their academic achievement after each quarter.
2. The following categories will be recognized:
 - High Honors – All A's
 - Honors – All A's and B's
 - Exceptional Effort
 - Christian Character

Themes and Character Traits

Quarter 1 Character Trait: Respect

Begins with self-respect. God created a beautiful being in each and every one of us. Our children must learn to respect themselves and reach for their maximum potential. This character trait leads to mutual respect which exemplifies the golden rule... "Do unto others as you would want them to do unto you."

Quarter 2 Character Trait: Obedience

Begins at home. We will teach and practice obedience towards authority which is represented by parents, teachers and rules. Obedience is accompanied by accountability. Every child will be taught that they are accountable for their actions at home and at school.

Quarter 3 Character Trait: Responsibility

Teamwork will be the key to this character trait. Taking responsibility for completing homework assignments and assisting in and out of the classroom also defines this character trait. Responsibility builds upon another very important trait...trust.

Quarter 4 Character Trait: Christian Character

It is inherent upon the faculty and staff of the Connecticut Christian Academy to emulate Christian Character. This Christian Character trait will be the foundation of our Bible-based education that our children will receive everyday.

CURRICULUM

Curriculum and teaching aids and resources are approved by school administration. Administration is solely responsible for curriculum decisions and/or revisions.

PERMANENT RECORDS

Permanent records for students are kept in the office and include scores from standardized tests, grades, special achievements, teacher evaluations, disciplinary records and other pertinent information. Information from the permanent records is not released outside the school without parental permission.

PROMOTION AND RETENTION

Explanation

At the end of each year, each student will be placed in one of three categories:

1. Promotion is for those students who have successfully completed the academic material for the past year.
2. Retention is for those students unsatisfactorily completing the academic material for the past year and needing to go through the material again for mastery.
3. Probationary promotion is for students who have not totally completed material for the past year and for whom retention would not be in their best interests. The student will be given one quarter to show that he/she can do the work. If the student does not show ability to achieve at the next grade level, he will be placed back in the previous grade.

Policy

A. Grade Pre-K and Kindergarten

At these levels, promotion depends, to a considerable extent, on the teacher's observation and assessment of the child's total development as well as the acquisition of basic skills. Final decisions regarding promotion will be determined by conferences among teachers, parents and the principal.

B. Grades 1-8

- At these grade levels, a numeric grading scale is used.
- If the student falls below the passing grade in any course, promotion may be probationary.
- More than 2 final failing grades will result in retention.

- If the probationary student has failed math or English and does not achieve a grade of 70 or better in that subject during the first term of the next grade, regardless of other achievement, he/she will repeat the entire previous grade.
- Under certain extenuating circumstances, we may require summer tutoring for promotion to the next grade. In these cases, proof of summer tutoring is required to show that the student has acquired necessary skills and areas of deficiency have improved to acceptable levels.
- It is essential to involve parents with the school in all matters regarding promotion. Such matters can be made only with the prayerful cooperation of teachers, parents, and the Principal. However, the final decision will rest with the Principal.

SECTION FOUR – Specific Information for PreSchool thru 8th Grade

Pre-School & Kindergarten

Four and Five-year-olds are eager to learn and to share what they can accomplish. The K4 & K-5 class makes great progress with the A Beka program that we use. They quickly progress from letters and sounds to blends, which leads them into reading words. The visuals and various flash cards and review activities make learning very enjoyable for the 5-year-old.

BASIC PHONICS PROGRAM - This program incorporates the learning of letters, sounds, and ultimately reading. The word books and readers give confidence in the learning process, creating excitement and enthusiasm for reading.

WRITING - Students are introduced to upper and lower case cursive and manuscript letters. Writing books and seatwork provide lots of practice in both cursive and manuscript writing skills.

NUMBER SKILLS - This program provides practice and evaluation of many concepts, including numbers concepts from 1 through 100, numbers, formation, number words, simple combinations, money, and telling of time.

SCIENCE - The big, colorful science book helps kindergartners learn about God's plan for seeds, animals, the seashore, health, weather, and seasons. Activity pages reinforce the concepts being taught and are a lot of fun!

SOCIAL STUDIES - Students are introduced to helpers in your community, beginnings of American history, interesting features from countries around the world, and simple geography.

READINESS SKILLS - This workbook aids in writing readiness, hand-eye coordination, visual perception, and listening and thinking skills.

Field trips are taken with the class, along with having special visitors in the classroom such as a dentist, fireman, and police officer.

The K-5 students enjoy Bible time, arts and crafts, stories, music, and gym. This is an exciting year for the students ending with Awards night and graduation, with cap and gown.

GRADE 1

PHONICS / READING - This program utilizes a number of readers including character building stories about children at home, school, and play as well as classics. At the same time, phonics and word study skills continue to be reinforced as well as vocabulary and reading comprehension skills.

WRITING - This program provides daily worksheets and seatwork to improve manuscript and cursive writing skills. Students begin to write sentences and short stories.

ARITHMETIC - This program emphasizes number concepts, computational skills, accuracy, and speed. The areas covered include addition, subtraction, telling time, money values, simple story problems, and an introduction to simple multiplication and fractions.

HISTORY - Students learn how our country was founded and what our basic freedoms are. They then meet several famous American patriots before taking a trip across America. Good citizenship is emphasized and patriotic songs are included.

SCIENCE - This program presents God as the Master Designer of the world around us. The studies of plants, animals, insects, energy, health, and the five senses provide an excellent introduction to science, with the emphasis on building student interest and augmenting the students' reading skills.

HEALTH, SAFETY, AND MANNERS - This health reader introduces first graders to the importance of good health habits and gives God the glory for the way He has designed us. Nutrition, exercise, proper rest, good posture, safety habits, and good manners are emphasized.

First graders enjoy Bible time, arts and crafts, stories, music, and gym.

GRADE 2

PHONICS / READING - This program utilizes a number of readers including character building stories about children at home, school, and play as well as classics. At the same time, phonics and word study skills continue to be reinforced as well as vocabulary and reading comprehension skills. Students have daily practice in handwriting, phonics, and spelling with additional work in vocabulary.

GRAMMAR AND WRITING - Grammar, creative writing, reading comprehension, and thinking skills are integrated. Concepts learned in first grade are reinforced as students go on to master the following areas: recognizing and correctly punctuating three kinds of sentences; working with compound words, rhyming words, antonyms, synonyms, contractions, and singular possessive words; and forming plurals. By the end of the year, students will write more clearly, correctly and concisely.

ARITHMETIC - Daily challenging practice helps to increase the students' accuracy, speed, and understanding as they work with basic arithmetic facts. This program provides for continuous practice in the areas of number concepts, addition, subtraction, multiplication, simple division, money values, measurements, telling time, story problems, simple fractions, and graphs.

HISTORY - Second graders step back into American history and learn what life would have been like in our country's early days. They also learn the history of our flag and of patriotic

songs and holidays and study the lives of various groups that made valuable contributions to our American heritage. Geography is interwoven with the study of history, and review questions throughout the text help to test comprehension.

SCIENCE - Students learn to enjoy God's world as they study His plan for creation. Both reading comprehension and knowledge of scientific concepts are increased as students learn about the human body, with an emphasis on the sense organs and how they work. Students then explore the world of plants and later, the world of animals. A study of the weather is also included.

HEALTH, SAFETY, AND MANNERS - Special emphasis is placed on cleanliness, good nutrition, proper mental health, courtesy, and safety.

Second graders enjoy Bible time, arts and crafts, stories, music, and gym.

GRADE 3

READING / WRITING / SPELLING / VOCABULARY - Reading teaches a wide variety of skills in phonics, reading comprehension, and creative writing. There are poems, stories of courage, patriotism and humor, and much more that the student will thoroughly enjoy throughout the year. Writing practice incorporates phonics application, spelling, and vocabulary skills.

GRAMMAR - Thinking skills, reading skills, and writing skills increase from year to year as students master traditional grammar and apply what they learn to oral and written communication. Capitalization, punctuation, correct sentences, proper word usage, using synonyms, antonyms, and homonyms, and recognizing nouns and verbs are emphasized. Dictionary skills and creative writing skills are also developed.

ARITHMETIC - A thorough review of the facts and concepts learned in grades 1 and 2 provides the foundation for the new material covered in third grade. This includes extensive work in multiplication, division, story problems involving up to four steps, Roman numerals to 1,000, averaging numbers, learning tables of standard measures and applying that knowledge in problems, solving equations, and adding, subtracting and reducing fractions.

HISTORY - This series brings to life America's famous people, scientific advances, major events, travel, communication, and ways of thinking. The themes of patriotism and God's guidance in our country's founding are interwoven throughout each text. The character and accomplishments of great American heroes are clearly described.

SCIENCE - Third graders learn about the human body, with an emphasis on the sense organs and how they work. Students then explore the world of plants and later the world of animals, becoming familiar with invertebrates and vertebrates and how to classify them in a fun way. Students will "visit" the ocean, desert, pond, forest and field, observing plants, vertebrates and

invertebrates in these environments from a Christian perspective. A study of weather is also included.

HEALTH, SAFETY, AND MANNERS - Third grade students enjoy learning about good posture, personal hygiene, exercise, nutrition, courtesy, first aid, safety, and spiritual growth.

Third graders enjoy Bible time, arts and crafts, stories, music, and gym

GRADE 4

READING - Students delight in adventure stories, books about great Americans, and enjoy diverse reading ranging from modern books about sports to tales from long ago. Each of these high-interest stories emphasizes comprehension skills and centers on character. Some of the character themes learned are faithfulness, honesty, respect and service.

GRAMMAR / WRITING / SPELLING / VOCABULARY - Grammar is taught in conjunction with writing and oral usage with the purpose of making clear to the students the orderly structure of their language. Students see how each word has a job, how words fit together to form sentences, how sentences fit together to make paragraphs, and how paragraphs fit together to make compositions. Students are guided to develop complete and orderly thoughts and to learn to reason and think. Students compose book reports, letters and encyclopedia reports, and learn to recognize all 8 parts of speech. Students see how phonics, spelling, vocabulary, reading, grammar, and writing work together as effective tools in communication.

ARITHMETIC - This program provides review and practice of familiar concepts and newly learned material. This includes extensive work in multiplication and division by two digit numbers, estimation, square measures, conversion of decimals to fractions, and simple geometry. There is major emphasis on working with fractions, both proper and improper, adding, subtracting, and multiplying fractions, and finding the least common denominator.

HISTORY - History accentuates the positive, encourages patriotism, builds character and furnishes ideals to reach for and aspirations to follow. Students learn how the United States came to be a nation. Students also do an extensive report on Connecticut's history, its beginnings, industry, transportation, heroes, landmarks, places to visit, etc.

SCIENCE - Students learn to observe and understand the world around them. They make an insect zoo, learn how to recognize the plants they see every day, how to attract birds to their own back yards, how to use field guides, how to interpret cloud formations, and how to identify rocks, learn to appreciate the miracle of plant germination and the causes of weather.

HEALTH, SAFETY, AND MANNERS - This program emphasizes physical fitness, practical instruction on personal hygiene, and interpersonal relationships.

Fourth graders enjoy Bible time, arts and crafts, stories, music, and gym.

GRADES 5 AND 6

WRITING - Emphasis is on learning to write sentences that are clear, concise, and specific in meaning. Students are encouraged to utilize their growing vocabulary to express vivid mental pictures. Writing skills improve as students learn to write effective topic sentences and paragraphs, to use transitional words, and edit their work. As they write book reports, students learn to evaluate an author's work and the value of finding and summarizing the most important ideas.

GRAMMAR - All eight parts of speech, capitalization, and punctuation are reviewed. Fifth grade students are introduced to the four main complements and prepositional phrases, while sixth graders cover these areas in more depth. Diagramming is used to help students visualize how different parts of speech are used and to aid in correctly speaking and writing words.

SPELLING/VOCABULARY - While covered as a separate subject, students learn to utilize these words in speech and writing.

ARITHMETIC 5 - Review is included in every lesson. Emphasis is placed on multiplying by four-digit numbers, dividing by three-digit numbers, fractions, and measures. Fifth grade students also work extensively with decimals: comparing, changing to fractions, multiplying decimals by whole numbers, dividing, and rounding off. Tests and Speed Drills are included to develop and master these skills.

ARITHMETIC 6 - Ample review is given of newly learned material as well as material learned in previous years. Emphasis is given to percents, basic geometry, measures, fractions, decimals, beginning banking, prime and composite numbers, ratio, and proportion.

OLD WORLD HISTORY AND GEOGRAPHY - This fascinating study of the Eastern Hemisphere by geographical regions begins in the Middle East, where history began, and continues with the history, geography, and culture of Europe, Asia, Africa, and Oceania. The text gives a good introduction to worldwide missions and missionary heroes and contrasts Communism and Americanism. Almost every chapter involves the students in "Map Mastery" or "Geography Data" activities.

NEW WORLD HISTORY AND GEOGRAPHY - This Christian approach to the history and geography of North and South America includes a chapter on Canada and a chapter on recent events in the United States and the world. Important geographical facts and historical documents are given special attention. Each text contains a world atlas that includes physical, political, and pictorial maps. Almost every chapter involves the students in "Map Mastery" or "Geography Data" activities.

INVESTIGATING GOD'S WORLD - This program helps students understand basic principles of science rather than merely to teach them science vocabulary. The text presents the world as the creation of God and glorifies Him as its Sustainer and Upholder. It introduces great scientists and naturalists who believed in the Biblical account of creation, and where appropriate it refutes

the materialist's faith in evolution. Students learn about plants, animals, matter, energy, light, minerals, and other topics.

OBSERVING GOD'S WORLD - This book presents the universe as a direct creation of God and refutes the man-made idea of evolution. Some of the topics covered are invertebrates, plants, forces of the earth, the universe, space travel, and materials.

ENJOYING GOOD HEALTH - This text emphasizes the significance of maintaining sound health habits, while reviewing the muscular and respiratory systems of the human body. An in-depth study of the circulatory system adds to the student's knowledge of physical fitness. The study of nutrition focuses on the importance of a healthful diet and its effects on overall fitness and personal appearance. Enjoying Good Health stresses personal responsibility in overcoming spiritual battles, concluding with a practical study of the Christian's spiritual armor.

CHOOSING GOOD HEALTH - The text places special emphasis on the study of the endocrine, immune, and nervous systems. It includes a beautiful photo essay of God's care for the child before birth. It also shows the physical, mental, social, and spiritual effects of drug abuse and AIDS on the individual and on the nation. A proper attitude toward safety is stressed in Choosing Good Health, teaching personal responsibility for safe behavior. The students learn to recognize symptoms requiring emergency aid and practice basic first aid procedures for minor injuries. Students learn that health choices made in early years influence their level of health for the remainder of their lives.

5th and 6th graders enjoy Bible time, art, music, and gym.

GRADES 7 AND 8

ENGLISH - Students develop their writing skills as they apply their knowledge of grammar to the writing of many different types of compositions. Emphasis is on utilizing expanded vocabulary, sentence, and paragraph skills in developing more complex and varied compositions and reports. Grammar texts include a review of all parts of speech, capitalization, and punctuation with a convenient handbook of all grammar rules learned.

LITERATURE - This program utilizes a basic text of classic literature as well as separate novels, both classic and contemporary. Students gain further practice in evaluating an author's work and in writing as they compose book reports.

BASIC MATHEMATICS I (7) - This text gives a strong review of all arithmetic topics, which ensures the students' understanding and mastery. More advanced mathematical topics are introduced to whet the students' appetite for advanced math study. Charts, glossary, and index complete this work-text.

PRE-ALGEBRA (8) - The pre-algebra workbook gives a brief but complete review of all arithmetic topics, broadening many topics to include more than one approach to the correct

solution. A large portion of the text is devoted to algebra and related topics, scientific notation, geometry, statistics and trigonometry. The arrangement of the material aids learning as the text moves step by step from basic concepts to the more difficult.

SINCE THE BEGINNING - The curriculum presents the history of the world from a Christian perspective, using God's plan of redemption to lead students through the centuries from Creation to Christ and then following mankind's response to the Savior since He came. History is told as the story of individuals and nations in the hands of an almighty God and not just a sequence of events brought about by impersonal forces and random chance. Students will complete the text with a better understanding of the past and present in the light of God's Word.

LAND THAT I LOVE - This is an inspiring study of American history that focuses on the individuals and families who helped to make our nation great. Although the text provides a balanced account of those who have rebelled against God and those who have served God, the emphasis is always on positive, uplifting individuals who can serve as role models for young readers. This exciting, timely, and Godly text presents a full and accurate account of American history in a way that nurtures in young people a love for their country and a desire to lead it back to the paths of greatness.

ORDER AND REALITY - Students are introduced to the scientific method and encouraged to apply it. Students study soil science, plants, the human body, principles of physical science, atmospheric science, the weather, classification, microscopy, Creation, and insects.

MATTER AND MOTION - This book is written in the perspective of the founders of modern science: the belief that God is the Creator of the universe and the Originator of its order, reason, and reality, and that science is one way for man to control and master the physical world for the benefit of mankind. Students begin their study with a section on astronomy. Several chapters introduce and reinforce the basic principles of matter and motion and lay the foundation for high school physics. Chapters on magnetism and electricity follow, and the text closes with a chapter on science versus the false philosophy of evolution.

A HEALTHIER YOU - Students study the endocrine system and how it affects mental and emotional health; the skeletal system and skin and how they affect personal appearance; and the nervous system and how it is affected by drugs.

LET'S BE HEALTHY - This is a Christian approach to major health concerns that can affect teenagers. This book discusses physical fitness, nutrition, and first aid. Among current health topics discussed are a high-energy diet, obesity, bulimia, anorexia nervosa, and the widespread AIDS epidemic. Students also learn to recognize symptoms requiring emergency aid and are taught when and how to help and when to get trained medical help. Following the clear instructions and diagrams of basic first aid methods helps them prevent minor injuries from becoming serious ones.

7th and 8th graders enjoy Bible time, art, music, and gym.

DRESS CODE

K4 students should come appropriately dressed for the weather. K4 students follow uniform dress code specified in the handbook during school hours.

Children spend time outdoors when weather permits. Students should be dressed for the weather: light jacket and hat in fall and spring; heavy winter jacket, mittens, hat, and snow boots in winter.

All preschool students must keep one complete change of clothes (including underwear) at school at all times in case of accidents and should be promptly replaced when necessary.

FULL-TIME STUDENTS

Students staying past 11:30 should bring a lunch and afternoon snack. K4 students may wish to bring a change of clothes for play. Students may bring a small blanket for nap time and an optional small pillow. Blankets should be no larger than twin size and should fold compactly. Blankets will be sent home for laundering every Friday.

DISCIPLINE

The preschool class uses “Time Out” for unacceptable behavior for unacceptable behavior. We put a child in time out if he is: rude continually, not willing to share, spits, hits, bites, uses foul language, or is disrespectful to adults, or exhibits other unacceptable behavior. If a certain problem continues, parents will be notified and a conference may be requested.

OTHER

Snack

Each student should pack a snack.

Birthdays and Special Occasions

Parents are welcome to send cookies, cupcakes, or another treat to share with classmates on birthdays. Please let the teacher know in advance that you will bring a treat.

Toilet Training Guidelines

Guidelines for toilet training pertain to fees as well as eligibility for the K4 program. It is defined as regularly wearing underwear (as opposed to pull-ups), is self-motivated to use the toilet and does so with little or no assistance, and has infrequent accidents (not more than once per month).

Mandated Reporting

The State of Connecticut requires that all teachers of our school look out for and report to the State, all cases of abuse to a child. This school is, therefore, obligated to report to the State any suspected case of child abuse and/or neglect.

The administration of the Connecticut Christian Academy reserves the right to revise and alter any policy described in this handbook at its own discretion.

PARENT COMMITMENT

1. I/we acknowledge my/our obligation to cooperate fully with the policies of Connecticut Christian Academy and to do my/our best to make Christian education effective in the life of each of my/our children.
2. I/we agree to pray earnestly for Connecticut Christian Academy.
3. I/we will actively promote Connecticut Christian Academy to other families.
4. As able, I/we will participate in volunteer activities, fund-raising events, and be directly involved in the life of this school and will attend parent/teacher conferences and any meetings as necessary.
5. If my/our child should become involved in any trouble, or I/we disagree with any policy set by the school, I/we will work with the school according to Matthew 18:15,16. I/we will not complain to another party but, in the spirit of meekness, well register only necessary complaints to the teacher, principal, or party involved.
6. In the event my/our child becomes ill or is injured while under school supervision, I approve the school authorities' taking the following steps:
 - a. Contact the parent/legal guardian of the school.
 - b. In the event no one can be reached, contact the student's physician.
 - c. If the student's physician cannot be reached, the school authorities may use their own discretion in taking the student to a hospital emergency room.
7. I/we give permission to use any photographs or likeness of my/our child in advertising or promotional materials.

Parent signature

Date

This page must be signed and returned to the school office.