

## CCCA MOTTOES

We, as educators and parents, are not in this “school business” alone. We depend upon the children, the parents, the CCCA School Board, the church members, the CCCA staff, and the community to help us. We are like the spokes on a bicycle tire—each spoke working as a team member to keep the wheel turning. When one spoke stops doing its job, more work is placed on the other spokes to keep the wheel turning as it should be. If several spokes don’t do their jobs, the wheel stops turning properly, and the bike stops being as productive. At CCCA, we believe in the team approach to success—no one person does it all. It takes us all to make CCCA successful.

Over the past few years, we have chosen yearly school mottoes with the words “God/Jesus” and “Together” included. This year we continue this practice:

2003-2004 “Together, with God, we can do it!”
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2004-2005 “Together, with God as our partner, we grow!”
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2005-2006 “Jesus brings us all together!”
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2006-2007 “Together—we glow and grow for Jesus!”
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2007-2008 “Together—we move forward with God as our guide.”
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2008-2009 “We walk into the future TOGETHER—with CHRIST as our LIGHT.”
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## SCHOOL COLORS

Blue and white

## SCHOOL MASCOT

Angel

“For He will command his angels concerning you to guard you in all your ways; they will lift you up in their hands...”—Psalm 91:11-12

“We walk into  
the future  
TOGETHER—  
with Christ as  
our Light.”

—CCCA motto: 2008-2009

## **bob's letter**

## malcolm's letter

**CENTRAL COLLEGE CHRISTIAN ACADEMY  
STATEMENT OF FAITH**

**GOD THE FATHER**

1. God is the Creator and ruler of the universe, and present everywhere.
2. He is the Father of Jesus Christ.
3. He is our Father and will provide for our physical, emotional, and spiritual needs.

**JESUS CHRIST**

1. Jesus Christ is God in human form.
2. He gave His life as the perfect sacrifice for the sins of the world.
3. He arose from the dead and is alive forevermore.
4. He is the King of kings and will be finally victorious over all evil.
5. He will return...(the Second Coming).

**THE HOLY SPIRIT**

1. The Holy Spirit is co-equal with the Father and the Son (the Trinity).
2. He is “the comforter” who dwells in the hearts of people, convincing them of the truth of Christ’s teachings and helping them in their Christian growth.

**HUMANITY**

1. People are in need of forgiveness from sin.
2. They can be made righteous only by accepting God’s forgiveness for sin through Jesus’ sacrifice on the cross.
3. They will be given a new life because of their relationship with Jesus Christ.
4. Salvation is a gift of God received through faith.

**THE BIBLE**

1. The Bible is the authoritative and inspired Word of God.
2. It is our only guide to show us what we should believe and how we should live.
3. Members of the church are to be baptized as a sign of the eternal relationship with Christ the Lord and Savior.
4. The task of the church is to teach the Word of God and make Jesus Christ known throughout the world.

**THE SACRAMENTS**

1. We celebrate two sacraments instituted by Jesus Christ. They are baptism and communion.

**THE CHRISTIAN LIFE** (to glorify God and enjoy Him forever)

1. Participate faithfully in worship with the body of believers.
2. Build healthy relationships through fellowship with other believers.
3. Experience communion with God through prayer as we share our needs and the needs of the world.
4. Grow spiritually through Bible study and other learning opportunities.
5. Use our spiritual gifts and resources to serve God and others.

## CENTRAL COLLEGE CHRISTIAN ACADEMY

### **MISSION AND PURPOSE OF CHRISTIAN EDUCATION**

As its name implies, Christian education is teaching and learning from a Christian perspective. The Christian school is an extension of the home and church. “A cord of three strands is not easily torn apart.” (Ecclesiastes 3:12) In a Christian-centered curriculum, God’s Word is the standard of truth and authority by which all subjects are taught. The study of the Bible is central and vital to all other academic subjects. Jesus Christ is honored as Lord and Savior.

At CCCA, we promote high moral and academic standards, based on the Holy Bible and on the Ohio Department of Education State Standards. Sound educational methods and strong Christian values are nurtured. With God as our partner, the staff, school board, parents, and children continue to learn and grow together in an atmosphere of loving and caring Christian relationships.

CCCA exists to support parents in their God-given responsibilities, to train children in the way they should go and to nurture children in love and admonition of Jesus Christ. CCCA builds up and encourages students to become educated Christian leaders. We are a school that promotes high academic and moral standards where creativity is valued, positive faith is practiced, and positive attitudes are developed.

Central College Christian Academy is a co-educational school. It is a non-profit organization sponsored by the Central College Presbyterian Church and is governed by the Central College Christian Academy School board.

CCCA provides a climate of acceptance and affirmation of each child, while promoting the highest standards of Christian conduct, academic achievement, social skills, and spiritual development as children are nurtured in a loving and caring environment.

### **THE VALUE OF CHRISTIAN EDUCATION**

Its ministry to the whole child identifies the value of Christian education. In considering a child’s spiritual, emotional, academic, physical and social needs during the years of growth and development, Christian educators seek to help children grow as Jesus grew—in wisdom and stature, and in favor with God and man (Luke 2:52).

At Central College Christian Academy we realize that growth in knowledge cannot be equated with growth in wisdom. The development of wisdom is promoted in our school as children study God’s Word and learn about His creation from the perspective of our Christ-centered curriculum.

Growing in favor with God and man is enhanced as our students learn about loving God with every part of themselves and loving others as they love themselves. At Central College Christian Academy we know the value of Christian Education and we endeavor to use this knowledge to benefit our students to the glory of God.

## **NON-DISCRIMINATION POLICY**

The school board has adopted the following racial non-discriminatory policy:

Central College Christian Academy admits students of any race, color, or ethnic origin to all the rights, privileges, programs, and activities. In addition, the school will not discriminate based on race, color, or ethnic origin in the administration of its educational policies, tuition assistance, education programs, and extracurricular activities. Furthermore, the school is not intended to be an alternative to court or administrative agency ordered, or public school district initiated desegregation.

The academy will not discriminate based on race, color, or ethnic origin in the hiring of its certified or non-certified staff.

## **CENTRAL COLLEGE CHRISTIAN ACADEMY**

### **PHILOSOPHY**

The Central College Christian Academy is founded on our understanding of God's Word, the Holy Bible. Our total effort is directed toward a Christ-centered education to:

- A. Support Christian parents in fulfilling God's command to educate their children (Ephesians 6:4, Deuteronomy 6:4-9).
- B. Assist the local church in its teaching responsibilities to the Body of Christ (Ephesians 4:11-16).
- C. Meet or exceed minimum local, state, and federal requirements in accordance with God's Word (Romans 13:1-7)

We believe a Christ-centered education includes, as a minimum:

- A. The concept that all truth is revealed in the person of Jesus Christ as taught in the Bible as revealed in nature (Colossians 1:15-23, John 14:6).
- B. The concept that the first priority of this philosophy is to promote an understanding of God and His creation from the perspective of developing a personal relationship with Him (Micah 6:8).
- C. The concept that virtue (moral excellence) has a divine priority over the acquisition of knowledge (2 Peter 1:2-8, Proverbs 1:7).
- D. The rejection of any view that requires a denial of Biblical truth as it might appear to conflict with scientific theories or discoveries.

To meet the goals of this philosophy, we have adopted the following criteria:

- A. Our staff and faculty must be committed to holy living, continuous preparation, a servant's heart and attitude, and personal professionalism.
- B. The curriculum and the teaching should reflect the Bible as fundamental in every subject area.
- C. The school exists to assist parents in their God-given responsibility of education their children, not to assume that responsibility. It is imperative that the parents and children be supportive of this philosophy as practiced in the day-to-day operation of the school.

- D. A Christ-centered education should provide achievable, consistent, clearly- recognizable and worthy minimum requirements. At the same time, it should provide opportunity for study and ministry beyond those minimums.
- E. The Christ-centered education should reflect the Christian ethic in every area of student, staff, and faculty activities (Colossians 3:17, 23).

With this philosophy as our foundation, we further believe that:

- A. Each child is an individual and different approaches and materials are used to help the child reach his potential.
- B. Each student should experience success and progress.
- C. The program of instruction should be sequential, systematic and teach students the process of inquiry and discovery, which can be used in all areas of life.
- D. All teachers are responsible for developing knowledge, skills and values as they become necessary within the context of each subject.
- E. Communication is three-way among student, parent, and teacher.
- F. The curriculum should be responsive to the needs of society and must include the knowledge, skills, attitudes, and values that students need for their future.
- G. The curriculum should be responsive to the needs of society and must include the knowledge skills, attitudes, and values that students need as a foundation for their future.

### **EDUCATIONAL GOALS AND OBJECTIVES**

These educational goals are promoted and realized as the ministry of Christian education is provided without discrimination on the basis of color, national origin, race, or gender and as it is geared to the growth and development of the whole child. The areas and aims for nurturing and educating the whole child are listed as follows:

#### **SPIRITUAL AND MORAL DEVELOPMENT**

- To teach the Bible as God's inspired, infallible Word.
- To lead the pupil to a decision of confessing Christ as Savior and Lord.
- To equip the student to love and serve the Lord, first and foremost.
- To develop a desire to know and obey the will of God as revealed in the scriptures.
- To develop a prayer life which increasingly deepens their relationship with God.
- To encourage the development of self-discipline and responsibility in the student based on respect for and submission to God and all other authority.
- To help the student develop a Christian world view by integrating life and studies with the Bible.

#### **INTELLECTUAL DEVELOPMENT**

- To promote high standards within the potential of the individual as uniquely created by God and to help the student realize the full academic potential.
- To help each student gain a thorough comprehension and command of the fundamental process used in communicating and interacting with self and others.
- To teach and encourage the use of good study habits.
- To teach the student how to do independent research and to reason logically.
- To motivate the student to pursue independent study in areas of personal interest.

- To develop creative and critical thinking and proper use of Biblical criteria.
- To discuss current affairs in all fields and relate them to God's plan for humankind.

#### PHYSICAL DEVELOPMENT

- To promote physical fitness, good health and wise use of the body as the temple of God.
- To provide opportunity for the learning of physical skills to participate in recreation.
- To provide opportunities for growth in physical performance skills

#### EMOTIONAL AND SOCIAL DEVELOPMENT

- To help each student develop a personality based on a proper understanding and acceptance of her/himself as a unique individual created in the image of God.
- To teach the student to treat others with kindness and respect.
- To provide the pupils with opportunities for growth in social skills required for society.
- To present a realistic and Biblical view of life and work, and to provide skills for personal relationships and future endeavors.
- To enable the student to adequately understand and appreciate the privileges and responsibilities of living in a democracy.

#### CULTURAL DEVELOPMENT

- To develop an appreciation of the fine arts through the development of the student's understanding and creative expression.
- To promote good citizenship through developing the understanding of freedom, human dignity and acceptance of authority.
- To produce an understanding and appreciation for God's world with an awareness of humankind's role in the environment and how to preserve it properly.
- To encourage the student to understand, accept, and appreciate cultural patterns different from one's own.

Having established our primary educational goal as the development of the whole child, we further support the following educational purposes and objectives:

- To develop in each child an understanding and appreciation of the ideas that are basic to the American way of life.
- To develop in each child a sense of personal opportunities and responsibilities as an American citizen.
- To develop in each child an understanding of the physical, social and economic world.
- To encourage and stimulate children to think clearly, logically, and independently.
- To provide flexibility in the curriculum so that all students may be effective citizens.
- To provide physical and health education so that each child will have, as far as possible, robust health and the knowledge and desire to safeguard it.
- To prepare children psychologically for a well-balanced life as a member of society.

### **CODE OF CONDUCT**

**ADOPTED BY THE CCCA SCHOOL BOARD ON JANUARY 24, 2005**  
**Re: disciplinary procedure—Student-Parent handbook pg 14-15**

The school cooperates with the home in forming good habits such as:

- Obedience to authority, which should be willing and immediate.
- Responsibility in doing assigned tasks.
- Cooperation with others in playing and working at school.
- Courtesy and respect for others (any adult, any child).
- Cleanliness in one's appearance and with one's property.
- Truthfulness and honesty in words expressed orally/written.
- Respect for property of others and the school.
- Promptness in attendance and assignments.
- Good moral conduct in respect to recreation, social relationships, and language.

When the student deviates in these areas, it is the responsibility of the school and the home to provide correction and guidance.

At CCCA, all students are expected to be respectful and courteous to others. This is exhibited by orderliness, cooperation, quietness, polite manners, and proper response to correction. Students will address all adults as Mr., Mrs., Miss, Sir, or Ma'am.

***Attendance at Central College Christian Academy is a privilege. Any student whose conduct or attitude presents a consistent problem may be asked to withdraw.***

### **DISCIPLINE PLAN**

When it comes to disciplinary concerns in the home, parents reward and parents punish. CCCA has both positive and negative consequences, also. If a child behaves, follows the rules, does his/her work, and obeys the teacher, the teacher will reward the child with positive comments, notes, treats, and special privileges.

If a child misbehaves, he/she will be reprimanded by the staff in one or more of the following "levels of discipline" that we use at our school:

1. Verbal warning.
2. Parent notification. Parent notification will be in writing and/or via phone. This may be the pink slip copy or another written or verbal notification that the staff member has chosen to use.
3. Classroom time out; "time out" away from the class. This can be in a corner of the classroom, in another classroom, in the hallway outside the classroom door where the child can be monitored, or in the school office.
4. Detention in the classroom or office: (a) at recess (b) after-school (later adult pick-up required).
5. Loss of special event—i.e. party, field trip.
6. Parent conference with the teacher: (a) phone (b) in person, with or without the school director present.
7. Removal from school: parent called by administrator, parent asked to pick up child and take child home for remainder of the day.
8. Suspension: (a) in-school isolation in office (b) out-of-school for one or more days.
9. Expulsion: withdrawal from CCCA. This must involve action/approval from the CCCA School Board.

A staff member may jump levels of discipline or combine them if a more serious misbehavior occurs. An example of a very serious misbehavior at CCCA would be:

--**Fighting, or assault upon another person.** (*Would Jesus fight or assault another person?*) In such a case, a child could be removed from the classroom immediately, taken to the office, isolated, and parents notified for instant pick-up. The child would then be removed from school pending a parent conference, with possible additional disciplinary action such as suspension. Should this same problem occur a second time, procedure would be followed, as listed, and suspension time would be increased. A child may be suspended from school for a length of one to ten days at one time. Suspension usually begins with one day; a second suspension could go from two to five days; a third suspension could result in six to ten days. If a child has reached and received three suspensions within a school year, depending upon the circumstances for each suspension, serious consideration for expulsion may occur.

Examples of additional serious misbehaviors that could result in removal, suspension, or a combination of punishments:

--**Destruction of property:** (*Would Jesus deliberately destroy other people's property?*)

If a child deliberately destroys school property or damages something belonging to another person, parents of the child are responsible financially for the damages. It is strongly recommended that the guilty child pay for the damage out of his/her own allowance rather than a parent footing the bill for the child.

--**Stealing:** (*Would Jesus steal?*)

Taking something that belongs to others is against the Ten Commandments, like so many other misbehaviors often are.

--**Vulgar/profane language:** (*Would Jesus talk this way to others?*)

*If a pattern emerges as to undesirable behavior, parents will be called in to discuss interventions or strategies for dealing with the child's misbehavior. If the misbehavior continues to be a major disruption, expulsion from CCCA may be recommended and submitted to the CCCA School Board for approval.*

### **THE BIBLE IS OUR GUIDE FOR GOOD DISCIPLINE**

A Christ-centered environment permeates the learning atmosphere here at CCCA. Everyone at CCCA shall abide by the following Biblical statements:

Be doers of the Word and not merely hearers. (James 1:22)

Imitate the conduct of the Lord Jesus. (1Peter 2:21)

Do only those things that will honor and glorify Christ. (1Cor. 10:31)

See our physical bodies as temples of the Holy Spirit. (1Cor. 6:19)

Dedicate our lives to the service of the Lord. (Romans 12:1-2)

Manage our time wisely. (Colossians 4:5)

Put others first rather than ourselves. (Romans 14:13)

Involve ourselves in activities of positive influence. (1Cor. 6:12)

Avoid deliberate confrontations with temptation. (James 1:14)

Avoid activities where there is danger of addiction. (1Cor. 6:12)

## **CORPORAL PUNISHMENT**

“He who spares his rod [of discipline] hates his son, but he who loves him disciplines diligently and punishes him early.” —Proverbs 13:24 (Amplified)

“The rod and reproof give wisdom, but a child left undisciplined brings his mother to shame. Correct your son, and he will give you rest; yes, he will give delight to your heart.” —Proverbs 29:15, 17 (Amplified)

The Holy Bible speaks of disciplining children, often using “the rod.” (King James/Amplified) The NIV speaks of it a “disciplining your child” without mention of “the rod.” At CCCA, the School Board has requested we NOT use corporal punishment in disciplining our students. Parents may choose to use corporal punishment at home on their own children, if it is done in love and not anger and if the child is not left injured. Parents are requested NOT to use corporal punishment, however, while on the CCCA campus since it is against our school policy to do so.

## **BULLYING, HARASSMENT, AND INTIMIDATION**

House Bill 276 (Ohio Law) has been established to prohibit any bullying, harassment, or intimidation of our students. Students at CCCA have a right to learn in Christian, safe, loving environment at our school. This simply means no child should bully, intimidate or harass another child for any reason. All children have a right to learn. Parents have a right to know their child is in a safe, loving environment that fosters good discipline and encourages positive behavior. All staff members are asked to be on the lookout for any problems spotted that might be interfering with a child’s safety or that might be considered any form of bullying, harassment, or intimidation of any student for any reason. All volunteers are asked to be alert, also, to any signs of bullying, harassment, or intimidation by a student towards another student. Problems that are spotted should be reported to the child’s teacher. The teacher should immediately speak to the children involved and attempt to get to the bottom of the concern. The incident should be documented in the discipline files by the classroom teacher. If a second incident occurs involving this child intimidating, harassing, or bullying a child, the classroom teacher is asked to refer the matter to the Director of CCCA. The director will discuss the problems with the teacher and with the child/children involved. The director may make contact with the parent(s) of the children involved. Should a third incident occur involving this same child (the one doing the bullying, harassing, or intimidating), the child may be removed from school or given in-school suspension, and the parents of the child will be asked to come in for a conference with the teacher and director to help solve the bullying concerns. If such problems continue, the child involved may be asked to leave CCCA.

It is against the State Laws for a student to bully, harass, or intimidate another student.

## Leslie's letter

## **COURSE OF STUDY**

Each grade level has a Course of Study, which was revised in 2005. Each Course of Study informs the teacher exactly what information is taught at that grade level. It combines what we, as a Christian school, emphasize, as approved by our CCCA School Board, plus it contains the Ohio Department of Education State Standards in various subjects. Teachers will gladly share the Course of Study and/or the ODE State Standards with interested parents. The CCCA Director also has a Course of Study and all ODE State Standards for each grade level in his office for parents to view anytime they wish.

## **SCHOOL TEXTBOOKS**

In order to follow the recommendations of the Ohio Department of Education State Standards at each grade level, CCCA uses secular textbooks in almost all subjects except religion. Religion is taught using The Holy Bible (various translations) and material published by the Association of Christian Schools International (ACSI). Even though our textbooks often are secular, God and God's Word are emphasized in all subject matter throughout the school day by teaching staff. Parents are welcome to visit classrooms and examine any school textbook materials. Please write a note to or call the classroom teacher if you would like to set aside some time to examine any classroom textbooks that have not been sent home with your child.

## **PLEDGES LEARNED AND RECITED DAILY AT CCCA**

### **AMERICAN FLAG**

I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.

### **CHRISTIAN FLAG**

I pledge allegiance to the Christian flag and to the Savior for Whose Kingdom it stands, one fellowship uniting all humankind in service and in love.

### **BIBLE**

I pledge allegiance to the Bible, God's Holy Word. I will make it a lamp unto my feet and a light unto my path. I will hide its Word in my heart that I might not sin against God.

## **REPORTING STUDENT PROGRESS**

At CCCA, we send home daily and/or weekly work for parents to view and see exactly how their child is progressing. Sometimes in wanting to help their child succeed, parents may assist the child too much with work—or sometimes not enough. Teachers often find themselves in the same boat—pushing and assisting too much, or not pushing and assisting enough. We adults want our children to succeed in school and in life. It often becomes difficult for us to let go sometimes and allow the child

to learn at his own pace and in his own way. It is so important for all of us to “be on the same page” when it comes to assisting, guiding, helping, and backing off and allowing the child to “do it” on his own. Sometimes we want instant success rather than a goal of success at the child’s own pace. Keep in mind education is an on-going process. We always are learning and we all learn things differently—sometimes, we learn things “the hard way” by making mistakes and learning from them. Sometimes we do it right the first time.

Teachers often request parental help in listening to a child read out loud and in going over assignments. However, if we as adults do the work for the child, will the child be able to function and do it on his own when a test comes up? Communication is vital between home and school in such cases. One definite parent-teacher conference topic should always be, “How can I help my child without actually doing his work for him?” In a teacher’s case, teachers present a lesson. They model a lesson on the Smart Board, chalkboard, or dry erase board. Children practice this. They watch. They listen. They try. They practice. They do it. Once the teacher feels the children are ready, she gives them time to begin working on the assignment—sometimes alone, sometimes with others. She walks around the room and keeps alert to how each child is “getting it” or “not getting it.” Sometimes it obvious the lesson must be re-taught, perhaps in another way. Sometimes peers can guide and help. Sometimes the classroom teacher instructs the child one-on-one or in a small skill group. Sometimes we call on our resource teachers to help. And sometimes we ask parents to assist at home. Each of these steps is there for a reason—to help guide the child to more success.

Communication about student progress and instructional programming is a shared responsibility among students, parents, and teachers. Student progress is measured and communicated by the staff through daily/weekly assignments, tests, observations, listening skills, paying attention skills (staying on task, completing assignments), through interim reports mid-way through each grading period, and finally by grade cards sent home at the end of every grading period.

We encourage open communication between school and home via emailing, letters, notes, conferences, phone calls, and parents observing their child within the classroom. Remember, in order for a child to truly succeed at school, it takes all of us—teacher, director, parents, School Board, and child—all working together. As Hillary Clinton stated, “It takes a village to raise a child.” It takes all of us to help a child succeed in school.

### CCCA GRADING SCALE

Kindergarten and Grade 1:

E	<u>EXCEEDING</u> —working independently beyond grade level expectations
M	<u>MEETING</u> —grade level expectations; clearly on track
P	<u>PROGRESSING</u> —moving toward grade level expectations with assistance
N	<u>NEEDS IMPROVEMENT</u> —experiencing difficulty; frequent support needed; skills are limited

Grades 2 through 5:

E - A	<u>EXCEEDING</u> —working independently beyond grade level expectations
M - B	<u>MEETING</u> —grade level expectations; clearly on track
P - C	<u>PROGRESSING</u> —moving toward grade level expectations with assistance
N - D	<u>NEEDS IMPROVEMENT</u> —experiencing difficulty; frequent support needed; skills are limited
U - F	<u>UNSATISFACTORY/FAILING</u> —not meeting grade level expectations

Grades K and 1 will be graded with the E/M/P/N grading scale for all subjects.

Grades 2-3-4-5 will use E/M/P/N/U grading scale for the following subjects: RELIGION, ART, MUSIC, PHYSICAL EDUCATION, SPANISH, AND TECHNOLOGY.

Grades 2-3-4-5 will use A/B/C/D/F grading scale for all curriculum subjects (except for those listed above).

**Conversion Scale for Grades 2-5 (to help parents):**

100-98	A+	E	} Exceeding Grade Level/Excellent/Outstanding
97-93	A	E	
92-90	A-	E	
89-88	B+	M	} Above Average/Right on Track/Moving Ahead Quickly
87-83	B	M	
82-80	B-	M	
79-78	C+	P	} Progressing/Satisfactory/Average/Some Assistance Needed
77-73	C	P	
72-70	C-	P	
69-68	D+	N	} Needs Improvement/Below Average/Needs Frequent Help and Remediation/Limited Skills
67-63	D	N	
62-60	D-	N	
59-0	F	U	} Unsatisfactory/Failing at Grade Level/Unsuccessful Performance in one or more subjects at Grade Level

**HOMEWORK**

Being a private, Christian, academically focused school, we expect all students, grades K-5, to complete homework. We realize many children have other obligations too, such as sports, Scouts, etc. However, we truly expect homework to take priority over these extracurricular activities. Homework is a key link in the education of our children. Homework is an extension of the classroom work. It normally is a review of what has been covered in class. We feel parents can observe the child doing homework, and know, right away, if the child understands what he is doing.

All children should be assigned to read something as part of their daily homework. In addition to this, children may have additional assignments to finish up or complete. We recommend about 10-15 minutes per grade level of homework per day, plus some individual reading. For example, a kindergarten child may read a book out loud to his parents and then do perhaps five to fifteen minutes of homework. As the children advance in grades, work gets more involved and time to complete homework will need to be extended. A fifth grader probably will have an average of an hour for homework, plus several extra minutes for personal reading.

When a child is absent, missed classroom work will be provided to the child when he/she returns (unless the teacher wishes to do otherwise and send work home earlier.) Depending upon the assignments involved, many of our teachers carefully write out directions and explanations and simply cannot take time during the school day to do this adequately. Their first priority is to the children that

are present. Teachers have very few breaks during the day when they can write out homework responsibilities. Thus, most teachers will need time after school to get homework written up and ready for the child to receive the next day. Work is due depending upon the number of days missed. If the child missed one day and homework is sent home the day he returns, the homework is due the next day. If the child missed a week, he will have a week to complete his homework. Again, there may be exceptions to this.

Classroom teachers will talk with all parents about their homework policy during Curriculum Night. They also will be sending home homework information early in the year, possibly in their weekly newsletters. If you have any questions about your child's homework, please speak directly with your child's teacher. Feel free to write a note to the teacher, or call the school office and leave a message for the teacher to contact you.

We encourage all parents to have a specific place/routine worked out where their children sit quietly and do their homework. This may occur when they come home from school or perhaps a little later. The important thing is a place that is quiet and you can keep your eye on their homework progress.

### **STUDENT COUNCIL—2008-2009**

At CCCA we feel it is important for all children to take part in helping make some decisions that affect all students. Thus, we have an active Student Council that meets monthly. Room representatives are chosen periodically—usually for two months at a time. Our goal is to permit all students to participate as a Student Council representative sometime during the school year. In order to do so, it is suggested each classroom teacher divide her total class number by five. (Student Council reps are chosen five different times during the year). For example: I have 22 students. Divided by 5, I would send 4 or 5 students to Student Council every two months, making sure all my students had an opportunity to serve IF THEY WANT. We should not force students to be Student Council members. They should be given the opportunity. They may “turn it down” if they wish.

Student Council reps are chosen five times during the year. They serve two months each.

SEPTEMBER - OCTOBER  
NOVEMBER - DECEMBER  
JANUARY - FEBRUARY  
MARCH - APRIL  
MAY – JUNE

Meetings are held during recess, usually in our LLC, once, possibly twice, per month.

**Jenni DeBord is our staff member in charge of Student Council.**

### **CLASS SIZE AT CCCA**

We believe that children can thrive best in and enjoy the security of smaller classes. We attempt to keep our class size to a maximum of twenty-two students to one teacher. (Ratio- 22:1) When faced with space allocations and finding room for more students, it has become necessary in some cases to combine more children than the goal of twenty-two. In such cases, our CCCA School Board has authorized us to hire a second teacher or instructional aide in the classroom where enrollment has reached twenty-three to thirty students. (Two teachers/thirty students- Ratio- 15:1) When two

teachers work together and plan together in a single classroom, we refer to that as Team-Teaching. Team-Teaching is research-based and has proven very successful in many schools throughout the USA.

### **TEAM TEACHING**

According to research, in most cases, there are five major types of team teaching that teachers have successfully used for many years all over the United States.

❖ **THE TRADITIONAL TEAM TEACHING TECHNIQUE:**

The two teachers actively share the instruction of content and skills to/with all students in their classroom.

❖ **THE COMPLEMENTARY AND SUPPORTIVE INSTRUCTION TECHNIQUE:**

One of the two teachers assumes the responsibility for teaching the content while the other teacher provides the follow-up activities.

❖ **THE PARALLEL INSTRUCTION TECHNIQUE:**

The class is divided into two groups. Each teacher provides instruction on the same content or skills with her own group.

❖ **THE DIFFERENTIATED SPLIT CLASS TECHNIQUE:**

The class is divided into two groups according to specific learning need. This often involves flexible groups with high level, average level, or students needing more remediation on certain skills.

❖ **THE MONITORING TEACHER TECHNIQUE:**

One teacher assumes the class instruction and the other teacher circulates around the room, monitoring student behavior, making sure students are on the right page, doing what the instructor is asking, and listening carefully.

At CCCA, our team teachers attempt to use one or more of these teaching techniques each day. Often, by the end of a school day, several of these techniques may have been used.

Team teaching can be a wonderfully successful teaching technique. Cooperative teams plan together, making sure all children within the room are receiving guidance and direction. They use differing teaching styles since children have differing learning styles. Team planning really can and does benefit both the children and the teachers in many helpful ways.

### **PICKING UP AND DROPPING OFF YOUR CHILD**

School buses use one driveway for drop off and picking up students (north drive). Parents use the other driveway (south drive) for this. You may park your car and bring your child in or you may pull up and

drop your child off. A staff member will normally assist your child in getting out of your vehicle. When picking up your child after school, you may park and come to the school grounds to pick up your child when he/she is dismissed. Or, if you prefer, you can pull up in the car lane and a staff member will assist the child into your vehicle. (A word of caution—if you pick up your child in person, please do not block the door or stairwell area. Our fire inspectors have requested that this area be kept cleared as much as possible so children/staff can exit the building without obstacles.)

Please send a note to school, or contact the secretary or director via phone, to give us permission to release your child to someone not indicated on your emergency card. Sometimes emergencies occur and no one written on the card is available to pick up the child. All we ask is you to inform us via note or call us so we know this has been approved by you.

### **SCHOOL SPIRIT DAY—THE SPIRIT OF GIVING DAY**

On the first school day of each month, starting in September or October, students and staff may participate in School Spirit Day by wearing a school tee shirt, school sweatshirt, or uniform top, as well as jeans/shorts. The Student Council has requested, in the past, that we also use this School Spirit Day and “The Spirit of Giving Day” by bringing in canned goods for our church pantry. We have continued this practice for several years and plan to do so this year.

### **STUDENTS WITH FOOD ALLERGIES**

It is extremely important that parents let the school staff know about any food allergies children may have. Some allergies are very minor. Others could be a matter of life and death! Many children nowadays have allergies to nuts or milk products. It is very important that parents make it a point to inform the school office, the school nurse, the food service personnel, and the classroom teacher know of any food allergies a child may have. Please plan to discuss food allergies IN DETAIL with school staff, letting them know how serious or complicated the allergies might be. Room parents will need to know of any food allergies before bringing in party food treats. **TEACHERS WILL NEED TO KNOW OF FOOD ALLERGIES WHEN ANY FOOD IS PASSED OUT FOR REWARDS OR TREATS IN CLASS.** Mrs. Lee and Mrs. Baer, Food Service Supervisors, will also need to know which children are allergic to any foods so she can plan for any substitute drink or food being served in our lunchroom. Children need to know of any food allergies among their friends so they avoid swapping any foods with them during parties, celebrations, or at regular lunch sessions. **IT IS THE CHILD’S PARENTS’ RESPONSIBILITY TO MAKE SURE ALL SCHOOL PERSONNEL ARE AWARE OF ANY AND ALL FOOD ALLERGIES RIGHT AWAY. THIS SHOULD BE DONE BOTH IN WRITING AND IN A PERSONAL CONFERENCE WITH THE CHILD’S TEACHER.**

### **BIRTHDAY CELEBRATIONS**

We love honoring our students when it is their birthday. Students may bring a treat for their class in celebration of their special day. Kindergarten students will share the treats within the classroom. All other students are asked to share their birthday celebration treats in the lunchroom. Students or parents need to check with their teacher and Mrs. Lee, the lunchroom lady, on planning the date/time for the treat, and remembering food allergies among students within that classroom as you plan the treat. We encourage some fresh fruit and vegetables when possible as excellent healthy treats for any/all celebrations/parties rather than just sugar-filled treats such as cupcakes or cookies.

## **GRANDPARENTS' DAY AT CCCCA**

We began Grandparents' Day at CCCA last year. It was so successful that we plan to continue honoring our senior citizens each year at our school. This year GRANDPARENTS' DAY will take place on Friday, December 5<sup>th</sup>. Many grandparents may be in town to attend the CCCA Christmas production planned for Saturday, December 6<sup>th</sup>. Some guests come from out of town, so perhaps they can arrive one or two days prior to the school production and plan to attend the special events for the afternoon at CCCA. Such events might include:

- A special afternoon Chapel service in their honor.
- Special program or presentations in each child's classroom.
- Reading with a child (their own or some one else).
- Class observation.
- Child introductions of grandparents to others.
- Grandparents discussing life in school when they were small.
- Anything else that might prove enjoyable, entertaining, or educational for our elderly guests.

Karen Loehr and Pastor Monte will prepare the special Chapel service. Classroom teachers will prepare everything else that will occur after Chapel through the end of the day (1:45-3:20 P.M.). Chapel will be in addition to the normal Chapel that week. So that week we will have two Chapels—the normal Chapel at 9:30 A.M. on Wednesday and a special Chapel at 1:15-1:45 P.M. Friday afternoon, December 5<sup>th</sup>.

Some children do not have a grandparent to invite to this special event. We extend GRANDPARENTS' DAY to include all senior citizens, age 60 and up—be they neighbors, friends, or relatives. We encourage each child to invite at least one senior citizen to this event, if they wish.

## **UPPER GRADE STUDENTS—SPECIAL SERVICE TO OUR SCHOOL, CHURCH, AND/OR COMMUNITY**

Like parent volunteers, we want our children to donate some time for service projects involving our own school, our church, and/or our Westerville community. As such, we will be offering opportunities for upper grade students in the fourth and fifth grade to help others by way of service projects. This may involve our Student Council or possibly an entire classroom, as well as perhaps individual students. Mr. Kimball, Director, and/or Mrs. DeBord, Student Council Supervisor, will be introducing possible projects to classroom teachers throughout the year. Teachers will, in turn, discuss the projects with their students and will hopefully be able to arrange help for these various projects throughout the year. Examples of projects might be: helping one of the pastors with special things, helping clean up/out closets or shelves, assisting/visiting the elderly during special times such as Valentine's Day or Halloween/Christmas/Thanksgiving. There is always "something extra to do" at our church, or our school, as well as several opportunities to visit the elderly at local senior citizen facilities nearby.

## **TESTING AT CCCA**

Standardized tests in school ability and scholastic achievement (Stanford Achievement Tests=SAT) are given annually in the spring and in each grade, K-5, at CCCA. In addition to testing students in pretty much all the major curriculum areas, this test also provides a religion section since we are a Christian school. The Ohio Department of Education (ODE) provides achievement tests to upper grade students (grades 3-4-5) in the fall and /or spring. These used to be called "Proficiency Tests"

but now are referred to as OATS—Ohio Achievement Tests. Depending upon the grade, students are tested in Reading, Language Arts, Math, Writing, Social Studies, and Science. The results of the tests (SAT/OAT) provide feedback for the child, the parent, and the teacher on subjects that the child has strengths or weaknesses. It helps teachers, both now and next year, in knowing what areas they need to teach differently, making improvements in methods of instruction, and in general shows areas of concern for all children to master. It helps teachers pinpoint weaknesses among students so they can provide additional remedial help to these students so scores and abilities can improve. Parents need to keep in mind that such tests are only one measure of a child’s overall progress. Children sometimes fear tests, thus may do poorer than expected. Sometimes they rush to get through, without properly reading all directions carefully. A child may be ill, lack sleep, grow tired, or simply feel upset—all of which could affect the child’s total score. Teachers are not permitted to pronounce words during such standardized testing, so a child lacking in phonetic skills might have difficulty in pronouncing or understanding some words.

To be quite truthful, the teacher’s tests she gives weekly, plus observing the child daily in her class, plus hearing the child respond to questions orally in class, all are areas as important—if not more so—than the required school wide ODE/SAT tests. Often, such grades the teacher provides are much more accurate than a standardized test. It is very important that children are trained to listen very carefully to oral instructions and daily class discussions. Sometimes we find children “tune out” the teacher and thus may not totally understand the concepts being taught. When the teacher informs you that the child is often “off task”, that’s what this means—not listening, not following instructions, not paying attention, not completing assignments, etc. One of our major goals, as educators and parents, should be to encourage our children to listen more and talk less, keeping their minds “on task” as much as possible. Once a child “tunes in” to the teacher, the directions, and the class discussions, and “tunes out” the distractions, he/she should show signs of much improvement in tests given by the teacher or by school-wide policy.

### **HEALTH CONCERNS**

If a child has a fever or is vomiting, please do not send the child to school. He may have something contagious and infect the other children. We ask that no child come to school until 24 hrs have passed without a temperature.

If a child becomes ill at school, the child is sent to the office. His temperature is taken, as deemed necessary. Sometimes a child has a stomach ache. We encourage the child to remain and eat lunch, if possible. Many times the child has hunger pangs and once he eats lunch, he is fine. However, if such is not the case and it is obvious the child feels badly and/or if the child has a temperature or is vomiting, parents are always called and asked to come pick up the child and take him home. This is why we need accurate phone numbers on the emergency card for each child.

If a child is injured on our playground, depending upon the seriousness of the injury, our policy is to inform the parents via phone, email, or letter. Head injuries, especially, are reported to parents in a timely manner. If a child has a minor injury, such as he scrapes his knee or elbow; we do not normally contact the parents. We clean the injury and place a bandage over it and the child often is fine. If a child is injured on the playground, the playground duty staff member sends or brings the child to the office. Mrs. White, Mr. Kimball, or perhaps another staff member inside determines the seriousness of the injury and how to treat it. We have ice packs in our refrigerator freezer that we often use for bumps. After determining the seriousness of the injury, we treat the injury, and then contact the parent by phone, email, or letter as deemed necessary.

If your child wakes up ill, please contact the school via email or phone by 8:45 A.M. to report his absence for the day.

If your child has a communicable disease, such as measles, flu, or strep throat, please contact the school office so we, in turn, can inform the CCCA families that children have been exposed and what symptoms to look for. Follow the doctor's orders regarding treatment and when the child can return to school safely (for himself as well as others.)

### **MEDICATION**

Please be advised the school personnel are not permitted to administer medication to a child. All medication must be sent to the office to be administered by either the director or the administrative assistant (secretary).

Medication brought to school falls into two categories—both requiring parental permission.

**PRESCRIBED MEDICATION:** If a prescription medication is to be administered at school, we will need a student medical authorization form signed by both the child's doctor and the parent. The prescription should be in the original prescription container and indicate the dosage and when it should be administered to the child.

**NON-PRESCRIPTION MEDICATION:** Sometimes a child has been ill and needs to have cough syrup, headache medication (aspirin/Tylenol), or other non-prescription medication given at a certain time of day. Parents are asked to send the medication to school in any container, along with a written note signed by the parent, stating when the medication is to be provided, how much to provide, and any other related information. The child is to bring the note/medication to school. He may bring it directly to the office to give to Mrs. White or Mr. Kimball, or he may give the medication and note to his teacher and the teacher will get the medication and note to the office.

**ONLY THE OFFICE STAFF IS PERMITTED TO ADMINISTER MEDICATION TO A CHILD.**

### **ILLNESS**

If your child is sick, please call the office at 614-794-8146 before 9:00 A.M. Never send your child to school if he/she has even a slight fever. Your child should not return to school until all symptoms of illness have subsided, including being free of a fever for 24 hours and having no vomiting or diarrhea episodes for 24 hours. Please send a note stating the reason your child has been ill upon the student's return. Please notify the school immediately if your child has a communicable disease.

### **EMERGENCY SITUATIONS**

Fire drills will be conducted in an orderly manner and are required as part of our school program. Students will quickly leave the building following the fire exit instructions posted in their classroom and instructed by their teacher. Fire drills will be practiced once a month.

Tornado drills will be conducted in the spring in an orderly manner and are required as part of our school program. Students will be assigned to a safe and protected area in the basement during a

tornado warning. Students will practice going to the secure place as directed by the staff. Procedures are listed in every classroom.

### **EMERGENCY CARDS**

Included in all the information you receive when school starts will be two emergency cards for each student. These need to be filled in completely. One copy is kept in the office; the other copy is kept with the teacher. If any information changes throughout the year, please let us know.

### **EMERGENCY SCHOOL CLOSINGS**

School may be closed due to inclement weather. Parents are asked to turn on the radio or television set to hear of school closings. We follow Westerville City School's direction. If Westerville City Schools are closed, due to poor weather, that means there are no school buses picking up our children. Thus, when Westerville shuts down, due to weather, CCCA shuts down, too. Once the director gets word that Westerville has shut down, he contacts the major television stations and informs them that CCCA is also closed. This announcement occurs by 6:00 A.M. or before in most cases.

### **EVACUATION PLAN FOR CCCA**

In the event of an emergency (i.e. disaster, fire), if it becomes necessary for the CCCA staff and students to evacuate the building **as well as to vacate the school grounds**, arrangements have been made with our neighbors, The Columbus Colony, at 1105 Colony Drive, Westerville, OH, to house our children and staff on a temporary basis. Permission has been given for us to use their multi-purpose room. It holds 200 people.

In the event of such an emergency, we are to contact Columbus Colony via phone at 614-890-5533 so that someone will unlock the multi-purpose room door. The staff of CCCA will walk the children from CCCA two blocks south to Colony Drive. We will walk west down Colony Drive for two blocks. There is a sign on the left that says "Columbus Colony Housing II." Directly opposite the sign is an entrance into that building. The staff and children will walk through that entrance directly into a lobby area and on into the multi-purpose room. By calling ahead, they will have the facility open to us for our use. There are tables and chairs where students and staff can be seated to wait for parent pick-up.

Parents: Columbus Colony Housing is a series of apartments for deaf/senior citizens. You get there by going south on Sunbury road past the Ellsworth Chapel, then past the Kensington Grove apartments. Once past the Kensington Grove Apartments, the next little drive/street is Colony Drive. It looks like Columbus Colony has a Sunbury Road address, but actually it has an address on the small entrance road. The main building is 1165 Colony Drive. In behind that main building are other buildings. If you turn west onto Colony Drive, and walk/drive down Colony Drive for about two blocks, you will spot the sign that says "Columbus Colony Housing II" and the address is 1105 Colony Drive. That's the building where they house the large multi-purpose room that our students may use in the event of a major emergency evacuation from CCCA.

Keep in mind, during normal fire drills or building evacuation, the students and staff often could stand outside on our own school grounds. However, should a major emergency occur requiring everyone to vacate both the building and the grounds, this evacuation plan will go into effect.

Submitted for CCCA Board of Education approval 3-19-07

*Note January 10, 2007, letter on the next page giving us permission to use the multi-purpose room at Columbus Colony Housing II*

### **ADDRESS AND PHONE NUMBERS**

Please notify the school if you have a change of address or telephone number during the school year. It is vital that we have current information, as we may need to reach you in an emergency.

### **VISITORS AND VOLUNTEERS CHECK-IN PROCEDURES**

We have a security system in place at CCCA. This, in part, was provided by IDENT-A-KID and paid for by our own PTF last year. Because of security issues throughout our nation's schools, such security procedures now must be in place. We have had both police officers and the Fire Marshal in our building, offering guidance in setting up our safety and security program.

All non-employees entering the school building must do so through the front office door. The door is kept locked after the staff has arrived. Visitors and volunteers need to approach the front door and push the security button found to the right of the door. An office staff member will ask you, "May I help you?" In some cases, we may see you coming up to the door and not have to ask this question. The security system is pushed from an office remote, and the door unlocks to allow access to the building.

Once inside, please come directly to the Administrative Assistant's desk/counter area and sign in, using the laptop computer sign in procedure. If you are merely dropping off a lunch or books and are not here to volunteer or remain for a while, it is not necessary to sign in. What we do ask is you speak directly to Mrs. White, Mr. Kimball, or another adult in the office area, letting us know why you are here. For example, you might send a teenager or adult to school to drop off a book for Martha Jane. The teenager or adult states that, giving the book to the adult on duty. We'll get the item to the child.

If you are visiting in the classroom or going to the lunchroom, library, or classroom to help as a volunteer, after you have checked in, you will be given a paper identification badge to "stick on" your shirt/blouse/jacket. Any adult employee at CCCA that sees you will look for this identification "badge." Seeing it, the employees know you have properly checked in at the office.

When you are finished with your visit, conference, or volunteering, please return to the office to sign out.

By doing this check-in and check-out, we can keep track of total numbers of volunteers and visitors, as well as knowing who is in the building and where they are. This is vital for emergencies and security reasons.

Thank you so much for understanding and cooperating.

## **Columbus colony letter**

### **FIELD TRIPS**

A permission slip is required whenever any student leaves the school premises for a field trip. If the student does not have a signed slip, the student will not be allowed to go on the trip. Trips are usually taken on Westerville City School buses.

### **LUNCH AT CCCA**

Students at CCCA may bring their lunch from home, may go out to eat with parents, may go home for lunch, may have parents bring lunch into the lunchroom for them, or may purchase a prepared lunch (must be ordered in advance). Each of these “lunch possibilities” is explained, as needed, below:

- Bring a packed lunch from home. Beverage may be brought from home or purchased at school.
- Go home/to a restaurant for lunch. Parents will need to check out the student from the office around 12:00 and return the child to school (check back in) by 1:00 P.M. Parents may take the child home for lunch or to a restaurant. While the child is “off campus during this hour”, the parent is responsible for supervision and safety of the child. The child may return prior to 1:00 P.M. and be permitted to play on playground A or B as time permits. Parents- Please do not just “drop off the child” and leave. If you signed the child out from the office, we ask you to sign the child in at the office. **Please adhere to this time frame so the child will not be marked tardy or absent.**
- Parents may bring lunch to the child in our lunchroom. Lunch will be in Kirk Hall (the gym) from 12:05 – 12:35 P.M. Parents may drop the lunch off, prior to this time, in the school office. Parents may remain and eat with their child or may leave and allow their child to eat with his classmates. Parents may take the lunch directly to the lunchroom. It is not necessary to check in at the office if the parent is just dropping off a lunch and not remaining. If the parent plans to remain and eat with the child, however, we do ask you to sign in as a visitor and sign out when you leave.

### **CCCA EXPECTATIONS AND GUIDELINES**

Teachers and staff use many types of positive rewards for students who are caught being good. We encourage students to be honest, kind, respectful, and responsible. Words of praise, class points, stickers, and certificates promote the student to set a good example for others through their words and actions.

We expect CCCA students to:

- Work quietly.
- Follow adult directions (teacher, volunteer, custodian, etc.).
- Be kind, polite, honest, respectful, and understanding of others.
- Take pride in schoolwork and strive for the best.
- Participate in school activities.
- Follow classroom and school rules.
- Respect other people’s property.
- Have super sportsmanship.
- Keep the school clean.

- Be a good friend to everyone.

## CLASSROOM GUIDELINES

- Follow all class rules and encourage others to do the same.
- Respect our teachers and classmates.

## HALLWAY AND RESTROOM GUIDELINES

- Observe the quiet zone in the hallways.
- Walk in a single file line keeping our hands to ourselves.
- Utilize the office and restroom pass when leaving the classroom.
- Use the restroom in a safe and respectful manner.
- Proper use of good hygiene (i.e. flush toilet, wash hands, throw dirty towel in proper container) when through using the restroom.

## LUNCHROOM GUIDELINES

- Enter and leave the lunchroom quietly.
- Remember to thank God for our food and blessings.
- Follow all cafeteria rules and listen to lunchroom workers.
- Use good manners including not talking with food in our mouths.
- Keep hands out of other people's lunches.
- Raise hand if help is needed.
- Clean up the table area.
- Stay seated until excused by a staff member.

## PLAYGROUND GUIDELINES

Children need the daily physical activity and play opportunities that playground time provides. Children should wear appropriate clothing for outdoor time.

- Play in designated areas.
- Use the playground equipment safely and responsibly.
- Take turns and show good sportsmanship.
- No play fighting, tackling, or rough behavior.
- Pick up small equipment at the end of recess.
- Buck-A-Bout: Limit of four people at a time. Students are to stay off the bars and middle area. Sit only on the seats. No playing under this piece of equipment.
- Slides: Students are to sit on their bottoms to come down the slide. Students are not to walk up or down the slide or come down headfirst. One student comes down the slide at a time.
- Swings: Students should sit on their bottoms on the seat. No jumping off or swinging sideways. No laying or standing on seats.

## **INDOOR RECESS**

There may be indoor recess if the weather is nasty (too cold, wet, rain, snow, wind chills under 20 degrees, etc.). Adults on duty determine if it will be indoor recess. If it is, the adults normally outside on recess duty will be inside on recess duty. They will roam the halls, making sure children are

following the rules and behaving themselves in an orderly manner. Children are expected to practice good self-control, as always.

- Children must remain in the classroom or area designated by their teachers.
- No running, fighting, quarreling, or rough wild play is permitted.
- Children must share the toys and games.
- Free time may be available in the library, hallway, or gym. If so, an adult will need to supervise any child in these areas.

### **CHILD CUSTODY**

Parents have an obligation to inform the school immediately anytime the custody of a child changes. School officials will need to make a copy of the court ordered document for the child's permanent record. Both the custodial parent and the non-custodial parent are entitled access to their child's records and to conferences with the teacher—unless the court has ruled otherwise. The non-custodial parent may not visit the child at school or remove the child from the premises without the express permission of the custodial parent.

### **LIBRARY LEARNING CENTER**

Our school library is called our Library Learning Center. Mrs. Joy Longfellow is our part-time librarian. She assists children and staff with book selections and lessons. Depending upon the time involved, Mrs. Longfellow often coordinates her LLC lessons with the classroom projects. Our technology resource teacher also coordinates lessons and plans with the classroom teachers and Mrs. Longfellow. When students need research assistance, both Mrs. Longfellow and the technology resource teacher often work hand-in-hand to assist them. Our computer lab has been moved into a section of the LLC. In this way, both of these adults, plus the classroom teachers and other staff members, can assist students inside the library with resources and research techniques. Our library, therefore, is more than just a room full of books. It generates extended learning for all students at CCCA. Thus, we call it our LLC—our Library Learning Center.

### **OUR COMPUTER LAB HAS TWO SEPARATE SECTIONS**

Former CCCA families recall that room 213 was our computer lab last year. Before that, it was in room 220, our fourth grade classroom. Because of our continued growth at CCCA, and our need to use all available classroom space, we have moved our computer lab into two separate sections. Section A is in our LLC (library). It contains twelve to fifteen computers. It can accommodate approximately one half of a normal-sized class of twenty-two. As classes come into the LLC for computer time, the class is divided into two parts/sections. One part uses the computers for a period of time, under the direction of a staff member. The other half of the class is assigned to the library tables or to search for books. Sometimes, the other half is kept in their classroom for classroom work until it is time for the two sections to “switch places.” This may be done back-to-back or at separate times of the day/week depending upon the class schedule.

The technology resource teacher also will have twenty to thirty laptop computers on a cart. He/she will be taking these computers from class to class, providing classroom instruction for an entire class at one time. Since laptop computers often have smaller keyboards, the technology resource teacher may not be able to use this instructional method with kindergarten and first grade children. Since this method of instruction is different for the first time this school year, the teachers will need to decide if

laptops can/will be used and which classrooms can be involved. In some cases, a class might use both the LLC computer lab and the “Computers on a Cart.” Note: When not in use, the laptops will be kept in a locked, secure area.

### **PARENT VOLUNTEERS FOR THE LLC AND COMPUTER LABS**

Both Mrs. Longfellow (LLC) and the technology teacher can use parent volunteers. If you are interested in helping in one or both of these areas, please speak with either of these adults, or contact the school office and we will make sure they are aware of your interest in assisting them. Thanks, in advance, for any help you might be able to provide.

### **VOLUNTEERS**

Volunteers are special people who show children that education is important. Parents, grandparents, and adult friends are welcome to serve at CCCA as volunteers. Opportunity for involvement includes a very active parent-teacher-fellowship (PTF), lunchroom, library, classroom, office, playground, assisting specialists, and tutoring. Volunteers will not be discriminated against because of gender, race, or age in compliance with the established non-discriminatory policy of CCCA.

#### **Volunteer Guidelines:**

- We ask that volunteers check in at the office, signing in/signing out when they serve.
- Volunteers will serve under the guidance of the CCCA staff.
- Volunteers may direct special activities under the supervision of a certified/licensed staff member, but will not assume instructional responsibilities related to planning and assessing student learning.

#### **Food-for-Thought for all Volunteers:**

When volunteers work at CCCA, they become members of a professional team. Members of that team—teachers, resource personnel, other staff members, and volunteers, all must agree to adhere to a code of ethics that binds us together working in the field of education. Volunteers—regardless of where they are working (in the classroom, on the playground, in the office, in the halls, in the copier room, in the library, or wherever)—must use a level of discretion, which prevents discussion of students, teachers, or internal school affairs outside the classroom. Sensitive issues should always be referred to the teacher first and then to the director if they cannot be addressed at the classroom level. We all, as the educational team, are partners in the school educational process. We must respect the need of confidentiality of students, staff, parents, children, and families.

It is against school policy for volunteers to file or work with student cumulative folders since these contain confidential and personal information.

Please refer to the CCCA PARENT’S CODE that was signed as part of your application process. A copy of this document is included as part of this Handbook.

CENTRAL COLLEGE CHRISTIAN ACADEMY (CCCA)

**PARENT’S CODE**

Strong partnerships among CCCA staff and board, parents of enrolled children, the community, and Central College Presbyterian Church are vital to the education we’re committed to providing for our students. As the body of Christ, the way we behave—our actions, words, and the spirit with which those are delivered—is critical as both a model for our students and the future of CCCA.

Therefore:

1. I will support Central College Christian Academy through prayer, word, and deed.
2. I will cooperate fully with the mission of the Parent Teacher Fellowship (P.T.F.), which is to:
  - Foster fellowship between parents, teachers, and other parents.
  - Encourage and support parents in raising their children in a Christian way of life.
  - Raise funds for various special projects and needs for the school.

“And let us consider how we may spur one another toward love and good deeds. Let us not give up meeting together, as some are in their habit of doing, but let us encourage one another.” (Hebrews 10:24-25)

3. I will volunteer my time and talents as opportunities arise and as God provides time and strength.
4. I will recommend CCCA to other Christian families as opportunities arise.
5. If I become dissatisfied or have concerns with the school in any respect, I will seek to resolve those concerns with the person/persons involved, rather than begin to spread criticism, listen to criticism, or hold negative feelings in my heart.

Proverbs 15:4 “Gentle words bring life and health; a deceitful tongue crushes the spirit.” (NLT)

Galatians 6:1 “Brothers, if someone is caught in a sin, you who are spiritual should restore him gently. But watch yourself, or you also may be tempted.”

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Parent Signature

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Parent Signature

Document approved by the  
CCCA School Board  
On January 8, 2007

## STUDENT DRESS GUIDELINES FOR 2008 – 2009

The CCCA dress code has been established in order to contribute to a positive learning environment. Good grooming should be a mark of every CCCA student. The major responsibility for complying with the school's dress guidelines **must be supported and followed by parents and students**. We trust that you will support the guidelines as being representative of the witness that children from a Christian home would exhibit. Modesty, cleanliness, appropriateness, and Christian testimony should guide dress for all occasions. We hope the outward appearance will be a true witness of the inward heart attitude being developed in the student by faithful parents and the Lord.

**To ensure consistency in color, style, and quality, we strongly endorse purchasing and wearing the "School Apparel" (A+) brand of uniform clothing.** This brand of uniform attire will be our **approved standard** in terms of color, quality, and style. (Note specific guidelines for each apparel item are found on another page of this uniform guidelines publication.) As of the printing of this document, we are aware of the following stores that currently offer the School Apparel (A+) brand:

<u>School Closet</u>	<u>Educational Outfitters</u>	<u>School Days</u>
2497 E. Main St. Columbus, OH 43209 614-237-0088 www.schoolcloset.com	2759 Martin Rd. Dublin, OH 43017 614-336-2040 www.educationaloutfitters.com	(affiliated with School Closet) 73 N. Stygler Rd. Gahanna, OH 43230 614-476-4104 (no web page)

**Due to the variance of color, style, and quality, any other brands must be pre-approved by the Director or school secretary before being worn to school.** Before removing labels or discarding receipts, simply bring these items of clothing to the CCCA office so that colors and styles can be matched with our approved standard samples.

### General Guidelines for All Students

1. Clothing must be clean, free of slit seams, torn hems, holes, missing buttons or missing fasteners.
2. Any non-uniform sweatshirt, sweater, or jacket should not be worn inside the building during the school day.
3. Hats may not be worn in the building unless for a special event approved by the Director.
4. Hair should be neat, clean, and well groomed. Extreme styles will be addressed individually.
5. Body piercings (other than earrings for girls) are not permitted.
6. Spirit Day body stickers may be worn only on/for SCHOOL SPIRIT DAY. They must be removed totally by the next day of school.
7. No nail polish, make-up, or colored lip balm is to be worn at CCCA.
8. All shirts and blouses must be plain with no logos, embroidery, or lace, and must be tucked in at all times.
9. Uniform shirts should not be layered. A plain white (no visible logos) short sleeve undershirt may be worn under a uniform shirt.

Boots may not be worn as part of the school uniform inside the building during the school day.

## **UNISEX Guidelines:**

**Oxford Shirts:** Long or short sleeve in white, light blue, or light yellow.

**Knit Polo Shirts:** Long or short sleeve, no logos, in white, navy, light blue, hunter green, or light yellow.

**Turtlenecks:** White, navy, light blue, hunter green, or light yellow.

**Sweaters:** V-neck or crew neck in hunter green or navy. Acceptable styles are pullover, vests, or cardigan. Sweaters must be plain or carry an imprinted CCCA logo.

**Sweatshirts:** CCCA logo **embroidered** sweatshirts are permitted any time when worn with an appropriate uniform top underneath (turtleneck, polo, etc). Other CCCA silkscreen sweatshirts may only be worn on Spirit Days.

**Pants:** Navy or khaki uniform pants. No cargo pants, corduroys, zipper pockets, loops, or baggy pants are permitted.

**Belts:** All students in grades one through five must wear a belt (black, brown, navy, or khaki) with pants or shorts. Belts are optional for kindergarteners.

**Socks:** Must be a plain, solid, color: white, navy, hunter green, khaki, or black. Socks must be free from any logo imprint or cartoon characters and must rise above the ankles.

**Shoes:** Shoes must fully enclose the toe and heel. Heels and soles should not exceed two inches in height. Shoes are to be free of flashing lights or sounds. Tennis shoes or leather shoes are acceptable. Cartoon characters on shoes are not permitted.

**Spirit Day Attire:** Uniform appropriate tops or CCCA logo tops may be worn with jeans or uniform appropriate bottoms.

**Special Events or Performances:** Parents will be notified by the Director or another staff member

what clothing is to be worn for a special program or event.

## **BOYS:**

**Blazers:** Plain navy blazers may be worn.

**Ties:** Plaid #80, or solid colors of navy, khaki, or hunter green are permitted.

**Walking Shorts:** Navy or khaki uniform shorts. **NO CARGO SHORTS.** Shorts should be no higher than three inches from the top of the knee and should not extend below the knee. Shorts must match the uniform guidelines regarding color, style, and design.

## **GIRLS:**

**Hair Accessories:** Plaid #80, white, navy, hunter green, light yellow, light blue, or khaki.

**Earrings:** single, small, non-dangling.

**Blouses:** White, light blue, or light yellow long or short sleeve with a rounded collar.

**Jumpers:** Plaid #80 **only.** No solid color jumpers are to be worn. Jumpers must be no higher than three inches above the knee.

**Skirts:** Plaid #80 **only.** No solid color skirts are to be worn. Skirts must be no higher than three inches above the knee.

**Skirts are to be worn by girls in grades 3-4-5 only.**

**Skorts:** Plaid #80, navy, or khaki. Skorts must be no higher than three inches above the knee. Skorts must match the uniform guidelines regarding color, style, and design.

**Walking Shorts:** #80 plaid, navy, or khaki. Shorts should be no higher than three inches from the top of the knee and should not extend below the knee. Shorts must match the uniform guidelines regarding color, style, and design.

**Tights:** White, navy, hunter green, or black

Attendance of Central College Christian Academy (CCCA) is a privilege. When a student deviates from the discipline or uniform policy of CCCA, it is the responsibility of the school and the home to provide correction and guidance. Any student with a consistent problem with conduct, attitude, or disobeying uniform regulations may be asked to withdraw from Central College Christian Academy.

**OUT OF UNIFORM POLICY**  
**Uniform Code Violation**

1. Verbal warnings to students when a violation of dress code occurs.
2. Notes, emails, or telephone calls to parents regarding dress code violations.
3. Referral to the Director and parent follow-up.
4. Parent Conferences.
5. Continued non-compliance will be dealt with on an individual basis by the Director and/or the CCCA School Board.

Approved by the CCCA School Board on January 8, 2007. To be implemented beginning with the 2007-2008 school year.
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**Dress Code Committee**

**PARENTS**

Monica Fasanelli

Lori Frazier

Carol Genovesi

Monica Johnson

Sandy Lee

Brian Nonno

Karen Saul

Paula Schonewolf

Linda White- **TEACHER**

Judy Markham- **BOARD OF EDUCATION**

Robert Kimball- **DIRECTOR**

**CCCA DRESS CODE VIOLATION**

Note: It is our policy to verbally warn students a few times prior to issuing this citation for the first time.

Date: \_\_\_\_\_

Student's name: \_\_\_\_\_

Grade: \_\_\_\_\_ Room number: \_\_\_\_\_

Dear Parents,

Your child was issued this dress code violation (citation) for the following uniform violation:

Jewelry: \_\_\_\_\_

Hair decoration: \_\_\_\_\_

Blouse/Shirt: \_\_\_\_\_

Jumper/Skirt: \_\_\_\_\_

Pants/Shorts: \_\_\_\_\_

Personal message to parents (if any):

\_\_\_\_\_  
Teacher or person issuing citation

- |  |
|--|
| <p>____ First violation</p> <p>____ Second violation/Final warning before detention is assigned. (Teacher will phone, email, or send a personal note to parents about the child's uniform concerns.)</p> <p>____ Third violation. 2 detentions assigned. (Director will phone, email, or send a personal note to parents re: uniform policy at CCCA.)</p> <p>____ Fourth violation. 4 detentions assigned.</p> <p>____ Fifth violation. (Parent conference to be scheduled.)</p> <p>____ Sixth violation: to be determined (TBD)</p> <p>_____<br/>Director's signature</p> |
|--|

Parents: Please sign and return this citation to your child's teacher within the next two school days. That way we know you have been made aware of this concern. Thank you.

Comments from parent: (if any)

\_\_\_\_\_  
Parent's signature

CENTRAL COLLEGE CHRISTIAN ACADEMY

2008 – 2009

SCHOOL CALENDAR

<b><i>First Period:</i></b>	<b><i>August 27 – November 20</i></b>	<b><i>Days of Instruction</i></b>	<b><i>Teacher Days</i></b>
		<b><i>60</i></b>	<b><i>63</i></b>

August 25-26	Teacher Professional Days
August 27	Classes begin for grades 1-5
September 1	Labor Day (No School)
September 5	Classes begin for Kindergarten
October 17	Professional Day (No School)
November 20	Last day of classes (First grading period)

<b><i>Second Period:</i></b>	<b><i>November 21 – March 6</i></b>	<b><i>Days of Instruction</i></b>	<b><i>Teacher Days</i></b>
		<b><i>58</i></b>	<b><i>63</i></b>

November 21	First day of classes (Second grading period)
November 26-28	Thanksgiving Break (No School)
December 11-12	Parent/Teacher Conferences (No School)
December 22 – Jan. 2	Christmas Break (Winter Break) (No School)
January 5	Classes resume
January 19	Martin Luther King Day (No School)
February 13	CCCA Professional Day (No School)
February 13	Westerville elementary schools open; they take their Professional Day March 6.
February 16	President’s Day (No School)
March 6	Last day of classes (Second grading period)
March 6	Westerville City elementary schools closed due to Professional Day. CCCA IS OPEN. NO BUS SERVICE FOR CCCA STUDENTS.

<b><i>Third Period:</i></b>	<b><i>March 9 – June 9</i></b>	<b><i>Days of Instruction</i></b>	<b><i>Teacher Days</i></b>
		<b><i>60</i></b>	<b><i>61</i></b>

March 9	First day of classes (Third grading period)
April 10-17	Easter Break (Spring Break) (NO SCHOOL)
May 25	Memorial Day (NO SCHOOL)
June 9	Last day of classes (Third/Final grading period)
June 10	Teacher workday (NO SCHOOL)

<b><i>Total Student Days</i></b>	<b><i>178*</i></b>	<b><i>187</i></b>
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ODE OR SAT TEST DATES

SAT (Stanford Achievement Tests—K-5)- March 30-April 7, 2009  
 OAT (Ohio Achievement Tests) Grade 3- Reading—October 7, 2008  
     Grade 3-4-5- Reading—April 21, 2009  
     Grade 3-4-5- Math—April 23, 2009  
     Grade 4- Writing—April 24, 2009  
     Grade 5- Science—April 27, 2009  
     Grade 5- Social Studies—April 29, 2009  
 OAT make-ups: May 4-8, 2009

**\*182 total days/Minus 2 Professional Days/Minus 2 Parent-Teacher Conference Days.  
 Total student days = 178. ODE permits this as per my telephone call to them.**

**SOME IMPORTANT DATES FOR THE 2008 – 2009 SCHOOL YEAR**

**INTERIM REPORTS**

Wednesday, October 8, 2008  
Wednesday, January 21, 2009  
Friday, May 1, 2009

**GRADE CARDS**

Friday, December 5, 2008  
Friday, March 13, 2009  
Tuesday, June 9, 2009

(2008-2009 begins the trimester reporting system. There are three grading periods rather than four like CCCA families have been used to. Westerville City Schools—(elementary)—adopted the trimester this year for their elementary grades, so CCCA is doing so, also.)

**PROFESSIONAL DEVELOPMENT/  
EARLY RELEASE DATES (2:25 P.M.)  
(Thursdays)**

September 18, 2008  
October 16, 2008  
January 15, 2009  
February 19, 2009  
March 12, 2009

**PTF MEETINGS  
(6:30 P.M.)  
(Wednesdays)**

September 17, 2008  
October 15, 2008  
November 19, 2008  
January 21, 2009  
February 18, 2009  
March 18, 2009  
April 22, 2009  
May 20, 2009

**CCCA SCHOOL BOARD MEETINGS  
Mondays @ 5:00 P.M. – Lounge**

August 18, 2008  
September 15, 2008  
October 20, 2008  
November 17, 2008  
January 26, 2009  
February 23, 2009  
March 16, 2009  
April 20, 2009  
May 18, 2009

**CLASSROOM PARTIES  
2:15 – 3:15 P.M.**

Hallelujah Harvest: Friday, October 24, 2008  
Christmas: Friday, December 19, 2008  
Valentine's Day: Thursday, February 12, 2009  
Easter: Thursday, April 9, 2009

**ACHIEVEMENT TESTING**

October 6-10, 2008: Grade 3- Reading, Ohio Department of Education (ODE)  
March 30 – April 3, 2009: All grades- Stanford Achievement Testing  
April 20- 30, 2009: Grades 3-4-5, Ohio Department of Education (ODE)  
Grade 3 (Reading/Math) Grade 4 (Reading/Math/Writing) Grade 5 (Reading/Math/Science/Social Studies)

**PROFESSIONAL DAYS// VACATION BREAKS// NO SCHOOL (N/S)**

Monday, September 1, 2008: Labor Day (N/S)  
Friday, October 17, 2008: Professional Day for Staff. No School (N/S)  
Wednesday/Thursday/Friday, November 26, 27, 28, 2008: Thanksgiving Break (N/S)  
Thursday, Friday, December 11-12, 2008: Parent/Teacher Conference Days (N/S)  
December 20, 2008-January 4, 2009: Christmas Break (N/S)  
Monday, January 19, 2009: Martin Luther King, Jr. Day (N/S)  
Friday, February 13-Monday, February 16, 2009: Mid-Winter Break (N/S) (Professional Day/President's Day)  
Friday, April 10- Sunday, April 19, 2009: Spring Break (N/S)  
Monday, May 25, 2009: Memorial Day (N/S)

CENTRAL COLLEGE CHRISTIAN ACADEMY

2008-2009

TUITION RATES AND FEES

FEES

One time only fee for individually testing a child before qualifying for entrance to CCCA: \$50.00

Academic fee per student (**non-refundable**) due at time of acceptance: \$200.00

TUITION

Kindergarten through Fifth Grade: \$4,000.00

SIBLING TUITION REDUCTION

Annual per child reduction for families beyond one child enrolled at CCCA: \$400.00

PAYMENT OPTIONS

- A. Annual- One payment due on August 1, 2008.
- |            |              |
|------------|--------------|
| 1 student  | \$ 4,000.00  |
| 2 students | \$ 7,600.00  |
| 3 students | \$ 11,200.00 |
- B. Monthly- (10 months) Due on the 1<sup>st</sup> of every month (August—May)  
Late fee of \$25.00 if tuition is received after the 5<sup>th</sup> of the month.
- |            |             |
|------------|-------------|
| 1 student  | \$ 400.00   |
| 2 students | \$ 760.00   |
| 3 students | \$ 1,120.00 |
- C. Bi-monthly, by-yearly, or other arrangements made with the administrative assistant.

TUITION REIMBURSEMENT

All tuition reimbursement requests must be submitted in writing.

Tuition will not be reimbursed for the month that the withdrawal occurs after the 5<sup>th</sup> day of that month. All other prepaid tuition will be refunded.

UNPAID TUITION—SCHOOL POLICY

It is very important that families pay their tuition by due dates. It is the policy of CCCA that should tuition not be paid up for/by three months, the child (or children) may be removed from CCCA until either: (a) the tuition owed is paid in full, or (b) withdrawal occurs at the request of the parent or CCCA Director. If a family owes tuition from a previous school year, the policy of CCCA is that the child (or children) cannot attend classes or be enrolled at CCCA again until all overdue tuition has been paid in full.

CENTRAL COLLEGE CHRISTIAN ACADEMY

**STATEMENT OF FAMILY COMMITMENT**

As a family, we have read and understand the Central College Christian Academy's statement of faith, mission and purpose of Christian education, value of Christian education, non-discriminatory policy, philosophy of education, educational goals and objectives, code of conduct, uniform policies, and Parent's Code.

We understand that in choosing a Christian setting for the education of our child, the Central College Christian Academy believes that it is important to be responsible, to establish and maintain a home and life environment which will support the Biblical teachings and beliefs of the Central College Christian Academy. We agree that our role as parent/legal guardian is crucial to the academic growth and success of our child and we will seek to be an example of the beliefs as taught by the Central College Christian Academy. We, as parents, accept the challenge to train up a child in the way he or she should go (Proverbs 22:6), and we do state that this training will be carried on in the home. We place our trust in the Central College Christian Academy staff to extend this training more completely.

We understand that in an era where images of family relationships and personal sexuality are often confused and distorted, the Central College Christian Academy believes that it is important to teach and model the Biblical view. We understand that the Central College Christian Academy teaches with an age-appropriate curriculum, that sexual intimacy is intended by God to only be within the bonds of marriage between one man and one woman.

We understand that the Central College Christian Academy believes and teaches that children can best develop, spiritually and academically, where they can experience the influence of both their father and mother. The Central College Christian Academy believes that this is true, even when the circumstances of life have resulted in both parents no longer being present in the child's home. We understand that the Central College Christian Academy will emphasize the importance of the roles of both the father and the mother in its teachings and in seeking to partner with parents in the educational process.

We pledge that, if, for any reason, our child does not respond favorably to Central College Christian Academy, we will do everything in our power to cooperate with Central College Christian Academy to help make the necessary adjustment. If these adjustments cannot be made, then we agree to quietly withdraw our child.

We agree to pay all fees and understand that the academic fee is non-refundable. We agree to pay tuition in one lump sum, in 10 monthly installments beginning with August and ending in May, or as arranged through the administrative assistant at CCCA. We understand that a late charge of \$25.00 will be added to the monthly amount if payment is not received by the fifth of each month. We understand and accept that failure to pay, or an arrears of three months, can result in dismissal from the Academy.

\_\_\_\_\_  
Father's Signature

\_\_\_\_\_  
Mother's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Child's Name

**GRADE CARDS WILL BE HELD IN THE OFFICE AT THE END OF  
THE YEAR IF MONEY IS OWED TO THE SCHOOL.**

It is the policy of CCCA to hold grade cards at the end of the school year if a family owes money for tuition or lost/damaged schoolbooks. Parents will be informed of this in May or early June. Payments owed will be due by the last school day. If payment is not received by this due date, the classroom teacher will send the child's grade card to the school office to hold. Parents will be asked to call the school office to set up a time to pay the money owed and to obtain their child's grade card. Children cannot attend CCCA the following school year if money from the previous school year is still owed.

**CHILDREN WITH SPECIAL NEEDS**

CCCA does enroll a limited number of children with special needs. The CCCA School Board has requested we take enrollment of special needs' students on an individual basis after proper screening had been done. The Director first interviews the parents. Our Case Manager looks over the IEP (Individual Educational Plan) or other evaluation-type materials, and discusses her findings with the director. The special needs' child may be assessed by the Director in a written format, orally, or not at all, depending upon the type of special needs the child has. Two things must be kept in mind when enrolling any special needs' child: (1) The child's special need cannot be loud or disruptive to the other students in the classroom (2) The child's special needs cannot make too many demands on the teacher's time—taking instruction time from the other students in her classroom.

Parents of special needs' students need to keep in mind that CCCA is a small, private school with limited services and personnel. (For example, we have limited use of a speech teacher, limited hours of a tutor, and do not offer any occupational therapy.) The majority of our staff has not been trained in working with special needs' students. We do have some part-time resource teachers that could be of help. We have a speech teacher, a special education tutor (intervention specialist—hired through auxiliary funding from Westerville City Schools), and a Resource teacher who works with enrichment and remediation students. We also have a part-time counselor that works with children's social needs—i.e. getting along with others. These staff members can possibly assist many of our special needs' students. However, their service hours and funding are limited; thus, parents may wish to place their special needs' child in a public school setting where more services, time, and resource help can be provided. Parents of special needs' children need to think—"What is best for my child?" This is not always as easy as it sounds. Many parents and children fall in love with our staff, our Christian values, and our nurturing mode. This must be weighed with how much service does the child need? Depending upon the needs of each special needs' child, the child may be best served here or in a public school setting. All special needs' children should have an IEP or a 504 plan that classroom teachers and special resource teachers follow. These written plans guide instruction, providing possibly fewer assignments, modified grades, and more time to complete assignments.

**RESOURCE AND INTERVENTION TEACHERS AT CCCA**

We are fortunate at CCCA to have two part-time resource/intervention teachers to assist both staff and students. Both of these outstanding teachers are retired educators from the Westerville City Schools. Their experience speaks volumes as to their ability to support, supplement, and guide the staff and students in various methods to inspire, guide, and improve curriculum needs for both teachers and students.

## **RESOURCE—INTERVENTION:**

Marilyn Gale has a permanent special education certificate for grades K-12. She has her Master's Degree in reading supervision. She is paid hourly via Westerville City Schools through our auxiliary funding. She assists children with learning disabilities as well as our few autistic students. She concentrates mostly on math and language arts/reading. Marilyn works one-on-one and/or with two or three students at a time. Marilyn often provides the grades for the interims or grade cards, using a special format. When teachers hold parent conferences involving special needs children, Marilyn can be called upon to sit in on such conferences and discuss how the child is progressing. She can inform the parents what methods she is using as an alternative to the "normal" means of instruction. Marilyn often writes up and /or sits in on IEP conferences, also.

## **RESOURCE—ENRICHMENT AND REMEDIATION:**

Marie Kenzie has both her Bachelor of Science and Master's Degree in Elementary Education. Marie is paid daily through our own CCCA budget. Currently she is assigned to three days. She will identify gifted children and will attempt to work with them individually or as a group as she can. Most of her time, however, will be spent in doing enrichment activities within the classrooms. She also is "on call" to assist students that may need remediation skills in math, reading, and language arts as time permits. Since Marie's time is limited, she often may provide supplemental activities for teachers to use with gifted, enrichment, or remedial students within each classroom. Should more funding become available, our goal is to add additional personnel to assist with this resource area of our staff.

### **INDIVIDUAL EDUCATION PLAN (IEP) and/or 504 PLAN**

Identified special needs students at CCCA have either an IEP or a 504 plan which can be located in a manila folder in the back of the child's cumulative folder. Classroom teachers are required, by law, to become familiar with these plans and to follow any accommodations and guidelines stated within the IEP/504 plan.

Students with a suspected medical condition, such as ADHD, may qualify for a 504 plan. Students with a suspected learning disability, autism, etc. may qualify for an IEP.

### **What is the process by which a child can be evaluated to determine if he/she is eligible for an IEP?**

- **Pre-referral/Request for Assistance**
  - Contacts should be made by the teacher and parents to discuss concerns.
  - Checklists for listening comprehension, oral expression, reading comprehension, and written expression are filled out by the classroom teacher. **Only listening comprehension and oral expression checklists are filled out if the teacher/parent concerns involve a speech issue only.**
  - Parents provide information that might prove helpful.
  - A parent request is made for intervention assistance.
  
- **Referral**
  - Parent, school personnel, state educational agency, or other state agency can make a request for an evaluation for a suspected disability.
  - A team meeting, which includes parents, teachers, Director of CCCA, a representative of the special education department of Westerville City Schools, and a case manager is

called. At this time, informed consent for evaluation is given, in writing, by parents. This consent cannot be interpreted as consent for initial placement.

- Parents are given a copy of WHOSE IDEA IS THIS? A RESOURCE GUIDE FOR PARENTS. This explains the process for getting services.

- **Evaluation**

- A team meeting is convened at which time a determination of eligibility is established. The parents provide information that includes medical, family and educational history, as well as a perception of the child's strengths and weaknesses. Teachers and others in attendance also provide information.
- The Westerville City School representative provides parents with written notice that includes a description of the planned evaluation.
- The evaluation will be completed within sixty (60) days of receiving the parent's consent.
- The school district representative will conduct an evaluation team meeting to which parents are invited. The evaluation results will be summarized and interpreted by a school psychologist. Determination of eligibility for special education services is made at this time.
- If a child qualifies for special services, an Individualized Education Plan (IEP) meeting will be set up and an IEP formatted for the individual child involved.

**What is the process by which a child can be evaluated to determine if he/she is eligible for a 504 Plan?**

Students with disabilities requiring only reasonable accommodations must have a written plan under section 504; this is commonly referred to as a 504 Plan. 504 plans should be developed by a committee, consisting of the student with the disability (if appropriate), the student's parent(s), the student's teacher(s), the Director of CCCA, and the 504 Coordinator (usually Gail Walter). A special education or other resource person could be invited and serve as an advisor on this committee. The student's disability and corresponding need for reasonable accommodation are identified and documented in the plan. Likewise, the plan delineates the specific accommodations which will be implemented by the school. The plan will need to be followed by all school personnel working with the child. The plan itself should be updated at least annually.

**IDENTIFICATION:** Schools and educators have a legal duty to identify students with disabilities. This is based on student academic performance as well as student performance in non-academic school activities.

**INTERVENTION:** Once an educator identifies a concern regarding the performance of a particular student, a period of intervention begins. The teacher(s) should implement appropriate intervention strategies aimed at alleviating the identified concerns. The teacher should document the concerns and what she has done to assist the child. The key issue is whether the strategies enable the student to benefit from the regular education curriculum.

**REFERRAL:** The teacher should refer the student for further consideration if either of two situations exists: 1. The intervention strategies work, but the educator remains concerned that the student's performance signifies a possible disability and that the interventions represent accommodations for such disability; or 2. The intervention strategies do not work.

Referral should be made to the Case Manager and the Director of CCCA.

Classroom teachers need to provide follow-up information to parents in conferences, notes, and/or phone calls or email. Teachers also should keep both the Case Manager and the Director informed as to progress the child is making.

As the current school year comes to an end, the current teacher should discuss the child's IEP or 504 Plan with the next year's teachers, letting them know what has been successful and what recommendations for continuation or improvement should be done in the future.

### **SCHEDULING CONFERENCES WITH TEACHERS**

One conference is mandatory for the 2008-2009 school year. Two conference days are permitted by the Ohio Department of Education as part of each school's calendar schedule. CCCA usually follows the same schedule for conference days, as does Westerville City Schools. This year we have two days set aside on Thursday and Friday, December 11-12, to conduct these conferences. It is our policy to offer these conferences during the school day, when teachers have a free period, or after school and/or in the evenings, as well as Thursday or Friday, if deemed necessary. In almost all cases, parents and teachers agree on a date early after the grade card comes out, rather than waiting until Thursday or Friday, during the school day. (Kids do not have school on these two days)

Grade cards are tentatively scheduled to come home on Friday, December 5<sup>th</sup> this year. Teachers will be requesting conferences with all parents anytime the week of December 8 – 12, 2008. To accommodate the greatest number of parents, teachers often decide to remain after school on Monday, Tuesday, or Wednesday so the majority of parents can come in for a 15-20 minute conference. Your child's teacher will be in touch with you early on to schedule this conference. Since it is a mandatory conference, if, for some major reason, a parent cannot meet with a teacher during this week, the conference can be held via phone or in person at another date agreeable between the teacher and parent. One parent conference is mandatory for all families per year at CCCA.

If a parent would like a conference any other time throughout the school year, please email, call, or jot a note to the child's teacher, requesting a conference. The teacher will get back with you to make the arrangements. We ask that you make contact with the child's teacher to arrange this conference rather than go through the school office. However, if you cannot reach the teacher for some reason, please contact Mrs. White or Mr. Kimball and we will place a note in the teacher's mailbox to make contact with you.

It is often difficult for a teacher to return a call or to speak with a parent during the school day unless the teacher has a free period. Such calls often are made after school or in the evenings or handled via email. It is also difficult for a teacher to stop instructing and speak with a parent should a parent just "pop in" to the classroom. We ask our parents not to do this. It is not fair to the teacher or the other children for her to stop supervising or teaching in order to speak with a parent. Such informal, unannounced conferences should not occur at any time. It is against our school policy for any parent or other adult to simply go into the classroom without first checking in at the office. This is a new safety and security law we must all obey. All contact should be made going through the proper channels—phone call (before/after school), email, or note via the child. A conference needs to always be scheduled in advance. Scheduled conferences certainly can be—and often should be—informal and relaxing, however, no pop-ins, please. Thanks for being so considerate to our hard-working staff.

## **PARENT TEACHER FELLOWSHIP (PTF)**

All parents and teachers of students of CCCA are automatically members of our parent group called PTF—Parent Teacher Fellowship. Our dedicated PTF helps make CCCA a great place for their children to learn. They have monthly meetings, conduct fund-raisers, and arrange for so many things that help our staff and students. We hope you will take an active part in PTF this year. Please plan to attend and support the CCCA PTF. PTF meetings are usually held on the third Wednesday of each month, starting in September and ending in May.

### **PTF OFFICERS (Executive Board) for 2008-2009**

President:	Monica Fasanelli
Vice President:	Erin Muth
Secretary:	Anne Wilhelm
Treasurer:	Paul Kuproski
CCCA Director:	Robert Kimball

## **STUDENT ATTENDANCE AT CCCA**

Students at CCCA are expected to be in school every day. Regular attendance is absolutely essential to a successful learning experience. The State of Ohio has Compulsory School Attendance Laws—Ohio Revised Code 3321.01-3321.13. All children must be in school 180 days or more, according to the Ohio Department of Education. The Ohio Revised Code states that every parent, guardian, or any person having charge of a child must send the child to school, beginning with kindergarten until the age of eighteen.

At CCCA, most of our students attend school on a regular basis, so we normally have no major attendance concerns. However, in a few cases, children miss more than a normal amount of days for various reasons.

Absences fall into two categories—excused and non-excused. An excused absence would include personal illness, quarantine of the home, death of a relative, or an emergency or exceptional situation. Doctor and dental appointments are considered excused if a statement is returned to the school signed by the doctor or dentist. We strongly discourage removing children from school for a family vacation unless it is absolutely necessary. Such absences are considered “unexcused”, but we do request parents notify the teacher/office in advance if such an absence becomes necessary. If a child begins missing too many days due to illness, and no doctor statement is brought in, that is considered an unexcused absence. Parents may be requested to come to school for a conference to discuss the absences with the teachers/administration, and to hopefully work on improving the attendance immediately. Keep in mind—grades often become affected when children begin missing too much school. NOTE: Excessive absence and/or tardiness of any child (excused or unexcused) may be referred to the Franklin County Children’s Services and/or Juvenile Court system for investigation.

At CCCA, we permit up to FIVE absences per grading period. If a child has SIX or more absences in a twelve-week period, that is considered “excessive absences” and will be so identified on the child’s grade card for that twelve weeks.

If your child is ill with a bad cold, fever, flu, virus, etc.—we ask you to phone or email the school, informing the office personnel why the child is missing school. If the absence stretches on beyond two days at a time, we ask that you contact your child’s doctor and provide the school with a written

statement, signed by the doctor, indicating the illness situation. This, then, would be considered an “excused” absence. Failure to provide a doctor’s statement would be considered an “unexcused” absence.

Since there are 180 days in a normal school year, 10% of that is 18 days. If a child misses more than 18 days (10%) of school days during a school year, this is considered to be excessive absences for the school year and the authorities may need to be contacted (legal requirement—it’s the law!).

Responsibilities of parents:

1. Make sure your child is in school, on time, each school day.
2. Report (by phone, email, or note) when a child is ill and cannot attend school.
3. If the child is absent more than two days, please contact the child’s doctor for a medical excuse regarding the illness. Make sure the school receives this doctor statement so that the absences of three or more days can be reported as “excused”.
4. Avoid removing children from school for dental or doctor appointments if at all possible. Try to make these appointments after school or over special “no school days”.
5. Avoid removing your child from school for a family vacation if at all possible. If it is impossible, due to your vacation/work schedule, try to limit the number of missed school days to five or less.
6. Please work with us to improve attendance and tardiness issues so that we are not forced to contact the courts to report excessive school absences.

#### ATTENDANCE MATTERS...

(Note: Students are not to arrive on school grounds prior to 8:30 A.M. due to lack of adult supervision. Upon arrival, between 8:30-8:45 A.M., students are not to play or remain on the school playground. They are to enter the building via the outside kindergarten area doors. An adult staff member will supervise them until 8:45 A.M. They will be dismissed to go to their classroom at approximately 8:45 A.M. They need to be in their classroom, seated, and ready to begin school at 8:55 A.M. **There is no grace period of five minutes like there was last year.**

<u>ARRIVAL TIME</u>	<u>COMMENTS ON CCCA POLICY</u>
7:00-8:15	Staff arrives by 8:15.
8:25-8:40	Staff Meeting in LLC or lounge
<b>8:30-8:45</b>	Students begin arriving/Students go into the K lobby by the outside doors and wait until 8:45. Staff member will be supervising them between 8:30-8:45 A.M.
<b>8:45-8:54</b>	Teachers in classrooms/ <b>Students may enter classrooms</b> , unpack book bags, sharpen pencils, etc.
<b>8:55</b>	<b>SCHOOL STARTS. Students are to be seated, ready to begin.</b>

<b>8:55-9:30</b>	<b>TARDY.</b> Child with parent must enter through office front door; parent and child come to office for a tardy/admit slip. Parent to sign child in late.
<b>9:31-10:50</b>	<b>¼ DAY ABSENT.</b> Parent/child arrive late. Come to office. Sign in. Child marked ¼ day absent (not tardy).
<b>10:51-12:05</b>	<b>½ DAY ABSENT.</b> Parent/child arrive late. Come to office. Sign in. Child marked ½ day absent (not tardy).
<b>12:05-1:05</b>	Lunch/Recess. Child has been at school all morning. Child may be removed from school by parent for lunch/recess. Child must be checked out/checked back in between 12:00-1:00 P.M. in the office by a parent. If this procedure is followed, the child will not be marked absent or tardy during this time frame (12:00 noon –1:00 P.M.).
<b>12:31-2:00</b>	<b>¾ DAY ABSENT.</b> Child has not been to school all morning or for lunch. Parent/child come to office. Sign in. Child marked ¾ day absent.
<b>2:01-3:25</b>	<b>ALL DAY ABSENCE IF CHILD ARRIVES AT CCCA AFTER 2:01 P.M.</b>

**PARENTS REMOVING CHILDREN FROM SCHOOL DURING THE SCHOOL DAY:**

1. If a parent removes a child from CCCA for 60 minutes—90 minutes, the child will be marked absent ¼ day (other than 12:00-1:00 P.M.).
2. If a parent removes a child 91 minutes—180 minutes (1 ½—3 hrs), the child will be marked absent for ½ day.
3. If a parent removes a child for 181 minutes—240 minutes (3—4 hrs), the child will be marked absent for ¾ day.
4. If a parent removes a child 240 minutes—360 minutes (4—6 hrs), the child will be marked absent for the entire day.

Note: When a parent removes a child from school, for any reason, the parent must sign the child out at the office. If the child returns to school that same day, the child must be signed back in.
--

Note: Every once in awhile a parent finds it necessary to remove a child at the end of the school day slightly before dismissal time. A child may be dismissed from school between 3:05-3:25 P.M. on such rare occasions without being marked absent or tardy. The parent must come to the office, however, and sign the child out. Since the child will not be returning to school at this late time, no checking back in is required.

ATTENDANCE MATTERS...

**TARDY CONCERNS**

Children must be on time for school just as adults must report promptly to work. Latecomers may disrupt instruction and learning. Please get your child to school on time each and every day.

Parents are responsible to have their children to school each day and on time. Everyone runs late once in awhile. Traffic, weather, oversleeping, etc., can create major problems. However, when a child is tardy too often, he may miss out on major class instruction for the day as well as important announcements. Not only that, but when children enter the classrooms late, after class has started, it can be disruptive to both the teacher teaching and the children as they are listening.

Children that are tardy five or more times during any grading period will receive an “excessive tardies” on their grade card for that twelve weeks of school.

If tardiness continues into the second and third grading periods, parents may be requested to come to school to meet with the Director and teacher to work out the problem. It may become necessary to report this information to Juvenile Court and /or Franklin County Children’s Services. Tardiness is considered not attending school at the proper times, and not attending school at the proper times is against the Ohio laws. **It is the parent’s responsibility to make sure all children are in school every day on time each and every day unless the child is ill.**

**KINDERGARTEN GENTLE START and Related School News**

Tuesday, August 26, 2008: MEET THE TEACHER, GRADES ONE THROUGH FIVE:  
1:00-3:00 P.M., Upstairs hall—all classrooms, grades 1-5

**Tuesday, August 26, 2008: KINDERGARTEN PARENT ORIENTATION (Adults only)  
6:30-7:30 P.M. Room 115 (Ruth Williams/Terri Johnson)  
Room 116 (Mary Townley/Connie McKay)**

**Each kindergarten student will be designated as a member of Group A, Group B, Group C, or Group D. Each group will have five or six students.**

**Students will report to either room 115 (Mrs. Williams/Mrs. Johnson) or room 116 (Mrs. Townley/Mrs. McKay) at these designated times:**

**Wednesday, August 27:                      Group A. 1:00-3:15 P.M.**

**Thursday, August 28:                      Group B. 8:55-11:10 A.M.  
Group C. 1:00-3:15 P.M.**

**Friday, August 29:                         Group D. 8:55-11:10 A.M.**

Wednesday, August 27:                      FIRST DAY OF SCHOOL FOR GRADES ONE—FIVE.  
(8:55 A.M.-3:25 P.M.)  
CIRCLE OF PRAYER FOR STUDENTS (GRADES ONE THROUGH FIVE) @ 8:45 A.M.

**Wednesday, September 3:                      Kindergarten: Groups A & B. 8:55 A.M.-1:30 P.M.  
Students to bring a sack lunch today unless a hot lunch has been ordered in advance.**

**Thursday, September 4:                      Kindergarten: Groups C & D. 8:55-1:30 P.M.  
Students to bring a sack lunch today unless a hot lunch has been ordered in advance.**

**Friday, September 5:**

**FIRST FULL DAY OF SCHOOL FOR ALL  
KINDERGARTEN STUDENTS. (8:55 A.M.-3:25 P.M.)  
CIRCLE OF PRAYER (Kindergarten) @ 8:45 A.M.**

### **APPLICATIONS FOR NEXT YEAR**

Applications for next school year normally come out in February. New students are given an assessment test to determine their eligibility to enter CCCA. Some special needs children may be excused from this based on their IEP (Individual Education Plan) procedures. In entering kindergarten and grade one, we usually give a Brigance Assessment Test. In entering grades two through five, we give various tests in reading, language arts, and/or math to determine if the child knows the material enough to successfully enter the grade. Parents are informed of the results and told, usually in writing, if the child will be entered at CCCA.

Availability of student openings at any grade level will be determined on a first-come basis once all fees are paid and all forms filled out and returned. **Given that CCCA is a ministry of the Central College Presbyterian Church, should vacancies be sparse, enrollment priority will be afforded to the following applicants in the following order:**

1. All deadline dates are met (when applications, forms, or money are due).
2. All fees and forms are completed properly and completely.
3. If a new applicant, the child has passed the entrance test.
4. The applicant is a current student at CCCA.
5. The applicant is a sibling of a current student at CCCA.
6. The applicant's family are active members of Central College Church.
7. The applicant currently attends or previously attended Central College Preschool.
8. All others.

### **USE OF THE INTERNET BY STUDENTS AT CCCA**

We will need to have a signed statement from each child and their families indicating permission to use the Internet while at school each school year. All schools are now having to do this. The form states that children must obey the rules and regulations of our school philosophy as they use the Internet. They cannot go online without permission and they can only go online in certain areas.

The two-page agreement is included in this Handbook. Please discuss it with your child. Depending upon the age of your child, you can go into a lot of detail or just a little detail. The important thing, of course, is that they simply listen to their teachers, as always, and do as they are told. We've all heard the stories about children getting caught up into the Internet. The Internet is a wonderful learning tool. It can be used in a positive or a negative way. Our goal at CCCA, naturally, is to expose your child to the positive side of the Internet. We'll need his/her full cooperation to do so.

We are so fortunate to have Jona Caborn as our Technology person this year. And, we also have a tremendous assistant—Mr. Henry Tucker. If you have any questions about this agreement, don't hesitate to talk to Mr. Caborn, Mr. Tucker, Mr. Kimball, or your child's classroom teacher.

***Parents: Please read over this two-page “use of computer” policy with your child. Both the child and parent must sign page two and return it to the school office. Your child may not use computers at CCCA until this agreement is signed and returned.***

**Central College Christian Academy**  
CCCA Policy  
Network/Internet Access Agreement—adopted 8-05

Grades K-5

The CCCA School board and your teachers expect you to use the Internet and network appropriately. By signing this policy, you agree to follow the rules of appropriate behavior while using the computer at school. Your teacher will give you instructions about what you should be doing on the computer. Follow the teacher’s instructions. Do not explore areas on the Internet, network, or software that you have not been specifically assigned to do. If you do not follow the rules, you may lose your privilege of using the network and Internet and you may receive disciplinary action for breaking the school rules.

These are the things you should do:

- Protect the computer against viruses. Use only disks from school and/or approved by the CCCA staff.
- Use the classroom’s e-mail only with the teacher’s permission.
- Use the network only for projects that are related to school and with the assignments the teachers give you.
- Use only your own password unless the teacher directs you to use the teacher’s password.
- Use only your own name when you sign on or when you name files.
- Keep your projects to a reasonable size so as not to use up large amounts of the hard drive storage space.
- Be kind to others when sending e-mail or writing messages or stories. Be sure your words and topics are polite and appropriate language for our Christian school.

These are things you should not do:

- Do not touch other users’ files. Do not look at or change another user’s file, e-mail, or work on their computer without their permission.
- Do not intentionally do anything to disrupt the operation of the network.
- Do not download, install, copy, or use licensed or copyrighted software that is not owned and properly loaded by the school.
- Do not forward or quote someone else’s e-mail message without their permission.
- Do not use the network to make money, to promote your political views or for anything illegal.
- Do not use the network in any way that breaks any of our school rules.
- Do not transfer files, shareware, or software from information services and electronic bulletin boards without permission.

CCCA personnel are allowed to remove anything you do from the computer that is inappropriate. You may not use the school computer to search for, view or download any material that may be inappropriate, illegal, or obscene.

The network and Internet access are for educational use only. CCCA staff may look at, copy, or monitor anything you do on the computer, including e-mail. They do not have to tell you ahead of time that they are doing this. **The use of the** computer should not be considered your private files.

CCCA does not guarantee that the network will always work. Warning: You may lose files, or work on the computer, due to sudden system errors or other problems.

The use of the Internet and network will be a fun and useful educational tool when used properly. Follow the directions given by your teachers to make the best possible use of our computer system at CCCA.

**Central College Christian Academy**  
CCCA Policy  
Network/Internet Access Agreement—adopted 8-05

Grades K-5

Student's name \_\_\_\_\_ Teacher \_\_\_\_\_

Student's Policy (required by every student regardless of age):

***Parents please read and discuss this with your child in as much detail as you consider necessary for your child's age and maturity level.***

I have read, understand, and agree to abide by the terms of the Network/Internet Use Policy. I agree to further abide by such rules and regulations, which may be added from time to time by the school. Should I commit any violation or in any way misuse my access to the school's computer network and the Internet, I understand and agree that my access privilege may be revoked. If I violate school rules while using the computer, I may be punished, and my parents may be contacted, depending upon the seriousness of the violation.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone Number

As the student's parent or legal guardian, I have read, understand, and agree that my child shall comply with terms of the school's Policy for students' access to CCCA's computer Network and the Internet. I understand that my child's failure to comply with the terms of this agreement may result in denial of access privilege, and my child may be disciplined depending upon the seriousness of the violation. I further understand that I may be contacted if my child has to be disciplined regarding breaking school rules while using the computer. I understand that this access is being provided to the students for educational purposes only.

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Address

\_\_\_\_\_  
Phone Number

Comments from student:

Comments from parent:

**CENTRAL COLLEGE CHRISTIAN ACADEMY**

**2008-2009 SPECIALS SCHEDULE**

	<b>Monday</b> Spanish/Computer	<b>Tuesday</b> Art/Music	<b>Wednesday</b> Music/Gym	<b>Thursday</b> Art/Gym	<b>Friday</b> Spanish/Computer
<b>9:10-9:55</b>	KW Spanish (9:10-9:40) KT Computer	KW Art KT Music	<b>Chapel</b>	KW Gym KT Art	KT Spanish (9:10-9:40) KW Computer
<b>10:05-10:50</b>	3B Computer 3J Spanish	3B Music 3J Art	3B Gym 3J Music	3B Art 3J Gym	3B Spanish 3J Computer
<b>11:00-11:45</b>	4 Computer 2M Spanish	4 Art 2M Music	4 Music 2M Gym	4 Gym 2M Art	4 Spanish 2M Computer
<b>Lunch &amp; Recess</b>					
<b>1:10-1:55</b>	2R Spanish 1 Computer	2R Art 1 Music	2R Music KT Gym	2R Gym 5 Art	1 Spanish
<b>2:05-2:50</b>	5 Spanish 2R Computer	5 Music 1 Art	5 Gym KW Music	1 Gym	5 Computer

**CENTRAL COLLEGE CHRISTIAN ACADEMY**

**2008-2009 STAFF**

**DIRECTOR**

Robert Kimball  
Room 111 Ext. 152  
B.S. Elementary Education  
M.A. Elementary Education/Administration  
25 years teaching/24 years administration/6 years at CCCA

B.S. Horticulture  
9 years at CCCA

Mary Townley  
Room 116 Ext. 157  
B.S. Elementary Education  
M.A. Reading Education  
21 years teaching/6 years at CCCA

**ADMINISTRATIVE ASSISTANT**

Linda White  
Room 111 Ext. 126  
B.S. Elementary Education  
19 years teaching/9 years at CCCA

Connie McKay (Instructional Aide)  
Room 116 Ext. 157  
**21 years at Central College Preschool/1 year at CCCA**

**KINDERGARTEN**

Ruth Williams  
Room 115 Ext. 155  
B.S. Elementary Education  
M.A. Curriculum and Instruction  
39 years teaching/9 years at CCCA

**GRADE ONE**

Janet Thode  
Room 216 Ext. 161  
B.S. Elementary Education  
M.A. Children's Literature  
17 years teaching/3 years at CCCA

Terri Johnson (Instructional Aide)  
Room 115 Ext. 155

Alexis (Vargo) Edmond  
Room 216 Ext. 161  
B.S. Early Childhood Education  
1 year teaching/1 year at CCCA

## **GRADE TWO**

Susan Rorris  
Room 215 Ext. 168  
B.S. Elementary Education  
10 years teaching/6 years at CCCA

Kara Martin  
Room 214 Ext. 167  
B.A. Early Childhood Education  
1 year teaching/1 year at CCCA

## **GRADE THREE**

Christine Jajack  
Room 217 Ext. 162  
B.S. Early Childhood Education  
2 years teaching/2 years at CCCA

Jennifer Branson  
Room 213 Ext. 166  
B.S. Elementary Education  
M.E. Curriculum & Instruction & Literacy  
4 years teaching/2 years at CCCA

## **GRADE FOUR**

Diane Getz  
Room 220 Ext. 165  
B.S. Elementary Education  
30+ years teaching/1 year at CCCA

## **GRADE FIVE**

Khadine Byers  
Rm. 218 Ext. 163  
B.S. Elementary Education  
8 years teaching/2 years at CCCA

## **SPECIALISTS**

Marilyn Gale (Intervention Specialist)  
Room 211 Ext. 170  
B.A. Elementary Education  
M.E. Reading  
SLD Certification  
28 years teaching/4 years at CCCA

Marie Kenzie (resource teacher)  
Room 211 Ext. 170  
B.S. Education  
M.A. Education  
34 years teaching/3 years at CCCA

Ellen Hefner-Phillips (Art)  
Lower Level Room Ext. 127  
B.A. Painting and Drawing  
11 years teaching/9 years at CCCA

Karen Loehr (Music)  
Room 114 Ext. 156  
B.S. Special Education K-12  
M.A. Curriculum and Instruction  
Music Instruction—20 years  
30 years teaching/2 years at CCCA

Tim Loehr (Gym)  
Room Kirk Hall Ext. 134  
B.S. Education  
M.A. Education  
42 years teaching/7 years at CCCA

Laurie Minney (Spanish)  
Room 211 Ext. 170  
B.A. Spanish Education  
M.A. Education  
18 years teaching/3 years at CCCA

Jona Caborn (Technology)  
**Pursuing B.S. Computer Science**  
**Pursuing Associate Degree in Web Design**  
1 year teaching/1 year at CCCA

**TBD** (Speech-language Pathologist)  
B.S.  
**M.E.**  
years teaching/1 year at CCCA

**CENTRAL COLLEGE CHRISTIAN ACADEMY**  
**2008—2009 BOARD OF EDUCATION**

Bulthaup, Don  
(Budget/Finance)

Markham, Judy

Conkey, Chuck

Nestor-Baker, Nancy

Davis, Malcolm  
(Pastor)

Nocks, Ron

Ellsworth, Richard  
(Pastor—Retired)

Ruymann, Anne  
(President)

Kimball, Robert  
(Director)

Thompson, Lynn  
(Secretary)

Invited parents that attend monthly Board Meetings (unless Executive Session is called):

Monica Fasanelli—PTF President (voted by members of PTF)

Diahn Hevel—Development Resource (appointed by Board of Education)

**CCCA**

**Coming to learn about God**

**Coming to meet friends**

**Coming to get smarter**

**All around fun**

—Kathryn Poe  
former CCCA student  
June 11, 2007

**Bob letter about 6<sup>th</sup> grade**

PHYSICIAN'S REQUEST FOR THE ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL

Name of Student \_\_\_\_\_ Grade \_\_\_\_\_

Address \_\_\_\_\_

The above-mentioned student is under my care for (diagnosis): \_\_\_\_\_

And should receive \_\_\_\_\_  
(name of drug, dosage, route)

at the following time(s) \_\_\_\_\_

Administration to begin \_\_\_\_\_ Administration to end \_\_\_\_\_

Specific instructions for administration: \_\_\_\_\_

Possible side effects: \_\_\_\_\_

Name of Physician: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Signature of Physician: \_\_\_\_\_ Date: \_\_\_\_\_

PARENT'S REQUEST FOR THE ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL

I hereby give my permission to the Director **or his delegate (administrative assistant) or school nurse to** administer the following medication to my child. I agree to deliver the medicine to the school in the container in which it was dispensed by the prescribing physician or licensed pharmacist. I grant permission for the Director, administrative assistant, or school nurse to confer with the above licensed prescriber regarding my child's health and treatment issues as they pertain to the above medication/diagnosis and his/her educational and behavioral management needs. If the above information changes, I will submit a revised statement signed by the physician.

Name of Student \_\_\_\_\_

Name of Drug \_\_\_\_\_ Dosage \_\_\_\_\_

at the following time(s) \_\_\_\_\_

Signature Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

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