



*Inspiring World Changers*

**2021 - 2022 Parent and Student Handbook**

**Preschool - Elementary  
20 Months - Fifth Grade**

***In partnership with parents, CBA exists to inspire world changers through Christ-centered, intercultural, immersion-based education***

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## Letter to Parents

Dear Parents,

I would like to welcome all of you to our school family! Attending a new school can include excitement along with nervousness. Be assured, we are going to love your child as our own. We strongly believe we are providing your child with the best preschool/school experience through the convergence of research-based best practices and love. You are joining a unique experience where your child is given the gift of another language within a Christ-centered environment.

We are creating a project-based (play-based in preschool), interactive, foreign language-immersion environment where your child learns self-initiation, exploration, creation, and collaboration. Our program takes advantage of the physiology of a child's brain from two to seven years old, knowing that a child is able to acquire multiple languages at the native-speaking level without stress. Students who continue in immersion-based environments for four to seven years become fully bilingual, reaping benefits within and outside of the classroom. In our elementary program, we continue to build upon this skill as we shape critical thinkers through writing, reading, speaking, listening, and applying the scientific method, as well as employing Singapore Math. Ultimately, we believe we are establishing a platform inspiring your children to become world changers for the rest of their lives.

Our goals at CBA are to provide the best conditions possible to promote the growth of your child linguistically, cognitively, socio-emotionally, and physically; to strengthen your child's capacity to establish healthy relationships; to find joy and satisfaction in creative work and learning; to respect themselves and others; and to encourage a greater awareness of God as our Creator and how we can have a relationship with him through Jesus Christ.

In that spirit, we believe that **parents are our partners in education**. By working together, we can create a fulfilling and exciting year for your child. We invite you to become an active participant in the daily life of our school and in the journey of your student.

Please take the time to read our Parent and Student Handbook and Belief Statements. Your understanding and support are essential to the formation of our school culture. I look forward to getting to know each family individually and being an active part of creating an environment in which your child can grow in confidence, skill, and knowledge of the Triune God's love.

Blessings,  
Nate Johnson  
Headmaster, Charleston Bilingual Academy

# I. CBA Identity, Beliefs, and Organization

## Vision

CBA seeks to kindle community change in Charleston by uniting and leveraging diverse families through providing developmentally appropriate, project-based, language immersion education.

In this setting, we develop children linguistically, cognitively, socio-emotionally, and physically by equipping children to navigate cultures and languages, while learning and experiencing the love of the Triune God. Along with the school, students and their families will engage various cultures, combating unintentional and intentional racism, classism, xenophobia, poverty and broken families.

CBA students learn to live in at least two languages, simultaneously making friends from many cultures, all the while being saturated with the great love and truth of the Triune God.

## Mission:

In partnership with parents, CBA exists to inspire world changers through Christ-centered, inter-cultural, immersion-based education.

## Philosophy

Education is the process of facilitating learning. Learning is the acquisition of knowledge, skills, values, beliefs, and habits. The end goal for the learner is to possess the skills he or she needs to successfully navigate his or her immediate environment, culture, and potentially the world. If the belief is that this world is made by the Triune God and purposed by and for Him (Colossians 1:15-17), then He reveals Himself and His purposes in any and everything we are capable of learning. Subsequently, learning the what, why, and how of creation, ultimately leads us back to the Creator (Who). As we grow in His knowledge, we are united to Him and embrace His purposes, becoming fully alive by bearing God's image for His glory. Through this personal relationship with the Creator, we love and are loved by Him, and reflect that love through using our knowledge, skills, and gifts to love others.

With an eye for optimal student growth, Charleston Bilingual Academy forges an education based upon **inquiry** and the search for truth about all of Creation through the experiential medium of **project-based** instruction, communicated in multiple languages and founded on Biblical truths of the Triune God. Instruction focuses more on **how to think** than what to think, according to the learner's developmental readiness. Instead of focusing on identification and memorization, CBA education inspires children to ask relevant, real-world questions and search for answers within the framework of truth. Collaborating within a dynamic, intercultural environment, students will leverage each other's strengths as they apply the rules of logic and scientific method in their pursuit of truth in accordance with the Word of God.

## Rationale

*Rationale for developmentally appropriate education and implications for language immersion for primary learners*

According to child developmental philosopher Jean Piaget, children two to seven years old are preoperational thinkers. During this stage, children are exploring the world, learning to initiate, communicate, and collaborate. Cerebrally, their neurons have made relatively few synapses, yet these

nerve cells are hungry to make connections, and the combination of these two realities creates “high neuroplasticity” in young minds. As a result, the lobes in their brains are malleable.

This is important for at least two reasons: neuroplasticity allows children to take in new experiences with completely open minds, and it allows a fluid convergence between the lobes, which is where the language center is located (Wernicke and Broca areas). Visual (occipital), auditory (temporal), conscious thinking/processing (frontal), memory and emotion (parietal) all come together for the brain to see, hear, engage, and process -- ultimately understanding and forming speech. Children in these early stages are physiologically primed to learn about the world (explore and initiate) and have a desire and capacity to collaborate and communicate, expressing themselves through language. Ultimately, God prioritizes communication in our development so we can immediately build community, which we intrinsically need since we are made in the image of the Triune God who has always existed in the community of the Father, Son, and Holy Spirit as One God.

As neural pathways turn into roads and, later, interstates, children gradually become concrete, multidimensional thinkers. Major adjustments occur in their brain structures, which will continue through puberty. Over time, lobes become much more structured. As the brain matures, inversely, learners lose their ability to acquire language at the native level. On the other hand, these changes create the capacity for phonetic reading (multidimensionally connecting phonemes to words and words to phrases). Further developed, post-pubescent thinkers are better equipped to think critically and abstractly. Preoperational thinkers can identify singular and plural quantities, concrete thinkers can calculate arithmetic (numeration using the four operations) and post-pubescent, formal operational thinkers can tackle abstract mathematics such as algebra and geometry. As they grow and apply critical thinking throughout their lives, they, hopefully, in turn, gain wisdom.



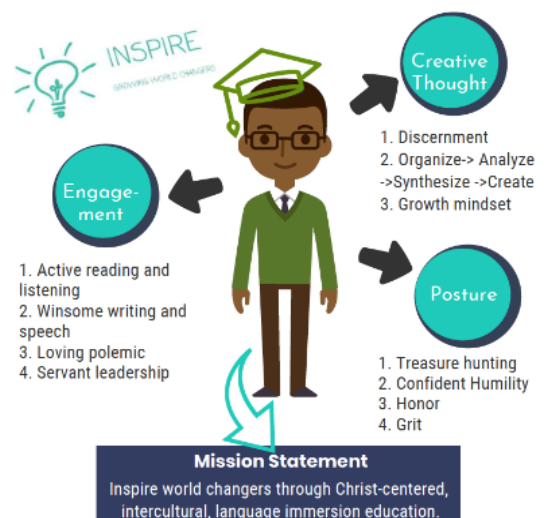
**\*The language genius of children (0-7 years of age)**

### Core Competencies for Optimal Student Growth

Teachers address each competency in lesson planning. The school sets the vision and makes decisions based on addressing these competencies.

#### Creative Thought

- **Discernment**- Students will distinguish between truth, falsehood, and opinion, recognizing that truth emanates from the nature of the Triune God, as Jesus is Truth, and there is nothing false in Him.



- **Organize/Analyze/Synthesize/Create-** Students will organize knowledge, analyze patterns and truths, then construct meaning and purpose with the end goal of innovating thought, product, or action built upon on the integrity of the knowledge acquired.
- **Growth mindset-** Students will embrace new challenges, as they reflect and seek feedback to foster ongoing understanding and growth.

### Posture

- **Treasure hunting-** Students will discover the Triune God as He purposefully reveals Himself throughout all of His creation and the Bible (Colossians 1:15-18, Romans 1:19-20, Psalms 19:1-6).
- **Confident Humility-** Students will confront fear and develop their many gifts and talents, gratefully acknowledging that their abilities come from the Triune God.
- **Honor-** Students will uphold honesty, responsibility, and respect in their words and actions.
- **Grit-** Students will courageously persevere as they accomplish goals/tasks.

### Engagement

- **Active reading and listening-** Students will engage in listening and reading the words of others, intending to understand the purposes of the communicator.
- **Winsome writing and speech-** Students will employ the best techniques to speak and write informatively, professionally, and persuasively.
- **Loving polemic-** Students will seek and present truth through dialogue, challenging differences in a spirit of respect and love.
- **Servant leadership-** Students will empathize with others, employing their gifts and talents to actively love others through serving their needs.

## Charleston Bilingual Academy Belief Statements

### Faith and the Final Authority for Matters of Belief and Conduct

#### Statement of Faith

1. We believe the Bible to be the only inspired, the only infallible, authoritative, inerrant Word of God (II Timothy 3:16, II Peter 1:21).
2. We believe there is one God, eternally existing in three persons; Father, Son, and Holy Spirit (Genesis 1:1, Matthew 28:19, John 10:30).
3. We believe in the deity of Christ (John 10:33); His virgin birth (Isaiah 7:14, Matthew 1:23, Luke 1:35); His sinless life (Hebrews 4:15, Hebrews 7:26); His miracles (John 2:11); His vicarious and atoning death (I Corinthians 15:3, Ephesians 1:7, Hebrews 2:9); His resurrection (John 11:25, I Corinthians 15:4); His ascension to the right hand of God (Mark 16:19); His personal return in power and glory (Acts 1:11, Revelation 19:11).
4. We believe that the Triune God, in His joyful love, created everything. We believe that, above all creatures, God made humans in His image and breathed His Holy Spirit into their spirit. The first humans, Adam and Eve, flourished as they lived in a complete relationship with God and with each other (Genesis 1-2, Colossians 1:15-17).
5. We believe God wonderfully and immutably creates each person as male or female, and these distinct, complementary genders together reflect the image and nature of God (Gen 1:26-27, 2:18-22, 5:2).



6. We believe God, beginning with Adam and Eve, ordained marriage to only be between one man and one woman (Genesis 1:26-27, Matthew 19:4-6, Mark 10:4-9, Romans 1:26-27). Marriage between one man and one woman uniquely reflects Christ's relationship with His Church (Eph 5:21-33). God protects the unity of marriage through commanding that no sexual activity be engaged in outside of marriage (Hebrews 13:4, I Cor 6:18, I Cor 7:2-5). Marriage also serves as the foundational unit of a stable society (I Cor 7:2).
7. We believe that Adam and Eve's spirits died when they selfishly rebelled against God's commandments (Genesis 2). As a result, all humans are broken due to our sin and sinful natures, and we can only experience true human flourishing through the regeneration of our spirits (Romans 5, Psalms 51:10, John 10:10). Regeneration is the supernatural rebirth of our spirit by the Holy Spirit (John 3:1-17). Regeneration is a necessity to be restored to a relationship with God because of the incompatibility of the sinfulness of human nature and God's holiness. Humans are regenerated only through repentant faith in the shed blood of Christ (John 3:16, John 5:24, Romans 3:23, Romans 5:8-9, Ephesians 2:8-10, Titus 3:5).
8. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8:13-14, I Cor 3:16, I Cor 6:19-20, Ephesians 4:30, 5:18).
9. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9, I Cor 12:12-13, Galatians 3:26-28).
10. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of condemnation (John 5:28-29).
11. We believe, in light of God's great purposes in our creation and redemption, that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other stage or condition from conception through natural death. We are therefore called to defend, protect, and value all human life (Psalm 139).

### **Statement on the Final Authority for Matters of Belief and Conduct**

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

### **Teaching of Doctrines**

CBA is a community made up of teachers, staff, and families from various church families around the Charleston area. Specific church doctrines are not emphasized at CBA; instead, CBA permeates its teachings with Biblical stories and truth (see Statement of Faith). When subordinate doctrinal issues arise, for the unity of the school's community, students are encouraged to seek counsel from their parents and pastor.

### **CBA Board and Organization**

The Charleston Bilingual Academy Board operates based on a policy governance model, where operations are the responsibility of the Headmaster, allowing the Board to focus on establishing policies, setting direction, fundraising, and supporting and supervising the Headmaster.

The Headmaster is responsible for the overall operations of CBA. The Headmaster and Administration are responsible for curriculum and personnel, student behavioral management, and policies and procedures. Teachers are responsible for daily instruction programs and classroom management. Staff are responsible for supporting the instructional and operational programs at CBA.

## **II. Admissions and Re-Enrollment**

### **Standards for Evaluating Prospective Families**

#### **Spiritual Considerations**

1. Willingness of parent(s) and student(s) to be supportive of the school's Christian philosophy of education and Belief Statements, and of the Bible being taught in the classrooms
2. Willingness of parent(s) and student(s) to support the administration and faculty in carrying out the goals and programs of the school

#### **Behavioral Considerations**

1. History of acceptable citizenship in previous school experience, solely as determined by the discretion of CBA
2. Agreement of parent(s) and student(s) to abide by the behavior standards of the school, as established in the Parent and Student Handbook, and as promulgated from time to time

#### **Academic Considerations**

1. Documented record of acceptable reports in previous school experience, if applicable
2. Acceptable scores on achievement tests, if applicable (see p. 17 for Limit of Services)

#### **Personal Considerations**

1. Family's special interests, specifically regarding language acquisition

For students enrolled after the start of the school year, there is a one-month trial period to ensure proper placement.

CBA is a Christian organization and adheres to the doctrines and teachings of the Bible. All student instruction and activities will be from the perspective of the Christian faith as outlined in our Statement of Faith, and in keeping with the literal, historical, orthodox views of Scripture. Students who actively promote behaviors or beliefs that are not compatible with our teachings, including but not limited to those outlined in our Statement of Faith, would be better served in another school that more closely aligns with their own beliefs. CBA, at its discretion, reserves the right to ask such students/families to leave the school. Refunds of any kind will be at CBA's sole discretion.

### **Non-Discrimination Policy**

Charleston Bilingual Academy admits students of any race, color, and national or ethnic origin.

### **Age Requirements**

- For entrance into PreK (Four-Year-Old Kindergarten) students must be four years old by September 1 of the year they wish to enroll and demonstrate readiness to begin school.

- For entrance into Kindergarten (Five-Year-Old Kindergarten), students must be five years old by September 1 of the year they wish to enroll and demonstrate readiness.
- For entrance into Grade 1, students must be six years old by September 1 of the year they wish to enroll and demonstrate readiness or have previously successfully completed a kindergarten program.

## Process for Evaluating Prospective Families

1. Submit completed application form. There is no charge to fill out this form.
2. Upon review of your application, you will be invited for an interview and tour with the Headmaster.
3. Submit documents from previous schools:
  - a. Student performance report (academic and behavior)
  - b. Report of parents' good standing with the school (relationally and financially).
  - c. You may send your child's previous school the Charleston Bilingual Academy's Reference [Form](#) to fill out.
4. If you plan to request financial assistance, please apply [here](#) (FACTS charges a \$35 processing fee). Any family can apply for tuition assistance through [FACTS](#) Management, a third-party financial aid assessment. If the financial aid assistance does not meet your family's needs, CBA implements a Tuition Work Credit Program where there will be opportunities for a limited number of families to regularly employ your gifts to help the school (to receive taxable tuition credit).
5. Once CBA has confirmed acceptance, your child's spot will be reserved for 48 hours, allowing you time to submit remaining paperwork. Enrollment is not complete until all documents are submitted and registration fee paid. Documents to submit include:
  - a. Submit student record of SC Certificate of Immunization and a Birth certificate
  - b. Review the Parent and Student Handbook
  - c. Sign the Handbook Agreement Form and Statement of Cooperation, and
  - d. Pay the registration fee. (non-refundable)
6. Tuition is due no later than the first day of each month, beginning in July.

## Registration and Fees

A non-refundable registration fee is due at enrollment. A supply fee for each child is due with the first tuition payment. Preschool students can enroll in three-day or five-day programs. Ages 20 months to 3.5 years old may also opt for a two-day program.

## Tuition and Payments

### Tuition

Tuition is an annual fee divided into 10 monthly payments for the school year, each due one month in advance. The first tuition payment for the school year is **due in July** and the last tuition payment is due in April. Parents receive tuition invoices through QuickBooks.

### Payment Options

There are several ways to submit payments to the school:

- **Direct deposit (preferred)** - Upon receipt of your QuickBooks invoice, click the “Review and Pay” link on the invoice and follow the prompts for a direct deposit from your bank account, as long as QB recognizes your bank.
- **Venmo (preferred)** - You can make payments to CBA through the Venmo app for no additional charge. Use our Venmo username @charlestonbilingualacademy or type **Charleston Bilingual**.



Charleston Bilingual  
@Charlestonbilingualacademy



- **Check** - Please deposit into the office drop-box or mail checks to:  
5032 Lackawanna Blvd, North Charleston, SC 29405  
(\$15 fee for returned checks plus late fee if applicable)
- **Cash** - If you are leaving cash in the drop-box, please check in with Office Staff before depositing to receive a receipt.
- **Credit card** - We can send you the link to pay by credit card; there is a 6% processing fee.
- **Money order** - There is a 6% processing fee.

Please leave check and cash payments in the office drop-box; please *do not* send payments in your child’s backpack.

**There are no discounts or make-up days for preschool. There are no credits for illnesses, voluntary absences, or school closings.**

## Withdrawal & Refund Policy

Withdrawal from CBA is considered official when the Intent to Withdraw form is completed. If parents decide to withdraw their child during the same school session (school year or summer session), they will pay the current month’s tuition plus a withdrawal fee equivalent to one extra month’s tuition as indicated in the Parent Handbook (one extra week’s tuition for the summer camp). Attendance on any one day of the month incurs liability for the full month.

As stated above, tuition for the entire year is divided into equal payments even though some months have holidays or school breaks. The monthly payments are installed payments from the annual contract. All paid tuition is considered non-refundable.

**Please note that the registration fee is non-refundable for any reason. CBA will charge an administrative fee of one month’s tuition payment plus the current month’s tuition for any withdrawals after the first day of July.** This policy includes withdrawals in August before school starts; families will still pay both the July and August tuition payments plus registration and supply fees. If a parent reduces the amount of days/week their child attends, the school will charge an administrative fee equivalent to the change of rates (e.g., the parent of a 3-year-old who reduces attendance from 3 to 2 days/wk. will pay the difference in rates for one month’s tuition).

## Student Records

All student files are confidential. To request to see your student’s cumulative student file:

- Complete request form and submit it to the school office.
- Note: Student files are only available to custodial parent/guardians.

## Limit of Services

Charleston Bilingual Academy believes in differentiating instruction to meet the needs of CBA's variety of unique learners. CBA, however, does not have the resources to serve specific accommodations, IEPs, or IFSPs. However, the school will work with families on an individual basis to see if the services provided by outside agencies complement the services provided by CBA and is not disruptive to the classroom.

### **III. Community Building**

We present multiple opportunities for families to get to know each other and contribute their talents. The bigger our family grows, the greater the school will become where we share talents, wisdom, time, sweat, and generosity with each other. The more that parents and caregivers embrace CBA as their family-run school, the more world-class our academy will become.

#### **Volunteers**

We strongly encourage all families to volunteer and share their skills with CBA throughout the school year. We recommend each family contribute five hours of service, and grandparents, caregivers, extended family are welcome to join! Volunteering at your child's school is the best way to get to know the teachers, other parents, Headmaster, and students, in addition to being fun and rewarding. There are many ways to volunteer, including being class parent, chaperoning elementary field trips, parent workdays to improve our facilities, etc. If you wish to volunteer, please email [office@charlestonbilingualacademy.org](mailto:office@charlestonbilingualacademy.org), notify the office staff in person, or list ways in which you are interested in volunteering in the Parent Directory. Throughout the year, there are opportunities to sign up using Signup Genius for additional volunteer activities. Background checks are required of all volunteers who are in contact with students. Chaperone forms are required for volunteers attending elementary field trips.

#### **Parent-Teacher Organization**

The parent-teacher organization (PTO) meets regularly to discuss topics relevant to the school community. All current CBA parents are encouraged to attend and participate. Topics include how to support teachers, planning events, fundraising, etc. Please check the school calendar for meeting times.

#### **Substitutes**

Our teachers prepare lessons for substitutes in case they need to be away from the classroom. Several of our substitutes are parents of children that attend CBA. All substitutes must complete CBA protocols and orientation, including completion of the CBA application form and all required background checks. If you are interested in being a substitute, please email the Headmaster.

#### **Fundraising**

At CBA, in order for students to truly fulfill CBA's mission of becoming "world changers," students need to learn at home and at school, day in and day out, what it means to be generous with their time, talents, and treasures. Our goal is to constantly model generosity while also showing them our generous God. And this is a challenging goal since our cultural American dream focuses on selfishness. Generosity is the antidote.

As our parents know, CBA is often fundraising - an auction in the fall, Giving Tuesday in December, and the Color Run in the spring. Fundraising is a reality for any school that does not receive federal, state, and local funds. As an [example](#), Charleston County School District spends \$20,225 per pupil. CBA endeavors to

keep elementary tuition close to one-third of that amount while providing the highest level of education. In order to achieve this goal, it takes generous and joyful giving from: 1) teachers and staff, who are paid significantly less than CCSD employees, 2) Friendship Baptist Church, who provides our facilities at a fraction of the actual real estate value, 3) parents paying tuition, and 4) generous donations.

**Our only parental expectation is to pay tuition, and we do not wish to provide further pressure to give more.** As noted above, parents have other opportunities to give, whether through time, talents or treasures, and **each parent has the freedom to participate or not participate.** Because of our community's radical generosity, the beautiful result is a school that is operating at a fraction of the public cost, while making an extremely high quality 21st century education available to all socioeconomic statuses. CBA has given almost \$400,000 in financial aid in our first 5 years of existence - and it is not a burden. It is a ridiculous, contagious joy to live generously, especially when you get to do it with your friends and community.

## Field Trips

Every month, CBA invites families to be a part of a school-wide family field trip around Charleston. This is an opportunity for your family to explore different parts of Charleston, connect with other CBA families, and learn Spanish words associated with the particular field trip through fun scavenger hunts and other games. Please check the school calendar for locations and times.

Throughout the year, elementary students will also have opportunities to take part in field trips during the school day, as arranged by their teacher and communicated to parents in advance. Parents must sign a Consent and Agreement form for their child to participate in elementary field trips.

## IV. Safety and Health

### Safety Around the School

CBA administrators, teachers, and staff's top priority is to ensure that all of our students are safe.

1. The school doors are kept locked throughout the school day. A designated school employee will stand at the door at arrival and pick-up. Students will be escorted by school employees to and from the playground
2. Fire, tornado, and lock-down drills are conducted throughout the school year.
3. Children are NEVER left alone at any time.
4. Closed-toe shoes must be worn at all times. Due to insurance purposes, we ask that sandals, clogs, etc. not be worn by students of any age.
5. All children must wash hands after using the restroom, playing outside, and before eating snacks.
6. No child will be released to anyone who has not been pre-approved and/or cannot show proper identification and the Authorized Pick-Up card.
7. All visitors must come to the office and check-in before visiting classrooms. At this time they will receive a visitor badge to be worn at all times while visiting CBA.
8. No running is permitted on sidewalks or in the hallways
9. Teachers ensure preschoolers are holding hands, holding onto a rope, or in a train formation at all times when children are walking outside the classrooms.
10. Playground equipment must be used appropriately.
11. There is one unencumbered staff person who can assist teachers when needed.



## **Traffic Flow**

For the safety of all our children, all cars will enter from Lackawanna Blvd and exit onto Princeton St.

## **Visitors**

We encourage and welcome all parents and family members to be an active part of our school. When you arrive, please ring the doorbell. All visitors must sign in at the school office. Based on appointment availability, parents may enter and observe their child's classroom as long as it does not interfere with instruction and school operations.

## **Student Tracking**

Students are never left alone. Teachers record attendance at the beginning of the school day, and students are counted by name before every transition to and from the classroom. Students will only be released to those listed on the authorized pick-up list or those who show an Authorized Pick-up card. See Arrival and Dismissal.

## **Authorized Pick-Up**

All families will receive an Authorized Pick-Up card at the beginning of the school year. Anyone picking up the student will need to present this card at the door and to your child's teacher at every pick-up. We understand that schedules change, and different pick-up arrangements need to be made at the last minute. When this happens, please:

1. Save the Authorized Pick-Up card and send it to the person who will be picking up your child. They will need to show the picture to the staff member at the door and to your child's teacher, **OR**
2. Contact the office with your child's name and the first and last name of the person picking up your child. That person will need to show an ID before they are granted permission to pick-up your child.

Please inform the person picking up your child of all the information needed in order to take your child from school, including the Authorized Pick-Up card.

## **Health**

### **Immunization**

By law, all students must have an SC DHEC Certificate of Immunization on file in the School Office in order to attend school. The certificate expires on the date of your child's next scheduled shots and a new form must be submitted to the office.

### **Medication**

**CBA staff will not administer any medications.**

If for any reason your child should need medication during school hours, you may provide advance notice to the office to come to the school and administer the medication. For students with a prescribed EpiPen, parents may leave the EpiPen in the office with the prescription information or doctor's note in a Ziploc bag clearly labeled with the child's name, DOB, and teacher's name. Please do not put medication of any kind in your child's bookbag/backpack, including EpiPen's.

### **Illness**

Students will not be admitted to school if he or she has one or more of these symptoms: diarrhea, rash, fever, persistent cough, sore throat, upset stomach, vomiting, constant green or yellow mucus, a cold with

infection present, discharge from pink, red, or puffy eyes, or earache. In case of rash, please have your child's doctor evaluate the rash to determine if it is contagious.

If illness occurs during the school day, CBA will:

- isolate the child and contact the parent(s)/guardian(s) listed on the registration form.
- If neither parent/guardian can be reached, CBA staff will contact the emergency contacts listed on the registration form.
- If the staff feels that the child should not stay at school, the parent(s)/guardian(s) agree that someone will come for him/her *immediately*.
- Note: The school does not have "sick room" facilities other than to isolate students from their class.

A child who has been ill should NOT return to school until:

- the parent/guardian can provide a negative COVID-19 test result if COVID symptoms were present
- he/she has been fever-free for 24 hours without taking fever-reducing medication if the child is negative for COVID-19
- he/she has been symptom-free and without vomiting or diarrhea for 24 hours if the child is negative for COVID-19
- he/she has been on antibiotics for 24 hours for highly contagious illnesses such as strep, conjunctivitis, etc. The parent or guardian must provide proof of treatment before the child returns to class.

All families who are attending CBA must sign our [Community Agreement](#). Students and staff will be excluded from school if they have:

- Any 1 of the following: fever >100, difficulty breathing, loss of taste or smell, vomiting, or a new undiagnosed cough, undiagnosed nausea/diarrhea
- Any 2 of the following: sore throat, muscle aches, chills. **\*\*This list could change as we get more information.**

If your child has had a fever of 100 degrees or more, your child must be symptom-free (for 24 hours) and you must provide the school with a doctor's note or negative COVID test before being approved to reenter class. If your child, or anyone in your household, tests positive for COVID, then CDC guidelines will be followed (14 days of quarantine after the last close exposure).

**If you have specific questions about a particular illness or condition, please call the office at 843-779-2472 before bringing your child back to school.**

## **Accidents**

If your child is injured at school and does not need medical attention, you will receive either a note from your child's teacher or a phone call explaining the injury. An incident report will be filled out for all accidents and kept in the office. In the event of a major accident, your child will be transported to the medical facility of your choice and we will notify you immediately. In the event of a life-threatening emergency, your child will be transported to MUSC Hospital (169 Ashley Ave) and you will be contacted.

## **Head Lice**



If your child becomes infected with head lice, please contact the office and the child's teacher. At that time, we will notify the affected class that there is a lice outbreak. Please be sure your child has had the treatment for lice before returning to school; there must be no nits present.

### **Bathroom Use Policies**

All teachers and staff follow CBA procedures and protocols (available upon request) for allowing elementary students and potty-trained preschool students to use the bathroom.

When taking preschool students to the bathroom, teachers should remain in the doorway, visible by the cameras in the hallway. If a potty-trained child needs assistance, the teacher should quickly assist and, if possible, let another staff member know they are doing so.

Kindergarten students can be sent to the bathroom next to the classroom as long as a teacher remains in the doorway to maintain hallway supervision. Elementary students can be sent to the bathroom one at a time.

Per OSHA standards, the school will discard all soiled clothes and undergarments. All students, teachers, and staff must follow proper handwashing procedures when diapering and/or using the bathroom.

### **Diapering and Potty Training**

All teachers and staff follow CBA procedures and protocols (available upon request) for diapering students under the age of 3 and for allowing potty training students to use the bathroom. Students are diapered only in rooms where cameras are present.

Our 20-month-old and two-year-old programs have the proper equipment to change diapers. Please send one diaper and/or pull-up per day, along with a zip-lock bag of 4 diapers/pull-ups for the teachers to have on-hand in the classroom if needed. You may send the zip-lock bag at the beginning of the year, and your child's teacher will inform you when it needs to be refilled.

If your child shows interest in potty training, we will do all we can to meet his or her needs. Teachers will encourage, but not push children into using the potty. Please be sure a change of clothes is in a labeled zip-locked bag in the child's classroom or backpack, depending on the teacher's preference. Per OSHA standards, the school will discard all soiled clothes and undergarments. The school will not use recyclable diapers.

It is our policy that all children entering our three-year-old program must be potty trained. Our teachers will not be able to change diapers at this age level.

## **V. Educational Policies and Procedures**

### **School Hours, Attendance, and Protection of Student Time**

#### **2021 - 2022 School Year Calendar**

The most up-to-date calendar can be found at: <https://www.charlestonbilingualacademy.org/calendar>

#### **Office Hours**

During the school year, the office is open from 8:15am – 3:30pm daily, except on holidays.

## **Arrival and Dismissal**

Due to COVID-19 safety protocols, CBA has modified its drop-off and pick-up procedures. Parents/Guardians will no longer be permitted to enter the building except under special circumstances. Students must be dropped off and picked up at their designated entrance/outdoor location.

### **Arrival Times**

- Elementary classes begin promptly at 8:15am each day; Students should arrive between 8:10 - 8:15. Students arriving after 8:20am must have a tardy pass in order to enter the classroom.
- Preschool begins promptly at 8:30am; students should be brought to their drop-off location between 8:25 and 8:30am.

### **Dismissal Times**

Dismissal times are as follows:

- 20 months to Pre-K/4K without Lunch Bunch: 11:50am
- 20 months to Pre-K/4K with Lunch Bunch: 12:30 pm
- Kindergarten without Aftercare: 12:45pm
- Kindergarten with Aftercare: 3:30pm
- Grades 1-5: 3:15pm

## **Protecting School Time**

Parents should make every effort to ensure students arrive to class on time and are picked up on time and should inform teachers in advance of early dismissals. The teachers have a short time to spend with your child; therefore, every minute is precious teaching time. Students thrive on schedules and consistency. When students arrive and depart at different times, it disrupts the entire class.

### **Absence Policy**

CBA follows South Carolina regulations for elementary school attendance. Please make every effort to ensure your elementary student attends school regularly and on time. CBA encourages you to make medical and dental appointments outside of school hours when possible and to try to arrange vacations around days off from school. If your student is unable to attend class, please email the teachers informing them of your student's circumstance. Excused absences include illness, medical/dental appointments, required court appointments, serious family emergency, or other event pre-arranged with the Headmaster. Absences exceeding three days may require a physician's statement.

### **Tardy Policy**

Students are expected to be at school on time. Tardiness puts a hardship on both the tardy student and the teacher. CBA's goal is to create a guide to help us consistently love the teachers and protect the learning time of the whole CBA family.

Students arriving tardy to school must:

- Stop at the CBA office with their parent
- Parents/Guardians must complete a tardy form
- Students will receive a late slip to submit to their teacher before they will be allowed to enter class.

## **Pick-Up and Custodial information**

Each parent/guardian will receive one **Authorized Pick-Up** card for all students in their family at the start of the school year. On the application form, parents identify those authorized to pick up their child. All persons listed on the application form and authorized to sign-out students must be 18 years of age or older.

For students whose parents are separated, divorced, or single, the parent who resides in the home needs to provide custodial information to the office when submitting the student's application. The school will not get involved in a custodial dispute or provide any extra information to parents that is not part of their permanent record. The goal of the school is to provide a safe place for the child.

## **Student Early Release**

To modify a student's schedule, the parent/guardian must contact the office and request the change. If a parent/guardian needs to pick up a child early from class, they should email the school office at: [officestaff@charlestonbilingualacademy.org](mailto:officestaff@charlestonbilingualacademy.org) or call/text the office so that the student will be ready with limited interruption to the rest of the class.

Upon arrival to pick up a child for early release:

1. Parents are to report directly to the CBA side door (preschool) or back door (elementary) and phone the school office of their arrival. Parents/family members ~~should~~ are not be permitted to go to the student's classroom or any other secure areas of the building.
2. Office staff will meet the parent at their car ask the parent/guardian to present a photo ID OR CBA-issued Authorized Pick-Up Card. If the individual does not have an ID in their possession, office staff should direct them to retrieve it. If this poses a problem, office staff should get the headmaster involved to intervene and reiterate the "no dismissal without an ID" procedure.
3. The photo on the ID must match the individual and the name on the ID must match the name listed on the student's application form, OR the person must show a CBA-issued Authorized Pick-Up card. If the names and/or photo do not match, the student is not to be released.
4. Once confirmed, office staff will make a copy of the person's photo ID IF they are not on the authorized pick-up list (i.e., only able to present an Authorized Pick-Up Card) and call the student from class to the office.
5. Office staff will write the date and time on the copy of the ID of those who only have the Authorized Pick-Up card. The copy will then be put into the student's file.
6. When the student arrives at office, the office staff will escort them to the door, and the parent/family member will sign the logbook (name, signature, date, time, student name, reason for dismissal) and leave with the student.

## **Late Pick-Up**

A \$15 penalty for each 15-minute increment of tardiness will be charged for students picked up late (10 minutes beyond dismissal).

## Interruptions

Sometimes students forget lunches, backpacks, assignments, etc. To help protect their time in the classroom, parents should drop off any items to the office, and the office staff will ensure the student receives it.

## Inclement Weather

In general, CBA follows Charleston County schools in making decisions related to inclement weather. If Charleston County schools are closed due to weather, CBA will also close. Occasionally, in cases where Charleston County schools are closed but the weather condition does not affect North Charleston, CBA may elect to hold classes. In these cases, parents may decide whether it is safe to travel to and from school. CBA will communicate these announcements through email and social media.

## Communication with Parents

CBA partners with parents to bring the best education to their children. There are several ways CBA communicates with parents.

- **Monthly Newsletter, *El Bilingüe*** - CBA parents are automatically subscribed to CBA's monthly electronic newsletter, which includes important dates, announcements, and the latest from the Headmaster's Blog.
- **The Headmaster's blog** dives into the philosophies and facets that make CBA unique. Parents can read perspectives on child-rearing, education, and the research behind bilingual education. The latest Headmaster's Blog can also be found on the CBA website along with archived blogs.
- **Social Media** - CBA has social media accounts on **Facebook and Instagram**. Parents are encouraged to subscribe for additional reminders of school events and activities. There is also a **CBA Community Connections** private Facebook group that is just for CBA families.
- **Parent Directory** - This is another place to connect with other CBA families and is sent to all parents at the beginning of the year.
- **Teachers communicate monthly by email/Class Dojo**, highlighting what your student is learning in class. Because language learning is based on repetition, this is a great tool to use the same language at home that your student is learning in the classroom. The **Class Dojo app** is a place where teachers post pictures and group announcements that only the parents of your student's class can see. Teachers will give classroom codes at the beginning of the school year. If you do not receive the Dojo app code information, please contact your student's teacher.
- **CBA App** - New in 2020! CBA is launching a phone app for school families, thanks to CBA parent, Larry Collet. Stay tuned for more information.

## Meet-the-Teacher Days

At the beginning of the year, families will have the opportunity to meet their child's teacher and receive important information. If you are unable to attend these scheduled events, found on our school calendar, please contact your teacher and check the school's website for important information.

## Conferences

Parent/teacher conferences are available at any time of the year upon request. Elementary teachers schedule conferences in conjunction with progress reports to review the student's growth. We strive to keep parents updated throughout the year on the progress of their child. We encourage parents to ask questions and express concerns by way of personal visits, notes, emails, and phone calls. However, meeting with a teacher cannot take place while a class is in session. Meetings are to be kept confidential between the teacher and the parents, and administration as needed. Please make an appointment with your child's teacher to ensure there is sufficient time to discuss your concerns.

## Curriculum

**Preschool:** Preschool-aged children thrive on stability, consistency, and repetition. Each day, students are given time to be creative through play, socialization, arts and crafts, and recess. Students are immersed with literacy, including Bible stories to provide initial learning experiences in language development, number concepts, creative skills, and social, emotional, and physical development. Students begin to learn about the calendar, colors, letters, shapes, phonics, pre-writing skills, numbers, life-cycles, and many exciting things as they are given the building blocks for creative thinking, problem solving, and future learning. Understanding the preoperational stage as outlined by Piaget, focus is placed more heavily on oral fluency than literacy in the early years, all while immersing children in the love of reading and writing.

**Elementary:** Learning in elementary is project-based where teachers weave science and social studies themes into the core disciplines of Language Arts as students develop reading, writing, listening, speaking and thinking skills at age-appropriate levels. The study of mathematics based on the Singapore Math model and Bible round out the program as collaboratively planned lessons are carefully accessed to meet benchmarks established by leadership adopted from Common Core Standards of Learning. Elementary children explore the world with wonder as they read, investigate, explore, create, sing, and talk together about what they are doing. Children are instructed in differentiated small groups in literacy-rich classrooms beginning with systematic phonics instruction. Each inquiry-based lesson and activity is made to be developmentally appropriate for each child. Through collaborative projects, use of technology, and increased independent learning, students become critical thinkers, skilled communicators, leaders, and world changers. Parents can find more information on our elementary curriculum [online](#).

## Christ-Centered Education

It is our goal to help the students at Charleston Bilingual Academy learn about God and understand how much He loves them. Students will learn songs, prayers, and Bible verses. The Christ-centered foundation of our curriculum incorporates the Bible and Creation. Students learn of God's power, beauty, and sovereignty in Creation, and then learn the Bible's central message: the great Triune Creator created us to have a relationship with Him, but we decided to be our own authority (i.e., selfishness/sin), which separates us from God. Yet God, in mercy and love, still desiring a relationship with us, sent His son, Jesus Christ, to live a sinless life, die for our sins, and resurrect so that He can forgive us and restore us to a relationship with our Creator through faith in Jesus Christ. We grow in our relationship with Him as we hear from Him through the Bible and speak to Him through prayer. Students will learn that we need God's love daily to love others, and ultimately through this love, become world changers.

Throughout all subjects and levels, we constantly ask the following questions, leading students to search for truth that is only, ultimately, answered in the Bible:

Who made it? What is its purpose? Is it good? Is it beautiful?

## Chapel

Foundationally, everything is taught out of a biblical worldview where God is revealing himself through Creation. Along with the biblical permeation that happens through direct and indirect instruction in the classroom, students attend chapel once a week. Our Bible curriculum (The Gospel Project) is a three-year program that takes students through the Bible, showing how everything points to Jesus, who wants us to know Him and have a relationship with Him, which will then overflow into our love for others. Chapel services are presented on two levels: preschool children and elementary-aged children. In this way,

students can receive Bible stories in an age-appropriate way. The whole school focuses on a godly trait each month, complemented with a memory verse, a school service project, or an at-home application.

## Grade Practices and Progress Reports

Grades provide a method by which each student's progress and growth are evaluated and recorded. They are a valuable measure of what students are learning and serve as a source of feedback for parents and students. Elementary progress reports guide instruction for teachers and are shared with parents three times a year (see School Calendar). Preschool/Kindergarten reports are delivered twice a year. Grading policies are consistent throughout the elementary and preschool but differ in measurement criteria, providing a benchmark for individual student assessment and an indication of the progress made by the class as a whole.

In the elementary school, progress is measured through data collection via multiple instruments, i.e., student work samples, weekly unit and criterion-based assessments, and Measures of Academic Progress (MAP®) tests administered 2-3 times annually. These methods reflect student progress through the level of mastery of standards that are identified on the progress report.

### Proficiency Scale Evaluation

Grades for the elementary grades show progress based on this rubric.

**4 - Proficient:** The student consistently demonstrates mastery of the grade level standards.

**3 - Approaching Proficiency:** The student is able to demonstrate a partial understanding of the grade level standards, producing evidence that may often contain errors.

**2 - Minimal Proficiency:** The student is not demonstrating an understanding of the grade-level standards. The student produces evidence that is significantly below grade level.

**1 - Insufficient Evidence Towards Proficiency:** There is a lack of evidence (data) to determine the proficiency of the grade-level standards.

**NA - Not Applicable:** The standard was not addressed this semester, or the student was not enrolled long enough to accurately assess.

### Assessments

Elementary school uses a variety of assessments and programs to identify and meet individual student's needs.

**Measures of Academic Progress (MAP)** (NWEA's assessment). MAP® growth scores help teachers check student performance by measuring achievement and growth. Teachers use results to tailor classroom lessons to meet student needs. When taking these nationally normed, computerized adaptive tests, the difficulty of each question is based on how well a student answers all the previous questions. As the student answers correctly, the questions become more difficult. If the student answers incorrectly, the questions become easier. In an optimal test, a student answers approximately half the items correctly and half incorrectly. The final score is an estimate of the student's achievement level.

**Reading A-Z** has an extensive collection of leveled reading resources. With more than 2,000 books at 29 levels of reading difficulty and multiple languages to choose from, teachers can easily put developmentally appropriate content into each student's hands. The product also includes thousands of corresponding resources to enhance instruction and strengthen students' reading skills, such as guided lesson plans, worksheets, and assessments.



**Eureka Math**, a standard-aligned curriculum published by the non-profit **Great Minds Inc.**, equates mathematical concepts to stories, with the aim of developing conceptual number understanding. It encourages students to use various mental strategies to solve problems, and to focus on the process instead of the answer. The homework strategies and activities may seem unfamiliar, but they develop a solid foundation of understanding numeration, number patterns, and how numbers relate to each other, providing a framework for further skill building.

### **Student Retention**

CBA determines the satisfactory reading readiness level for kindergarten students and literacy and reading comprehension levels for students in 1st through 5th grades. Using the approved, nationally normed assessment instrument, the school assesses students in kindergarten twice a year and three times a year through 5th grade. Students may not be advanced to grade in reading unless they are assessed as reading at or above their appropriate level. Teachers or parents can schedule conferences to discuss individual student progress and/or the need for interventions. Conference minutes will help document the impact of interventions on student progress.

### **Homework**

All children need a chance to play after school. CBA also recognizes the educational value of homework as practice and a time to allow parents the privilege to invest time in their children's education. Meaningful homework is a necessary part of each student's educational program and should relate to the educational philosophy and goals of the school. Most assignments will be sent home on Monday for the whole week, and teachers will not assign homework for the weekend. In grades 1 – 5, homework can be expected to take the time equal to a student's grade-level x 15 minutes per night.

The expected elementary school homework load is as follows:

**English** - Practice vocabulary/spelling and read.

**Spanish** - A 4-page packet will be sent home on Monday and is due on Friday.

**Math** - A worksheet with selected problems will be sent home each day in Spanish, and parents can view English tutorials online if needed.

Unless otherwise specified, any other work is considered an extra resource. Teachers will send unfinished work home if a child was not able to finish it in class due to lack of focus. Completing such work is not required unless teachers have formally communicated to the parents that their child is performing below his/her potential and needs extra guidance at home.

### **Preschool Portfolios**

Throughout the year, preschool students take home their crafts and classwork. At the end of the year, preschool students will receive a portfolio filled with classwork that demonstrates year-long progress. The work samples address the developmental goals assigned to each level. The portfolios include photographs of class activities, special pieces of artwork, and items that your child feels particularly proud of.

Please remember that portfolios are meant to demonstrate each child's growth. Goal mastery is not the criteria for students to move up to the next class as all children develop and learn at different rates.

## **VI. STUDENT LIFE**

### **Adjustment to Preschool**

Many young children and parents are anxious about the separation from each other when beginning preschool. It will enhance the early school experience to keep some of these ideas in mind:

- Make sure that your child is receiving adequate sleep.
- Plan enough time in the morning to get dressed, eat, and do other things necessary to leave the house in an unhurried manner.
- Make a special effort to greet your child cheerfully at the end of the school day and show real interest in what your child has done that day.
- Do not pressure your child. Each one of us grows and develops at an individual rate. If you are concerned about your child's progress, call your child's teacher or the Headmaster to schedule a conference.
- If your regular plans change with regard to picking up your child, please tell him/her so he/she will not be upset or confused by the change of plans.
- If your child is crying when coming to school, try to maintain a cheerful attitude yourself and give kind but firm assurance that you will be back. When you pick them up, remind them that you did, in fact, return as you promised you would.

### **Snack and Lunch Time**

Parents are to send in a healthy snack each day along with a water bottle that does not leak, containing ONLY water. Snacks should be pre-cut into bite-size pieces appropriate for your child's age. If your child has a food allergy, please notify the teacher and school. Teachers will send out a notice to all parents if there is a student in the classroom that has an allergy. Snacks may include veggies, fruits, cheese, cold-cut meats, or other healthy foods. Please do not send candy, excessive sweets, or food items that need to be heated.

Parents of elementary students and of preschool students who attend Lunch Bunch should also pack a lunch for their child.

### **Clothing**

Please dress your child in washable, comfortable clothing for play each day. Be sure the clothing is manageable avoiding suspenders, belts, and tights for preschool children. Hats are not to be worn inside the classroom. All children must wear closed-toed shoes for safety reasons (see Safety around the School). Children wearing flip flops will not be allowed to play during playground time for their own safety. Children should be dressed appropriately for outdoor activities. Each class will go outside each day for at least 20 minutes unless there is inclement weather, at which time we will use our indoor play area. Please label your child's jackets and sweaters so we may ensure they are returned if left on the playground or in other activities.

All preschool students should bring a complete change of clothing, including underwear and socks, in a labeled zip-lock bag, to leave in the classroom or to keep in the backpack daily, according to the teacher's preference. Parents should clean and replace as needed throughout the year. Per OSHA standards, the school will discard all soiled clothes and undergarments.

### **Personal Belongings**



Please provide your child with a book bag or backpack (not on wheels). All personal belongings should have the child's first and last name. We ask that you do not allow your children to bring toys of any type, size, or shape to school unless specified by their teacher, including trading cards. Books and magazines should adhere to CBA's lifestyle statement and not be "scary" or "inappropriate." No weapons, pretend or otherwise, may be brought into the school.

### **Electronic Devices**

"Door to Door" Policy: Use of personal electronic devices is not permitted during school hours without teacher permission. All electronics should be turned off and put away upon leaving your car door and remain there until returning to your car door at the end of the day. If electronics are out or used, such items will be confiscated, and the parent may retrieve them from the teacher at a later time. Emergency phone use can happen only with the teacher's permission in the main office. During school hours, parents are asked to call the school office rather than calling their child directly.

### **Honor and Respect for Authority**

Students are expected to recognize the authority of the entire school staff and show proper respect to all school personnel. Students are expected to address each other and faculty/staff in a respectful way. Students should address adults as Mr./Mrs./Ms./Miss \_\_\_\_\_(last name). Students engaging in any form of cursing, swearing, profanity, vulgar language, or inappropriate gestures will be subject to CBA discipline policy.

### **Playground**

CBA has multiple on-site playgrounds that students use, depending on their age. Pre-K/4K through 5th grade classes take occasional walks to nearby Armory Park, at their teacher's discretion, which includes more play options to help students develop their gross motor skills. Parents of students in Pre-K/4K through 5th grade must sign a Consent and Agreement form at the beginning of the year so students can participate in trips to the Armory Park.

### **Library**

CBA has a library of books outside the main office. Loaning of books is based on the honor system. Each student may borrow up to three books per week. Please use the library binder to sign out books and highlight the corresponding entry to indicate that books have been returned.

Minor damages such as small tears must be repaired in order to prevent further damage. If the book is damaged to the extent that it interferes with other families' ability to enjoy the book, it must be replaced with another book of equal or greater value. If you need to replace a book, please notify the office staff for inventory purposes.

### **Pictures**

In order to capture your child's memories at CBA, we contract with a photographer to take pictures during the school year. We take individual and class photos in the fall. Pictures will also be taken throughout the school day by teachers and staff. Parents must indicate on their child's application form if they *do not* want their student included in social media and other media promoting the school. There is also a community Google photo folder that will be shared at the beginning of the year. Teachers also share pictures that can only be seen by other parents in the class on the Dojo app.

### **Birthdays and Other Celebrations**

Birthdays are important, and we love to celebrate with them! Please check with your child's teacher to

discuss plans for birthdays and other special occasions. We ask that the food be low in sugar and that you provide a list of the ingredients to protect students with allergies. The teacher can provide a list of allergens before you purchase the food and drinks. Private party invitations may not be distributed within the classroom unless every child in the class is invited to the party. Also, if students are picked up as a group from the classroom to attend a party, all students should be invited.

### **Lost and Found**

Items in the lost and found will be periodically donated to a local charity. Please check often to ensure your lost items find their way home.

### **Pets and Animals**

Students may not bring pets or any animal to school without special permission.

### **Tobacco, Alcohol, and Drugs**

Use or possession of unauthorized drugs, narcotics, tobacco, alcohol or other dangerous substances of any kind is considered a serious offense. Students who violate this regulation may be suspended from school on the first offense. A conference between parents and administrators will be required as a condition for re-admission. Subsequent offenses may result in expulsion.

### **Public Display of Affection**

Public or private displays of affection between students of the opposite gender are not permitted on campus or at school-sponsored activities including the transportation to and from these activities. Examples of unacceptable displays of affection include, but are not limited to, holding hands, touching inappropriately, hugging, and kissing.

## **Extracurricular Activities: Sports, Music, Tutoring, Nanny Services**

CBA does not offer any after-school programs. However, it does partner with other organizations. Programs that partner with CBA include:

### **CBA Sports School - Karate and Soccer**

General information can be found on the CBA website. CBA families will be given more detailed information at the beginning of the school year.

### **CIMS Little Mozarts**

Charleston International Music School's Little Mozarts. For more information, visit: <https://www.cimschool.org/little-mozart-music-program>

### **Independent Tutoring and Nanny Services**

If you are interested in tutoring or nanny services after school hours, several teachers provide these services independently of CBA. Please contact the office for further information.

## **VII. CBA Code of Conduct**

### **Discipline**

At CBA, we believe everyone has the right to be in a safe and effective learning environment. Discipline

plays a key role in education. Without discipline, children cannot learn to achieve their very best potential. Discipline is best learned when started early in life. We also believe that all students make mistakes and teachers have the opportunity to help train and guide students towards making positive choices. Student behavior is typically a reflection of internal feelings. It is our desire to help foster an environment in which students can have lasting internal character change through our disciplinary procedures. Teachers seek to shepherd their students as they manage the classroom and create a culture of grace.

Students are responsible for the choices they make, and choices have consequences. Wise choices produce good consequences; unwise choices produce unwelcome consequences. The goal of classroom discipline by the shepherd-teacher is to rescue and restore students to a place where it can go well for them and they can enjoy learning. In enforcing the classroom expectations, a teacher will individually talk to the child in terms he or she can understand, asking questions to reveal the child's heart. The teacher may ask:

- o "What happened?"
- o "What did you do?"
- o "Help me understand how \_\_\_\_\_ seemed to make things better?"
- o "In what other ways could you have responded?"
- o "How do you think your response reflected trust or lack of trust in God's ability to provide for you?" (from *Shepherding a Child's Heart*)

Corporal Punishment will NEVER be used at Charleston Bilingual Academy. We always apply discipline with love and respect. Within those parameters, learning can take place. Classroom rules provide the guard-rails in a classroom to a place where learning can happen most efficiently and effectively. Rules and routines also provide protection from outside distractions that would hinder a student from learning. Most minor issues will be dealt with systematically, consistently, and quickly by the classroom teacher. If the student does not respond to the classroom discipline, he or she will be sent to the Principal's office. If a more serious issue arises that impacts safety, security, or cheating, the student may be sent to the principal immediately.

Severe or repeated, unwanted behaviors, such as biting, or aggression will always and expediently be discussed with parents and with the Headmaster.

Calling to mind Ephesians 6:1 – 3, the overarching principal in preschool and elementary classrooms is that students would **honor** and **obey** so that it will go well with them and they will enjoy learning. Classroom teachers bear the initial responsibility of discipline. Classroom teachers establish and communicate clear, concise, and consistent classroom routines, expectations and consequences. Discipline and correction are a good thing as they provide an opportunity for the student to be restored to a place of safety.

### **Preschool Discipline**

Preschool is a great place to begin to implement discipline. It is normal for preschoolers not to share, to act selfishly, and want to do their own thing. Teachers minimize misbehavior through creating engaging lessons and through consistently managing behavior through class procedures and clear expectations. Our desire is for children to learn to make good choices and to show love, patience, and self-control. We want them to learn to care and share. Ultimately, we want them to learn how to love others and to know the Source of love. To that end, teachers will strive to.

- Tell children what they can do instead of what they cannot do. Be positive.
- Protect and preserve children's feelings that they are lovable and capable. Be encouraging.

- Offer children choices, helping children to recognize good (green) choices
- Give children safe limits they can understand. Recognize their feelings without accepting their actions. Maintain your authority calmly and consistently. When children break the rules, allow them to experience the consequences of their behavior.
- Use a quiet voice instead of a loud voice.
- Set a good example. Speak and act only in ways you want children to speak and act.
- Never pull, push, or grab children with angry hands.
- Let kids know that you love them, and you want to keep them safe (in the circle of safety) and that is why you want them to obey and follow the guidelines. *When they honor and obey, it will go well with them, and they will enjoy their class.*
- Show them unconditional love. Be on the lookout for a soft heart.

If a preschool child is choosing to not act appropriately, our teachers will take the following action:

- If the child is acting inappropriately without interruption to the class or potential harm to anyone, then the teacher will distract and redirect the child's behavior. This is likely an issue of immaturity rather than disobedience.
- If the child is intentionally misbehaving, disobeying, or acting in a way that interrupts the class or potentially can harm someone, then the teacher will individually talk to the child in terms he or she can understand, asking questions to reveal the child's heart.

If the behavior is repeated and/or due to defiance, then the teacher will have the preschool child sit in timeout away from the situation that is causing problems (1 minute per age in years: 1-year-old=1 minute, 2-years-old = 2 minutes, etc.). Parents will be informed if their child is sent to timeout.

### **Biting**

Biting is a normal behavior in young children. In the event that a child is bitten, the teacher will inform the parents of both families about the incident. If the skin has been broken, the school will also notify the bitten child's parents in writing. The school will follow CBA's protocol to protect the health of the children involved. If a child is a habitual biter, the parents will be called in for a conference to discuss ways to cease the biting and solve the problem

### **Elementary Discipline**

Students are expected to **honor** and **obey** by being respectful, responsible, and ready to learn. How do students show this?

#### **Respectful:**

1. Honor authority by obeying instructions with a smile, all the way, right away.
2. Treat others with kindness in action, speech, and attitude

#### **Responsible:**

1. Maintain a neat, orderly, and structured environment conducive to their own learning and the learning of others
2. Turn in all assignments on time – done neatly and completely

#### **Ready:**

1. Be prompt and prepared for class with all supplies ready
2. S.L.A.N.T. and actively participate during instruction

Choices have consequences. The teacher may use the consequences below when appropriate. If the student does not respond to the discipline by the teacher, the principal becomes involved in the process.

1. Verbal warning: admonition, correction, warnings, and rebukes
2. Denial of privileges: various privileges will be taken away from the student
3. Withdrawal: the student will be separated from classmates, sent out of the classroom or otherwise removed from class activities
4. Written discipline: note sent home requiring a parent's signature
5. Phone call home to parent
6. Principal office visit

### **Hallway Behavior Rules:**

The following rules are to be followed by all Preschool/Elementary students in order to maintain safety in the hallway and reduce interruptions to other's learning:

1. Students are to walk in line without pushing or shoving.
2. Students are to maintain proper distance from their classmates and walk on the designated side of the hall.
3. Hallways are to be quiet zones.

### **Student Anti-Harassment Policy/Bullying Policy**

In order to maintain a safe and welcoming environment for all CBA students, volunteers, and staff, CBA will not tolerate harassment of any kind, including but not limited to harassment based on sex, race, color, national or ethnic origin, age, or disability. This extends to cyberbullying, physical or sexual harassment, intimidation, etc.

Unintended or intentional conduct that subjects another person to unwanted attention, comments, or actions, or robs the person of dignity is unlawful and contrary to biblical standards.

Examples include, but are not limited to, **anything (a gesture, an electronic communication, a written, verbal, physical, or sexual act) that:**

- places a person in reasonable fear of harm to person or property
- has a substantially detrimental effect on the person's physical or mental health
- has the effect of substantially interfering with academic or job performance
- has the effect of substantially interfering with the person's ability to participate in or benefit from the services, activities, or privileges provided by the school.

CBA expects all students and employees of the school to conduct themselves in a Christ-like manner as a Christian role model. All conduct violating these biblical standards during school or school-sponsored events, activities, or functions is subject to appropriate action by the school, regardless of whether or not such conduct occurs on or off-campus.

The student anti-harassment policy applies at any time when the event or activity has any school recognition. This includes all classes/activities/events during school hours whether they occur on school property, at school-leased facilities, off campus, or on school-arranged transportation of any type to or from an event or activity.

### **What to Do If You Experience or Observe Harassment, Bullying, or Intimidation**

At the beginning of the school year, and in conjunction with teaching classroom procedures, the teachers will instruct students on the topic of bullying. They will define what it is, the forms it takes, how to respond to it, and how to report it:

- Students who feel that they have been subjected to conduct of harassing, bullying, or intimidating nature are encouraged to promptly report the matter to their teacher or one of the school principals.
- Students who observe the conduct of a harassing, bullying, or intimidating nature are also encouraged to report the matter to their teacher or one of the school principals.

All complaints will be promptly investigated.

### **Confidentiality**

Every effort will be made to reasonably protect the privacy of the parties involved in any complaint. However, the school reserves the right to fully investigate every complaint and to notify a student's parent/guardian and appropriate government officials as the circumstances warrant.

### **Protection Against Retaliation**

It is against the school's policy to discriminate or retaliate against any person, including any student, who has filed a complaint involving harassment, bullying, or intimidation or who has testified, assisted, or participated in any manner in any investigation, formal proceeding, or hearing concerning harassment, bullying, or intimidation. If during the course of an investigation or subsequently the school learns that a student or others have made a complaint that was not in good faith, or it was known to be false at the time of the complaint, the school reserves the right to take appropriate action. Making false complaints or complaints not made in good faith can jeopardize one's reputation.

### **Procedure for Investigation of a Complaint and Taking Corrective Action**

When one of the school officials designated in this policy receives a complaint, he or she shall immediately inform the Headmaster. The Headmaster will direct an investigation. If the investigation confirms the allegations, prompt corrective actions shall be taken. The individual who suffered the harassing, bullying, or intimidating conduct shall be informed of the corrective action taken. In addition, any employee or student found to be responsible for harassment, bullying, or intimidation in violation of this policy will be subject to appropriate disciplinary action up to and including expulsion or termination. The severity of the disciplinary action will be based on the circumstances of the infraction.

## **Academic Integrity**

Academic integrity in all schoolwork is important (Proverbs 22:1).

### **Cheating**

Cheating is defined as deliberately stealing someone else's work and presenting it as one's own OR allowing someone to use your work as his or her own work. CBA believes cheating is an act of stealing and lying. Cheating includes copying someone's homework, handing in someone else's work as one's own, sharing your own work with someone else, or sharing information from a test or quiz.

### **Plagiarism**

Plagiarism is defined as using someone else's words or ideas without giving the author or creator credit. Using material from another source such as, but not limited to a book or the internet, without proper acknowledgement is considered plagiarism. Plagiarism includes the following:

- Taking someone's words without giving credit to the original owner
- Not using quotations or paraphrasing correctly

- Replicating (copying) an electronic or print source and claiming it as one's own

Learning how to properly give credit in writing is a learning process and will be taught with every research writing opportunity. If it is determined that a student has cheated or plagiarized, the assignment will receive a zero, and a meeting will be held with the student's parents to determine further disciplinary action.

Students who falsify a parent's signature or alter grades will be subject to the school's disciplinary policy

## **Technology Policy/Acceptable Use Policy**

Teachers regularly use technology in the classroom to enhance learning. Technology is never used as purely entertainment or a "babysitter" within the classroom. Elementary students will have opportunities to interact with technology including the internet. Students and parents must both discuss, sign, and return the school's Acceptable Use Agreement to the teacher before students will be allowed to use computers or access the internet.

## **Employees**

Charleston Bilingual Academy employees are born-again Christians, living their lives as Christian role models (Rom. 10:9-10; I Tim. 4:12; Luke 6:40). Employees agree to conduct themselves in a way that will not raise questions regarding their Christian testimonies. A Christian lifestyle should reflect the biblical perspective of integrity and appropriate personal and family relationships, professional conduct and moral behavior.

## **Confidentiality Policy**

CBA administrators, teachers, staff, volunteers and any other individual associated with the running or management of the school will respect confidentiality by refraining from:

- discussing confidential matters about children with other parents
  - discussing confidential matters about parents with children or other parents
  - discussing confidential information about other staff members.
- and by:
- only providing sensitive information, in written or oral form, to relevant people.
  - giving parents access to the files and records of their own children.

Confidential information includes:

- registration and admission forms
- signed consents
- correspondence concerning the child or family
- reports or minutes from meetings concerning the child from other agencies
- ongoing record of relevant contact with parents

Confidential records are kept secure by the Administration team. Under no circumstances will staff provide any information about children to any branch of the media. All media inquiries should be passed in the first instance to the Headmaster.

In circumstances where staff have good reason to believe that a child is at risk, or is likely to be at risk, of child abuse or neglect, the Safeguarding Children Policy will override confidentiality on a “need to know” basis. All staff are required to sign a confidentiality agreement. Staff failing to show due regard for confidentiality will be liable to disciplinary action under the provisions of the disciplinary procedures within the Staffing Policy. Issues pertaining to the employment of staff, whether paid or unpaid, will remain confidential to the people directly dealing with making personnel decisions.

## **Resolving Conflicts**

To protect CBA's culture and community, CBA will follow the principles found in Matthew 18 and James 3 whenever there is a dispute or grievance between any two parties connected in a direct way to the school. This includes students, parents, staff, volunteers, administration, and the Board. The policy is written to protect our culture of grace where we live out Colossians 3:12, “Put on then, as God's chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience.” It is understood that if any disputes arise which are not covered by this policy, the board will decide what procedures to follow based on a parity of reasoning from those procedures established by this policy.

### **Students/Parents to Teachers**

1. All concerns about the classroom must first be presented to the teacher by the parents, or if the student is mature enough, by the student himself. If the student presents the concern, a respectful demeanor is required at all times.
2. If the problem is not resolved, the parents or student may bring the concern to the appropriate administrator. If the student brings the concern, he must have permission from his parents to do so.
3. If the problem is still not resolved, the parents should appeal the decision to the Board President.
4. If there is no resolution, they should request a meeting with the CBA Board.

### **Parents/Patrons to Administration**

1. If parents or patrons have a grievance or dispute about the general operation of the school (apart from the operation of the classrooms), they should bring their concerns to the Headmaster.
2. If the situation is not resolved, they should present their concerns to the Board President.
3. If there is no resolution, they should request a meeting with the CBA Board.
4. This procedure applies to board members who are acting in their capacity as parents/patrons, and not as representatives of the Board.

### **Volunteers to Staff/Administration**

1. If any Volunteer has a concern about the volunteer work, (s)he will present the concern to the staff member responsible for his/her oversight.
2. If the problem is not resolved, the Volunteer may bring the concern to the appropriate Administrator. If a student brings the concern, he/she must have parental permission to do so.
3. If the situation is not resolved, they should present their concerns to the Board President.
4. If the problem is still not resolved, the Volunteer may request a meeting with the Board.

## **Key Notifications**

### **General Liability Policy**

The school's general liability insurance is with Philadelphia Insurance Company and is available upon request.



