



THE
CinDay
ACADEMY

PRE THRU 12 PRIVATE SCHOOL

Student Handbook

11 Sycamore Creek Dr
Springboro, OH 45066
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CDA Early Childhood– High School Grade

Philosophy

The CinDay Academy is a multi-level school age program that believes in a curriculum that supports the child's growth and development according to the child's own unique needs and capacities. Children will be taught concepts as they are ready to learn and encouraged to explore areas that they want to learn.

Multi-level educational practices are grounded in a philosophy that holds that every child can learn and has the right to do so at their own pace, that learning is a continuum rather than a series of steps, that diversity is not only a reality but is something to be embraced, and that a classroom is a family of learners.

Multi-level classrooms do not have tracking, or long-term ability grouping. Grouping is usually short term and flexible. Competition and comparison with other students is lessened, as students are looked at and evaluated according to their potential, not in relationship to "grade level standards", or in comparison to each other. Emphasis is on the "strengths" of individuals, rather than weaknesses. With less emphasis on competition and more on diversity being embraced.

Multi-level classrooms have a lot of motivating activities, with attention to learning styles, multiple intelligences, and interests, as well as abilities. When children are motivated, they will do their very best and are proud of their efforts. In this environment, children tend to be more willing to work, thereby raising their level of achievement.

Mission

The CinDay Academy is *the* private, independent Preschool–12th grade school in Dayton, Ohio, offering all students individualized learning plans based on cutting-edge brain science research. Students of all giftedness levels develop their unique talents and interests toward personalized goals. Coached by a team of devoted teachers, and professional mentors, CinDay Academy students discover their true potential and emerge ready to lead in the real world. **At CDA students:**

Achieve: All students excel with CinDay's challenging academics and limitless possibilities.

Thrive: Students of all abilities reach their potential at their own pace through personalized goals.

Flourish: All students discover the joy of learning in a happy, healthy, safe environment

We apply:

Research: Utilizing teaching methods based upon latest neuroscience research. Daily routine includes brain breaks, integration of students' passions, strengths and personal goals and experiential learning

21st Century: Focusing on 21st century skills: creativity, communication, collaboration and critical thinking

Curriculum

While providing a strong foundation in core academic subjects, the curriculum also incorporates Spanish (Preschool-Middle School) wide choice of foreign language (Middle School-High School) integrated arts, physical education and character education into its weekly course work. In addition, field trips are included with each theme so that students can demonstrate their knowledge and mastery of the unit of

study. Technology also plays an important part in the education process with Smart boards, iPads, and computers being integrated into the classroom daily. Other unique features of our curriculum are EXTRA classes and Spotlight. EXTRA Classes and special electives offer the students the opportunity to pursue areas of special interest. We understand that today's classroom is more than just text books; it is about putting their knowledge into real world activities. Spotlight is a special Friday all school gathering recognizing and highlighting student achievement, displaying students' uniqueness, encouraging friendship, and creating opportunities to display courage, patience, good character, leadership, kindness and respect. Parents are encouraged to attend.

At CDA, learning is...

Project Based Learning: Curricular areas are taught through a central theme as they investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Individualized & Hands-On: Students are actively involved in learning through hands-on experiences.

Cooperative: An environment in which students are encouraged to share ideas and work together.

21st Century: Focus on STEM, computer science and active, experiential learning

Administration

Founder & Principal	Gina Pangalangan
Vice Principal	Sherry McMahan
Business Director	Tricia Fote
Curriculum Director	Jo Fultz

Staff- CDA Central @ 11 Sycamore Creek Dr

Preschool Teacher	Amanda Becker
Primary Teacher	Sarah Flax
Primary Teacher	Emily Fuller
Primary Teacher	Melissa Glover
Assistant Teacher	MacKenzie McMahan
Preschool Teacher	Sarah Penwell
Building Assistant	Diana Perkey
Family Room Lead	Sydney Smith
*Primary Teacher	Becky Roop

Staff- CDA North @ 5 Sycamore Creek Dr

Building Assistant	Julie Blasko
Middle-High School Teacher	Susan Lehman
High School Teacher	Erin Magness
High School Teacher	Ryan Massey
High School Teacher	Saralyn Moon
Middle-High School Teacher	Mike Roop
High School Teacher	Heather Thomas
High School Teacher	Geraldine Wauters

Staff- CDA South @ 20 Eleanor Dr

Middle School Teacher	Kyle Dinger
Intermediate Teacher	Jennifer Hillard
Building Assistant	Evelina Lazic
*Intermediate Teacher	Lauren MacDonald
Middle School Teacher	Shelly Saylor

Staff- Specials

Director of Student Academic Support	Cindy Brogan
Music	Kendra Carson
Art	Erin Fortener
Spanish	Jody Massey
Physical Education	Meredyth Moore
Tech Support	Courtney Popson
STEAM/ tech support	Natasha Remley
Spotlight/performing arts	Curry Winters

Policies & Procedures

Administration of Medications

Prior to the administration of a medication, food supplement, or modified diet, The CDA staff shall:

Secure the written instructions of a licensed physician as appropriate for the administration of any medication, food supplement, or modified diet.

Secure the written, signed and dated instructions of the parent or guardian on the form provided by the Administrator or designee for the administration of medication, food supplement or modified diet.

Each time medication is administered a written record or log including dosage, date and time shall be made. This record or log shall be kept on file for one year.

Admission / Withdrawal

The Academy is looking for students & families who desire to have the same mission and philosophy as our school. We want students who want to learn and families that want the best for their children. We also want our parents to support the school through volunteering & fundraising efforts.

The Admission Process: Early Childhood (Preschool- PreK)

The admission process is completing the online Application including payment of fees. Screening may be required.

The Admission Process: Primary—Middle School

The admission process is a 3 step process:

Completing the online Application, Teacher Recommendation and Admissions Testing. We also reserve the right to have a Family Interview.

1. Completing the Application

Applications for fall admission are accepted starting the first school day in February. However, if you are interested in attending during a current school year, contact the school office at 937.748.1991. To be considered for admission, please complete this Online Application

2. Admission Testing

Upon review of the completed application file, an applicant will have a shadow day or screening observation.

3. Teacher Recommendation

We request that a teacher recommendation be submitted from your current school.

Family Interview

Applicants being considered for acceptance may be contacted to schedule a family interview. Family interviews are conducted by the Principal and both parents (when applicable) are required to attend with their student(s). This is the time to learn more about The Academy's distinctive education program and administration, to state your reasons for seeking enrollment, and discuss your child's curriculum, extracurricular interests, and expectations for student life.

The Admission Process: High School

The admission process is a 6 step process:

Completing the Online Application, Teacher Recommendation, Personal Recommendation, Applicant Statement, Interview and Transcript Review.

1. Completing the Application

Applications for fall admission are accepted starting the first school day in February. However, if you are interested in attending during a current school year, contact the school office at 937.748.1991. To be considered for admission, please complete this Online Application

2. Teacher Recommendation

We request that a teacher recommendation be submitted from your current school.

3. Personal Recommendation

We request a recommendation from a mentor, personal friend or coach because we value the academic and personal qualifications of each applicant.

4. Applicant Statement

Why do you want to be a part of The CinDay Academy- your strengths & interests and what matters most.

5. Student Interview

Applicants being considered for acceptance will be contacted for an interview. This is the time to learn more about The Academy's distinctive education program and administration, to state your reasons for seeking enrollment, and discuss student's curriculum, extracurricular interests, and expectations for student life.

6. Transcript Review

The applicant must submit a copy of their transcript to the admission committee for review

Admission Decisions

Each student's file is reviewed by the Admission Committee. All discussions regarding applications are held in strict confidence. Admission decisions include the applicant's potential for success in The Academy's program and the parent's desire for a multi-level classroom education for their child. Parents will be notified in writing of the Admission Committee's decision.

Upon acceptance, please request to transfer transcripts from your current school. An information package will be emailed to you in May and we will hold a School Orientation Day in August.

Application documents can be mailed to 11 Sycamore Creek Drive Springboro, OH 45066 Attn: Admissions Director. If you have any questions, please contact the Admissions Director at 937.748.1991.

Withdrawal The Academy will need a two month's advance written notification of a student's permanent withdrawal from the program to stop tuition (EFT) . The supply fee will be prorated over a 9 month period

After School Enrichment (ASE)

Students in Primary– High School can participate in clubs or private tutoring. Clubs offered include drama, art, glee, band, STEM, lego or fitness. These are offered from 3:00-4:00.

Arrival and Dismissal

The **Middle School and High School** day begins at 8:45. **Primary– Intermediate** classroom begins at 9:00 a.m. Students may begin arriving at 8:45 a.m. and must be in school for the start of the day at 9:00 a.m. appropriately dressed and ready to work. Dismissal is at 3:00 p.m. **Early Childhood** starts at 9am –11:30 for morning class and 12:30 -3:00 for afternoon class.

Children will not be released to anyone that is not identified by the parent to have permission to pick up the child. If written permission from a parent is given, proper identification must be shown. Forms filled out by the parent, will be kept on file in the school as to the people that are authorized to pick up the children. Written notification is needed when changes are made to the form.

Late Pickup: Parents late in picking up their child, will be assessed a late fee of \$1.00 per minute for every minute after 10 minutes over the designated pick-up time.

An adult must escort students who leave the school at times other than the regular scheduled dismissal times of the building. Parents must verbally notify the staff that the child is leaving the school premises.

Attendance and Tardiness Policy

Philosophy

School attendance has a direct impact on a student's level of academic achievement. In order to make the most of one's educational opportunity a student must have consistent, punctual, daily attendance. It is primarily the responsibility of the parent or guardian to encourage daily, punctual attendance.

Attendance Requirement

Students are required to attend class, on time, every school day, unless properly excused.

Procedures for Excusing an Absence

Parents/guardians must contact the school prior to the absence or in the case of illness, the day of the absence. Notification is preferred through the App directly to the building aide. Parents of student drivers will be contacted if they are late to school. HS: Notes are required to excuse the absence.

Check-Out Procedures

In order to ensure the safety of children enrolled in The CinDay Academy, students will not be released to any person without verified authorization (verbal or written) from the current parent/legal guardian. CDA will maintain a check-out log indicating the date, time, reason, and to whom the student is released. It is the responsibility of the parent/legal guardian to provide the school copies of any legal documents restricting access to their student(s) and/or information pertaining to their student(s).

High School students may sign themselves out with prior approval from parents. Once a student enters 9th, all attendance records are kept for their transcripts. These are sent to colleges when requested as part of their official transcript.

Tardy Philosophy

Being on time is a life skill important to each student's future, and The Academy shares the responsibility to teach the importance of this skill. Tardiness of individual students interrupts instructional time for all students. Promptness to class allows the teachers to begin the instruction on time for everyone. Students who are tardy more than 3 times in a quarter will have a note sent home.

Conference

Academy staff members work hard to communicate with parents. Twice a year, in Fall and Winter, parent/teacher conferences are conducted. At these conferences parents are informed of their student's progress in both academic and social developmental areas. The student's progress toward mastery of concepts and skills is reviewed. In High School, conferences are led by the student, who informs their parents of personal goals and results. Informal conferences will occur at other times if situations warrant them.

Dress Code

The spirit of the dress code suggests a certain level of formality during the academic day and at designated school functions. It is expected that students Preschool—High School will dress in a neat, clean, and presentable manner at all times. A dress code is to teach students that there is a time and a place for different attire. This is your child's first "work" environment and we want to instill in them the idea of proper "work" attire. The dress code is intended to eliminate the distraction of fads and fashion.

Uniform and spirit wear may be purchased **ONLINE** from **The Spirit in You** www.thespiritnu.com or **Image Mark It (downtown Springboro, online)** or **Lands End (customer number 900105644)**. The link to order from these vendors is on our website CinDayAcademy.com—CDA Family. Uniform pants, shorts, and skirts may also be purchased at retailers such as Sears and Target.

Uniform slips will be given to students out of uniform. A grace period of 2 slips will be allowed. After the 2 slips, a parent will be called to bring the proper attire to school for the student.

Regular School Day (Early Childhood– Middle School in Central and South)

1. *Top:* A white, black, or red polo with The CDA Academy logo will be the only shirts permitted. The CDA Logo is not optional and must be on all shirts. These can be ordered in several styles from our vendors. Our vendors can also add our logo to shirts that you already own
2. *Bottoms:* Students must wear a khaki (light tan) or black bottoms only. No denim or yoga pants allowed. These khakis may be pants, shorts, or skirts with shorts underneath (for playground play and sitting on floor projects). No other color of bottoms is permitted. Black skirts must be plain, solid material with no fringe, ruffle, sparkle or lace.
3. On cooler days when layering is needed, a solid black, red or white cardigan sweater or black Academy fleece, warm-up, or sport tek jacket may be worn with uniform over the polo. Several of these jacket styles are available from our vendors.
4. Hair bands for girls must be a solid color with no big bows or flowers. No hats permitted.
5. Sneakers, boots or casual shoes must be worn with solid colored socks. No sandals, heels or platforms.
6. The only jewelry items permitted are watches, small stud earrings, and/or one necklace that does not distract from the uniform and must be worn under the shirt (no chokers).
7. No make-up is to be worn at school.
8. Scarves, neckties and decorative belts are not allowed.

Regular School Day (8th Grade -High School in North)

1. *Top:* A white, black, gray or red polo or t-shirt with The CDA or Mustang Academy logo screen printed or embroidered
2. *Bottoms:* Students wear khaki or black twill pants or jeans without holes or rips.

These are not permissible to wear to school.

1. Sweat pants, yoga pants, leggings, jeggings, lycra jeans, ripped or torn jeans.
2. No shorts above mid-thigh.
3. No denim shorts.
4. No bare feet.
5. No shirts or top layers with out the CinDay logo.
6. No shirts or top layers in any other color other than red, black, white or gray.

FOR OFF CAMPUS FIELD STUDIES AND *JOB SHADOWS, STUDENTS MUST WEAR THE FOLLOWING:

1. Collared shirts with CinDay Logo in red, black, white or gray.
2. Khaki pants

*unless industry requires something more specific such as dress shirt/tie, etc.

Gym Day (Kindergarten– Middle School only)

A solid black or gray soft track pant or shorts and Academy gym shirt. * Academy gym sweatshirt must be purchased for cooler days. **All of these can be ordered from thespiritnu.com ONLY**

Field Trips (Kindergarten– Middle School only)

Shirt: Red long or short sleeve polo with logo

Fridays (All students)

On Fridays, students may wear a spirit wear T-Shirt or sweatshirt. Bottoms on Fridays can be jeans (with no holes or rips). Sweatpants, leggings, jeggings and pajama bottoms are NOT permitted.

Electronic Devices / Cell Phones

Electronic devices such as Ipods, Nintendo DS, game boys and cell phones are not permitted to be used during school hours. If brought to school, they must remain in the student's backpack until dismissal. Cell phones may be used after school only. Some exceptions (High School) may be made to this policy at the teacher's discretion.

Emergency/Accident Plan

An emergency plan will be posted by every door of each classroom and includes:

- Fire emergency procedures and exits
- Tornado warning procedures and designated safe areas
- Emergency phone numbers
- Location of available phones
- The names of staff members trained in first aid
- Instructions for emergencies:
 - Remain with the child
 - Evaluate the situation
 - Call 911
 - Call the parents & allowing them to transport if EMS is not required

Children's records will be on file in the office. First aid kits will be placed in the office. If children need to be evacuated for serious emergency, they would go to 5 Sycamore Creek Dr or Watkins. Teachers will have a method of communication, at all times, to other staff members, when outside the building with the children.

Entering / Exiting Building

Primary– High School parents will circle the parking lot and drop off at the front door at 8:45. A teacher will greet them at the front door.

For pick up, parents will drive around the parking lot and form a line to wait for the students to be dismissed at the front door. If you need to come into the building to speak to a teacher or staff member, please park in the lot and walk into the building.

Early Childhood (Preschool– PreK) parents, please walk into the building and drop off at the classroom door for arrival and dismissal.

EXTRA Classes (Primary-Middle School)

EXTRA Classes and special electives offer the students the opportunity to pursue areas of special interest. We understand that today's classroom is more than just text books; it is about putting their knowledge into real world activities. Students will have the opportunity to select several courses during the school year. Student's also have the opportunity to choose private music lessons and physical education courses as electives.

Field Trips– Chaperones

Field trips are an important part of the educational experience for K-12th only and we rely on volunteers to chaperone. This is a an important responsibility with expectations to ensure a successful trip. Please follow the rules below:

1. Please arrive at the school at least 15 minutes prior to the departure time.
2. Approach the trip with a good, supportive mental attitude. Your role can affect the entire trip.
3. Siblings of CinDay students may not accompany chaperones on field trips. The students assigned to your group will need your full attention during the entire field trip.

4. Be with your group at all times and headcount often. Students are to be properly supervised at all times and are never to be left on their own. No changing chaperones for any student during a trip.
5. Be supportive of the teacher by focusing your attention on them and the presentation. Help the students do the same.
6. Avoid and discourage separate conversations at inappropriate times. Do not chat with other chaperones during instructions or presentations.
7. Please refrain from purchasing food/gifts for adults or students, unless doing so is part of the scheduled trip.
8. Do not alter the trip routine, which has been designated by the sponsoring teacher.
9. Do not send students to run errands or deliver messages. If needed, please accompany them.
10. Please be sure students use quiet voices and walk at all times.
11. It is important to have a cell phone on you at all times in the event of an emergency, but please do not use it to engage in business or personal matters while on field trips and do not take phone calls or text while driving
12. If lunch is eaten on the trip, students are responsible to clean up their area.
13. Accompany your students to the restrooms at appropriate times.
14. If a student does not adhere to the CinDay rules or is disrespectful or uncooperative, notify a teacher immediately.
15. If there is a medical concern during the trip, notify a teacher immediately.
16. Smoking and alcoholic beverages are prohibited at all times.

Food Allergies

Due to the increased number of students with food allergies, we have instituted a policy to ensure their safety along with staff and parental awareness. First, all teachers are trained to use Epipens. Second, a standard emergency sheet with the student's photo will be posted in the student's class and in the office. Emergency forms are available on the website. Third, Epipens will now be kept in the student's classroom and in the lunch room. Please provide us with at least 2 clearly labeled Epipens.

Guidance and Management Policy

A child who is having problems abiding by the guidelines of the program, the teacher shall use developmentally appropriate techniques suitable to the child's age and the circumstances. The teacher will use developmentally appropriate separation from the situation as necessary. For severe or continuous problems, a call will be made to the child's parents. If the behavior does not improve, a parent conference will be held to establish a behavior plan for the child. All employees will follow this guidance and management policy.

Behavior Rules

- 1 Children should keep their hands and feet to themselves
- 2 Children must walk in the building
- 3 Children must stay within the designated space, both indoors and out
- 4 Children may not choose activities that destroy property, endanger others or themselves
- 5 Children are never permitted to: fight, use improper language or gestures or bring toy weapons to school for any purpose

Behavior management/discipline policies and procedures shall ensure the safety, physical, and emotional well-being of all individuals on the premises.

The Academy's actual methods of discipline shall apply to all persons on the premises and shall be restricted as follows:

- (1) There shall be no cruel, harsh, corporal punishment or any unusual punishments such as, but not limited to, punching, pinching, shaking, spanking, or biting.
- (2) No discipline shall be delegated to any other child.
- (3) No physical restraints shall be used to confine a child by any means other than holding a child for a short period of time, such as in a protective hug, so the child may regain control.
- (4) No child shall be placed in a locked room or confined in an enclosed area such as a closet, a box, or a similar cubicle.
- (5) No child shall be subjected to profane language, threats, derogatory remarks about himself or his family, or other verbal abuse.
- (6) Discipline shall not be imposed on a child for failure to eat, failure to sleep, or for toileting accidents.
- (7) Techniques of discipline shall not humiliate, shame, or frighten a child. (8) Discipline shall not include withholding food, rest, or toilet use, and food shall not be used as a reward for behavior.
- (9) Separation, when used as discipline shall be brief in duration and appropriate to the child's age and developmental ability, and the child shall be within sight and hearing of a preschool staff member in a safe, lighted, and well-ventilated space.
- (10) The center shall not abuse or neglect children and shall protect children from abuse and neglect while in attendance in the preschool program.

Gun Policy

No person shall knowingly possess a deadly weapon or dangerous ordnance onto these premises.

Hand Washing

Teachers will wash their hands before and after teaching school. They will have the children wash their hands after recess, after handling school pets, before eating, after using the bathroom, and after sneezing or blowing the nose. We will either use hand sanitizer or wash with soap and water for 15-20 seconds.

Health Policy

Before attending The Academy, a child must have a complete health medical exam. These forms must be completed by the first date of attendance. Medication is administered with physician's written permission and parent signed form on site.

Please keep your child home if they exhibit any of these symptoms. The following precautions shall be taken for children suspected of having a communicable disease: (1) The program shall immediately notify the parent or guardian of the child's condition when a child has been observed with signs or symptoms of illness. (2) A child with any of the following signs or symptoms of illness shall be immediately isolated and discharged to his parent or guardian:

- (a) Diarrhea (more than one abnormally loose stool within a twenty-four-hour period);
- (b) Severe coughing, causing the child to become red or blue in the face or to make a whooping sound;
- (c) Difficult or rapid breathing;
- (d) Yellowish skin or eyes;
- (e) Conjunctivitis;
- (f) Temperature of one hundred degrees Fahrenheit taken by the auxiliary method when in combination with other signs of illness;
- (g) Untreated infected skin patch(es);
- (h) Unusually dark urine and/or grey or white stool; or

- (i) Stiff neck;
- (j) Evidence of lice, scabies, or other parasitic infestation.
- (k) Yellow or green discharge from the nose

A child with any of the following signs or symptoms of illness shall be immediately isolated from other children. Decisions regarding whether the child should be discharged immediately or at some other time during the day shall be determined by the director and the parent or guardian. The child, while isolated at the program, shall be carefully watched for symptoms listed in paragraph (B)(2) of this rule as well as the following: (a) Unusual spots or rashes; (b) Sore throat or difficulty in swallowing; (c) Elevated temperature; or (d) Vomiting.

Programs shall follow the Ohio department of health "communicable disease chart" (September 2009, odjfs.state.oh.us/forms) for appropriate management of suspected illnesses. The Communicable Disease Chart is located in the central office.

A child isolated due to suspected communicable disease shall be: (a) Cared for in a room or portion of a room not being used in the preschool program; (b) Within sight and hearing of an adult at all times. No child shall ever be left alone or unsupervised; (c) Made comfortable and provided with a cot. All linens and blankets used by the ill child shall be laundered before being used by another child. After use, the cots shall be disinfected with an appropriate germicidal agent, or, if soiled with blood, feces, vomit, or other body fluids, the cots shall be cleaned with soap and water and then disinfected with an appropriate germicidal agent; (d) Observed carefully for worsening condition; and (e) Discharged to parent, guardian, or person designated by the parent or guardian as soon as practical.

A child must be fever free for 24 hours prior to returning to school.

If a child is mildly ill and cannot participate in all daily activities should remain at home.

If a child is exposed to a communicable disease, a sign will be posted on the classroom door and a note will go home to that class.

Spray aerosols will not be used while children are present

Employees stay home when ill and a substitute is hired

Incident Report

When an accident or injury occurs the teacher will complete a written incident report. A copy signed by the parent is placed in the child's file, and a copy is given to the parents at the time of the accident. The report will include the child's name, birth date, description of the incident, date and time of the incident, staff member present and their signature, actions taken, and any other information deemed necessary.

Internet Policy

Students in K-12th are provided with electronic devices such as laptops and iPads for their use. High School students may bring their own devices. A firewall with internet filtering software is installed on all school devices to block access to visual images or topics that are obscene or otherwise deemed unsuitable for children. Students are given clear guidelines on topics that are allowed to be accessed on the internet.

Lunch

Please pack a well-balanced and nutritious meal for your child's lunch. Names should be clearly marked on all lunch boxes. Please pack items that your child will find easy to open and include a disposable spoon if needed. Water must be provided in the lunch box. **NO juice, milk or soda.** Do not send in glass containers such as juice bottles, dishes etc. Absolutely no cans of any kind should be sent to school in your child's lunch box; lids on canned fruits etc are extremely dangerous. Do not freeze drinks. Due to the nature of our lunch period, we are unable to refrigerate or warm-up lunches. Please use blue ice to

cool food and a thermos to keep food warm. Lunches are provided daily by outside vendors. Students may sign up for these lunches at the beginning of each trimester via our App.

Nondiscriminatory Policy

The governing board of The CinDay Academy School located at 11 Sycamore Creek Dr in Springboro, Ohio 45066 has adopted the following racial nondiscriminatory policies. The Academy School recruits and admits students of any race, color or ethnic origin to all its rights, privileges, programs and activities. In addition, the school will not discriminate on the basis of race, color or ethnic origin in the administration of its educational programs athletics/ 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 on the basis of race, color, or ethnic origin in the hiring of its certified or non-certified personnel.

All visitors and volunteers must report to the director first and display a visitors badge during their stay.

Parent Involvement/ Communication/ Access

Education is a partnership between parents and teachers. We believe that it is essential for parents and teachers to communicate about the child so that we are setting them up for success. Parents can communicate with the teacher by calling the school at 937.748.9999 or via the app at any time. The teacher will respond within 24 hours. If the need is more urgent, please speak with the Vice Principal at 937.748.9999. Conferences will be held in Fall and Late Winter.

The Principal is available to assist parents with child development questions, educational issues and other school related topics. She will meet with parents for workshops during the school year.

The Business Director will answer any questions related to tuition or funds. Call 937.748.1991

Important information is sent home via our APP. Information is also available on our website: www.CinDayAcademy.com

The Ohio Department of Education licenses CDA. Please refer to the posted license in the office at 11 Sycamore Creek Dr for the number and ages of students that the center can care for. All license reports, including fire and building, are available. A copy of the laws and rules governing this license is available for parent review. Parents have access to CDA at all times of operation and are welcome to observe the children's activities. Parent volunteers will also be used in the classroom daily after a training session has been completed. All visitors and volunteers must report to the director first and display a visitors badge during their stay. See section on Safety/Child Supervision for details on verifying volunteers and visitors.

Parent Roster

A roster of children enrolled at The Academy is available upon request. If a parent does not wish to be included on the roster, please inform the office. Student's artwork and photographs are displayed all year in the classroom, on our website & App and our marketing materials. Artwork will list first names only. If you do not wish your child's work or photograph to be displayed, please inform the school.

Physical Education /Recess

Physical Education class will be held once a week and there are 2 recesses each day for full day. Students will go outside when the temperature is 30 degrees and above so please dress accordingly.

Safety/Child Supervision

A teacher trained in first aid, communicable disease, CPR, and child abuse is on duty at all times. Children must arrive and depart with the parent or designated adult with written parental permission. The Academy will follow custody agreements and the appropriate paperwork must be on file in the preschool office. I.D. will be checked on new people picking up a child even when parent permission has been given if it is out of the regular schedule. The building will be locked 30 minutes after the start of the school day. The staff is required to report any suspicion of child abuse or neglect to Warren County Children's Services. Children will be protected from abuse and neglect while at CDA. Phones are available to staff members at all times. The Staff conducts monthly fire drills at varying times. A record of these drills is kept on file. Tornado drills are conducted each spring. Fire emergency and weather alert plans are posted in each classroom near the door.

Scholarship/Financial Aid

Mission of the Financial Aid Program:

The Academy's scholarship fund's purpose is to provide financial assistance to those who demonstrate a financial hardship. Through financial aid, the school tries to assist families who otherwise would not be able to make an Academy education possible for their children. The school's goal is to encourage a diverse economic and cultural student body and accept students that match the school's mission and philosophy regardless of financial status.

Educational costs are funded principally by tuition and we recognize the commitment and sacrifice that families make to finance tuition. The amount awarded depends on the family's demonstrated need and the school's available funds. The amount of financial aid awarded to each student is dependent upon the financial aid analysis as provided by SSS along with personal tax information, financial aid funds available, and the number of applicants for those funds. Financial aid awards do not meet full need and the amount of money available for the financial assistance programs is stipulated each year by the Scholarship Committee.

The need for tuition assistance should never discourage a family from applying to The Academy. Students are admitted on the basis of their academic and personal qualifications. Requests for tuition assistance are considered independently of the admission process.

Families wishing to apply for a scholarship must do the following:

1. Go to sss.nais.org.
2. Select the SSS Website for Parents and Families.
3. Click on the Login to complete or update your (PFS) Parents' Financial Statement.
4. Create an account. You will set up a PFS Online login/password that will allow you to return to work your PFS again before submitting it.
5. Submit and pay for the PFS. There is a small processing fee for this service.
6. Print out the PFS Cover Sheet. (When you have successfully submitted the PFS, your confirmation page will include a link to a cover sheet that is pre-populated with your information. You can also access your cover sheet at any time by going to PFS Online, logging in, and clicking on "Print Cover Sheet" from the left-hand menu.)
7. Mail the required documents within 5 days of submitting your application with your PFS cover sheet to:

The CinDay Academy
Director of Admissions

11 Sycamore Creek Dr
Springboro, Oh 45066

Financial aid applications should be completed by April 30. Awards are not automatically renewable and parents must reapply for financial assistance each year. We reserve the right to make exceptions to a policy when warranted and on a case by case basis

Snow (Inclement Weather) Policy

The Academy will delay or cancel school based on weather conditions. Students will be notified of cancellations and delays due to inclement weather through **the APP**

If our school closes early, parents will be contacted to come early to get their children. Staff will remain at the school until all children have been picked up.

Social Media Policy

The following are the rules regarding our use of social media:

1. All parents have signed a release allowing the school to use photos of their children in the marketing of school via social media, website, YouTube, brochures etc.
2. If a parent did not give permission, we will not post their photo on any public site or publication
3. Our teachers are the administrators who have the permission to post pictures and content to our social media sites and this is overseen by the administration at the school so that there is constant monitoring
4. We never use a student's name in a post
5. We do not tag students in photos
6. We never pre-post information about a scheduled field trip or activity
7. We never post anything negative, hurtful or derogatory.
8. We never share any personal information such as birth date, address, phone numbers via this media
9. Any posts made to these sites by parents or members of our community must be pre-approved by the administration prior to posting
10. Any posts/comments that are deemed inappropriate will be handled directly with the person responsible for the post
11. Parents may not post pictures of other students in the school on their personal page
Individual classes may not set up a Facebook page for that class

Student's Belongings

Hooks or lockers are provided outside of your student's classroom for coats and backpacks. **Every student is asked to bring a backpack to school.** Every day, many important papers go home with the children and a bag outside of their room will help us keep this organized so that papers do not get lost. Please put your child's name on your items so that they are easy to find.

Supplies

There is a fee for supplies, technology and field trips. Students are not required to purchase any additional supplies. This fee covers all field trips except if there is an end of the year field trip. \$50 Early Childhood / \$200 (Primary-Middle School) / \$250 (High School)

Transportation

For students in K-12th, they are eligible for transportation or in lieu of payment. If the student resides within the Springboro Community School district, they are eligible for bus transportation and must complete the Transportation Request located on CinDay website. If the student resides outside of the district, they need to contact their local Community Schools Transportation Department to request the procedure for completing the in lieu of process.

Tuition

Registration Process:

Current students register the last week in January. New students register February 1st. To hold a spot all fees must be paid at the time of registration. If a student is accepted, these fees are all nonrefundable except for the supply fee.

Registration Fees:

\$100 family application fee **AND** one tuition payment **AND** supply/tech/field trip fee (See Registration Form for fee structure)

Tuition Payments for the School Year:

Tuition fees are due for 11 months (Aug 1 - June 1) There are 12 total payments

Note: There is a sibling discount when enrolled in full day– 10% 1st sibling/ 15% 2nd sibling/ 15% 3rd sibling

Late Tuition Payments:

If tuition is not paid 2 months in a row, the student(s) will be asked to withdraw from the school.

Volunteers

Volunteers are welcomed in the classroom. We have a need for assistance with small group instruction, field trips and extra curricular activities. In addition, volunteers assist with lunch, work crew, hospitality and fundraising. Information is on our website and distributed at the Family Social.

Wrap Around Care

Wrap around care is offered from 8:00-9:00 AM and 3:00-5:00PM for a nominal fee of \$5 per hour per child. Registration for care will be in August via our online registration system. You will have the option to register for the days needed and the exact times needed (8-9AM, 3-4PM or 4-5PM). Once registered, this additional fee will be added to your monthly tuition bill. Drop In's are not permitted.

High School Addendum

Philosophy

The High School's environment will allow students to learn to become independent, life-long learners and leaders for their next steps in college and careers. Its unique 21st century approach focuses on key life and career skills of Communication, Collaboration, Critical Thinking, and Creativity. This approach individualizes a plan which is right for each student so that their goals are achieved with the assistance of their Academic Advisor, Life Coach and Career Mentor. Our blended learning environment educates and empowers while encouraging true grit in each of our students to ensure their success.

Mission

The High School aims to enable young people to flourish in a school where students lead fulfilled lives while developing the personal skills and qualities that will shape and enhance their adult lives of tomorrow. Our staff is dedicated to helping them grow as individuals, and find and achieve their own current and future ambitions. We aim to provide them with the strength to succeed, the wisdom to make informed choices, and the ability to take initiative, find resources, be persistent, and build professional relationships.

Program

With a rich and rigorous curriculum, the high school is a blended learning classroom that capitalizes on the best combination of face to face teaching, digital technology and extended learning opportunities designed to boost student achievement. A system is in place to guide and monitor the three key areas of academics, career path and social care. The students will have a team of specialists working with them to chart their path- **Academic Advisor, Life Coach and a Career Mentor.**

Independence is fostered while areas of strength are identified and passions nurtured. Creativity and adaptability are the new imperatives in this next step in their educational journey. When technology is combined with strong, skilled teachers and a student-centered focus, it makes for a classroom where teachers are able to build powerful relationships and direct their attention where students need them most. Our unique, differentiated approach develops leaders, life-long learners and lasting skills for the real world.

Academics: Our mission is to challenge and inspire every one of our students by broadening their horizons, enriching their learning, and fully supporting them through each step of their journey. Academic achievement is a priority in that every student will be given the opportunity to pursue their full potential, commensurate with their ability and achieve their highest possible attainment level. The Academy high school curriculum seeks to promote depth of study and breadth of choice, encouraging independence in learning and self-discipline in work habits.

Teachers and the Career Advisor will customize a path of rigorous and engaging courses that will meet the student's goals. The classes are taught in a blended environment of online learning, face to face instruction, small group projects and field studies, which enables us to offer a much wider choice of courses. Different learning styles are accounted for and a system is in place to maintain organization to complete the assignments. Students learn at their own pace, mastering material before progressing to the next level. They are encouraged to take responsibility for their own learning, and we will foster a spirit of enquiry, questioning and discovery. With real time data of a student's progress, the teacher can work directly with students to review concepts or answer questions on assignments and assessments.

Students are provided with realistic short- and long-term goals within an optimized, balanced schedule, which allows opportunity to earn dual high school/college credit through CCP or master the material and take an AP or CLEP exam for college credit. All courses are Common Core aligned, ODE accredited and grounded in proven research so that all students succeed

Social & International: The Academy provides a safe, community environment to foster the love of learning. The teen years are a time of growth and change and exerting their new found independence. It is also a time of great peer and external influences on impressionable minds not quite developed to always make sound decisions. The social component is imperative in and out of the classroom. We work to build character and to engage in personal responsibility through community service. After school hours, the students will have opportunities to engage in activities that help solidify their formative years as we pair up with other teen groups in the area.

Significant importance is attached to peer support which Academy students are encouraged to give each other. It provides trust, cohesion, friendship and high morale, along with a sense of belonging and security. We promote moral integrity and responsibility, mutual acceptance, respect and an appreciation of human diversity. We encourage cultural diversity with the admission of some students from overseas and envisage partnerships with international schools to broaden the horizons, experiences and foreign language skills of Academy students.

Career Path: Developing strengths, pursuing passions and taking a learning style inventory are important components in developing essential pre-employment and life skills. This will be achieved through community service, self-assessments, field experiences, immersion weeks, career observations, leadership opportunities, ACT/SAT prep and internships. Elective courses will complement the career path of interest. Students will ask themselves, who am I, what do I want to do and where do I excel. They will form a picture of their future and be excited and motivate by the possibilities.

Accelerated Students Earning High School Credit

CinDay Academy policy is to personalize the learning experience for all students and fully support them in achieving academic success to their full, individual learning potential.

7th/8th Grade Accelerated Students

Instruction in 7th and 8th grade levels is based on a differentiated instruction model, where the student is placed in an age- and ability-appropriate group. Specialist teachers dedicated to both class levels ensure that instruction is tailored to multiple ability levels and learning styles.

There are 2 possible academic situations for accelerated students:

1. 7th/8th grade accelerated students are taking one or multiple High School-level courses for credit, but remain in the 7th/8th grade classroom with peers, and continue to benefit from differentiated instruction and group field studies from their dedicated teachers.
2. 7th/8th grade accelerated students are taking only High School-level courses and are considered by their teachers to have the social maturity necessary to move fully into the High School, multi-age educational environment. In this case, they will benefit from individualized instruction which includes, but is not limited to the following elements:

A dedicated academic-, college-, career- and social advisor who prepares a personalized learning plan and tracks the student's individual progress and needs, based on his/her preferred learning styles, in consultation with specialized content teachers. Access to our network of field professionals and

corporate partners, to experience job shadows/internships based on future career exploration, and the opportunity to earn High School credit in Career Exploration. Individualized field studies, tailored to the student's interests, strengths & aspirations. Professional mentoring in the completion of an Individual Project for High School credit. Where appropriate, the opportunity to substitute content areas and assignments in certain courses, so that they more closely align with personal interests, passions and goals. Age-appropriate instruction in social-emotional & brain-based learning, which includes, but is not limited to:

The 4 C's key career skills (Communication, Collaboration, Critical Thinking & Creativity)
Brain-based learning: best practices to ensure more effective study skills, ensure a low-stress educational environment & build on individual strengths
Social-emotional mentoring

Tuition

The tuition level corresponds to the academic situation agreed upon by both staff and parents as providing the best support and educational environment for the accelerated student:

Situation 1: 7th/8th grade tuition level

Situation 2: High School level tuition

Athletic/Extra-Curricular Eligibility

Per OHSAA rules a student must be passing all classes per quarter and not behind pace/progress in more than 2 subjects to be eligible for extracurricular activities. Physical Education does not count as one of the five classes. In order to be eligible a student must not be failing more than one class and maintain at least a 70% GPA for the previous quarter

Attendance/ Tardiness Policy

All schools in the state of Ohio are required to meet attendance standards for the year. According to the CinDay Academy policy, attendance is required of all students enrolled during the day and hours that school is in session.

Regular attendance and punctuality are necessary for success in school and later in life. Many interactive classroom activities take place during the school day that extends the understanding of learned material. Students who miss school frequently often do not achieve their fullest potential and do not develop good work habits for careers beyond high school. Parents are encouraged to schedule their student's appointments during non-school hours. Because vacations are Unexcused Absences, parents are asked to schedule vacations during school breaks.

Excused Absence

Students may be excused from school for one or more of the following reasons and will be provided the opportunity to complete missed work for credit:

- A. Personal illness.
- B. Serious illness or death of a family member.
- C. Funeral.
- D. Medical and dental appointments that cannot be arranged during non-school hours.
- E. Unusual or emergency situations at home.
- F. Religious holidays and activities.
- G. Authorized school-sponsored activities.
- H. Approved college visits.
- I. Acts of God.

J. Quarantine.

K. Out-of-state travel, not to exceed four days per school year, for participation in an approved enrichment activity or an extracurricular activity, defined as a pupil activity included in a graded course of study.

L. A visit with a parent or legal guardian who is an active duty member of the Army, Navy, Air Force, Marine Corps, Coast Guard, or Commissioned Corps of the National Oceanic and Atmospheric Administration and Public Health Service and who has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

Procedures for Excusing an Absence

Parents/guardians must contact the school prior to the absence or in the case of illness, the day of the absence. Notification is preferred through the App directly to the building aide. Parents of student drivers will be contacted if they are late to school. HS: Notes are required to excuse the absence.

Check-Out Procedures

In order to ensure the safety of children enrolled in The CinDay Academy, students will not be released to any person without verified authorization (verbal or written) from the current parent/legal guardian. CDA will maintain a check-out log indicating the date, time, reason, and to whom the student is released. It is the responsibility of the parent/legal guardian to provide the school copies of any legal documents restricting access to their student(s) and/or information pertaining to their student(s).

High School students may sign themselves out with prior approval from parents. Once a student enters 9th, all attendance records are kept for their transcripts. These are sent to colleges when requested as part of their official transcript.

College Credit Opportunities

Advanced Placements Exams (AP)

CinDay Academy uses Credit Flexibility for AP courses. Students have full flexibility in how they wish to learn the content (online course, project-based etc.), tailored to their best-suited learning style, and the College Board will allow the AP subject area to be listed on the transcript if a student scores 3 or better on the associated AP Exam. Should the student score below a 3, consideration will be given as to awarding Honors status, according to depth of learning shown during the course.

College Credit Plus (CCP)

College Credit Plus has been established to permit students in grades 7-12 to earn dual credits: college and high school graduation credit through the successful completion of college courses. The program is intended to provide expanded opportunities for appropriately qualified high school students to experience coursework at the college or university level. Any high school student admitted to a course by an institution of higher education will be expected and required to perform at the same level as the institution's regular students. Students must meet pre-requisites established by the college in order to participate in this program.

College Credit Plus is implemented by the State of Ohio as a way for students to earn college credit through any Ohio public institution and some participating private institutions while still in high school. This program is separate from CinDay Academy's dual credit courses, offered in-house.

Students interested in receiving college credit through College Credit Plus must register directly with the college or university, according to their deadlines, and will be required to adhere to any grading policies, calendars and academic policies of the post-secondary institution.

Students will be issued a report card from the post-secondary institution in addition to a transcript issued by CinDay Academy. It is the student's responsibility to submit all college transcripts showing any credits earned to the post-secondary institution in which they plan to enroll. Grading policies of College Credit Plus courses may differ from the policies at CinDay Academy High School. As such, a student's high school grade may be different from the grade shown on a college transcript.

Students and their families should also carefully investigate the transferability and applicability of college credit when deciding whether to enroll in a college course, which are subject to change on a yearly basis.

To apply for state funding of CCP courses, students and families must complete an online application through the Ohio Department of Education, and create a SAFE account, within the timescale allotted (usually mid February to mid April). Remediation-free ACT or college test scores are required prior to application. Students may be charged fees for materials for the course in addition to the established rate of tuition.

For a complete listing of courses and pathways, students should consult with our Curriculum Director.

College Level Examination Program (CLEP)

The College Board's College-Level Examination Program (CLEP) has been the most widely trusted credit-by-examination program for over 40 years, accepted by 2,900 colleges and universities and administered in more than 1,800 test centers. This rigorous program allows students from a wide range of ages and backgrounds to demonstrate their mastery of introductory college-level material and earn college credit. Students can earn credit for what they already know by getting qualifying scores on any of the 33 examinations.

While CLEP is sponsored by the College Board, only colleges may grant credit toward a degree. Not all colleges have the same CLEP policies—some colleges accept credit for a few exams, while others accept credit for all of them. A college often grants the same amount of credit to a student who earns satisfactory scores on a CLEP examination as it does for a student who successfully completes the related course.

College Entrance Exams

There are two college entrance tests, one of which must be taken for admissions into any four year college. These are the ACT or SAT. Most schools today will accept either test for admission, but it is important that students check with the admissions office to be certain. All test dates can be found online at each respective site listed below.

ACT www.actstudent.org Scores on the ACT are reported in English, Math, Reading, Science Reasoning, *Writing (optional), and a Composite (average of all sub-scores). Composite scores will range from 1 to 36. All registration is done online.

SAT www.collegeboard.org Scores are reported in evidence based math, reading and writing with an optional essay. Scores range from 400-1600. Both the ACT and SAT are given five to six times respectively during the year. A student may take the test as many times as he/she wishes: colleges will generally take the best score when considering admission or scholarship. It is best to take the test as near the end of the junior year as possible. This allows the student to complete a full three years of English, Math, and Science courses. Students are encouraged to repeat the test in June, October or December of the senior year, if needed. All registration is done online.

PSAT/NMSQT Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test. This test is given each year only once in October. It cannot be repeated. The test serves a dual purpose for juniors; it is a practice test for the SAT and scores on the test will determine eligibility to continue in the National Merit Scholarship competition. (Only about 1% of the entire national population of juniors taking the test will have scores high enough to continue in the competition for scholarships). Underclassmen have an opportunity to take the PSAT; if there are seats available (juniors have first priority). Scores of sophomore students taking the PSAT/NMSQT are not reported to the scholarship agency, and they are not eligible to compete for scholarship consideration. It is taken for “practice” only. The junior year testing is for National Merit Scholarships

Course Fees

All supply/field study/technology fees are paid at the time of registration except for outside courses for career elective.

Credit Flexibility Program

This education option gives students a way to be in charge of their learning. For some students, they see more value in school (“Why do I have to learn this?”) when they can connect learning with real world situations and future jobs. Credit flexibility is one way to increase a student’s interest in school and motivation to learn.

The key to this option is that the student drives the request to learn differently as well as the plan to earn the credit.

The teacher assigned with the plan oversees that the student is doing the work, meeting the goals and making progress in learning. If the student does not complete all elements in the plan or is not successful in demonstrating the knowledge and skills needed, then the student will not earn the credit. It is the responsibility of the student to do the work to succeed in the plan. The teacher guides the student with feedback.

There is no one way to develop a credit flexibility plan, so the Ohio Department of Education does not provide a model plan. The student, school and family create the plan together. This includes discussion about any costs associated with the plan. The school may cover some costs, while families may need to handle some costs.

Credit flexibility shifts the focus from “seat time” to performance and is mandated by ODE to all public and private high schools. Students can earn units of high school credit based on an individually approved credit flexibility plan. The intent of credit flexibility is to meet increased expectations for high school graduation in response to globalization, technology, and demographics; and to meet the demand for 21st century skills. Credit flexibility enables students to earn high school credit in a number of ways in addition to traditional classes. There are two types of CFP experiences: Learning based and Assessment only. Credit Flex proposals may include:

- Completing coursework
- Testing out of, or demonstrating mastery of course content (With this provision, students may take a traditional written exam, participate in a performance or skills assessment, or create (with the assistance of a content specialist) a project or performance that demonstrates mastery of course content. Testing out is not necessarily limited to a single measure such as a paper and pencil assessment, and may include multiple assessment pieces such as an oral examination, a presentation, written works (essays or papers), a portfolio of works, a lab project, a music performance or other pieces.

- Pursuing one or more “educational options’, e.g distance learning, educational travel, independent study, internships, after-school programs, summer programs, community service or other projects

Learning based CFPs are those in which the student will be actively working to learn new content. At the conclusion of the experience, achievement of learning objectives must be demonstrated as defined by the approved CFP. Assessment only CFPs are those in which the student is able to demonstrate their knowledge and understanding of a course’s content without participating in a new learning experience. Students will be required to take the appropriate Semester Exams and demonstrate skill achievement (lab demonstration, research papers, mastery portfolio etc) within 6 weeks of plan approval. The minimum achievement level for credit to be obtained using an Assessment only CFP is 80%.

A review panel established by the principal or his/her designee consisting of representation from the learning experiences’ content area will determine the final awarding of credit

Driving Policy

Any CDA student with valid driver’s license:

Is permitted to park in a designated CDA parking spot displaying their CDA magnet.

Is eligible to leave the CDA campus and drive to any academic activities and/or vocational training experiences with permission from their parent(s) AND acknowledgement from their Academic Advisor.

Is permitted to take additional CDA students in their vehicle as long as State of Ohio driver laws and procedures are followed. I.e. *License holders who are 16 years old may not drive with more than one non-family passenger unless accompanied by a parent, guardian or legal custodian. At age 17, the driver may have no more passengers than there are seat belts in the vehicle.*

Any CDA student without valid driver’s license:

Is eligible to leave the CDA campus with a CDA student driver for any academic activities and/or vocational training experiences with permission from their parent(s) AND acknowledgement from their Academic Advisor as long as State of Ohio driver laws and procedures are followed. I.e. *License holders who are 16 years old may not drive with more than one non-family passenger unless accompanied by a parent, guardian or legal custodian. At age 17, the driver may have no more passengers than there are seat belts in the vehicle.*

Explanation of Course Levels

Four course levels are offered: Standard, College Preparatory (CP), Honors, Advanced Placement (AP). It is important to note that all four levels are not offered for every course.

Standard- A Standard course is one which emphasizes Ohio’s Learning Standards and Curriculum.

College Preparatory (CP)- A College Preparatory course covers Ohio’s Learning Standards and Model Curriculum at a faster pace. A student who wishes to attend a four-year college or university should strive to take courses at the college preparatory level

Honors- An Honors course covers Ohio’s Learning Standards and Model Curriculum, and is one that is enriched in rigor and offers acceleration beyond the typical high school college preparatory course. Honors courses require greater expectation of classroom participation, more in-depth

coverage of the curriculum, and additional responsibilities placed on the student. These courses will often move at a faster pace.

Advanced Placement (AP)- The Advanced Placement Program, sponsored by the College Board, is a set of college-level courses taught by high school teachers. The course content/syllabus is approved by the College Board to provide the academic rigor and challenge of a freshman college course. The workload in these classes is much more rigorous than other classes at the high school level. At the end of the course, the student has the opportunity to take the AP exam in May. A qualifying AP exam score may allow the student to earn college credit. A student who is successful in an AP course has a strong interest in the subject-area, and is a self-motivated learner.

Advanced Courses-Students doing independent study or project-based learning whereby the depth, breadth and rigor of study is comparable to a college-level course, may be awarded the Advanced label. This enables the course to be classified at the same GPA weight as Advanced Placement courses.

Grading Classification

Assignments to grade level will be based on the following criteria

Grade 9: Fewer than 5 credits

Grade 10: 5-9 credits

Grade 11: 10-14 credits

Grade 12: 15 credits

Grading Scale

Classroom Use		Report Card Use		Report Card/Transcript Use		
Mastery Grade	Mastery Level	Letter Grade Equivalent	Percentage Equivalent	Standard GPA	Honors GPA	AP/Dual Credit/CCP GPA
5+	Exceeds Goals	A+	≥100		4.8	5.3
4.5-4.9	Mastered Goals	A+	97-100	4.3	4.8	5.3
4.0-4.4		A	93-96	4.0	4.5	5.0
3.6-3.9	Proficiency in Goals	A-	90-92	3.7	4.2	4.7
3.3-3.5		B+	87-89	3.3	3.8	4.3
3.0-3.2		B	83-86	3.0	3.5	4.0
2.6-2.9	Progressing towards Proficiency	B-	80-82	2.7	3.2	3.7
2.3-2.5		C+	77-79	2.3	2.8	3.3
2.0-2.2		C	73-76	2.0	2.5	3.0
1.6-1.9	Needs Improvement	C-	70-72	1.7	2.2	2.7
1.3-1.5		D+	67-69	1.3	1.8	2.3
1.0-1.2		D	63-66	1.0	1.5	2.0
0.5-0.9	Not Progressing	D-	60-62	0.7	1.2	1.7
≤0.4		F	≤59	0		

Note: To earn the AP/GPA equivalent, students must take the AP exam at the conclusion of their course and earn a 3 or better. If students choose not to take the AP exam, they earn the Honors GPA equivalent.

Graduation Requirements

1. CREDIT REQUIREMENTS: total 21.5

- English/Language Arts 4 units
- Mathematics 4 units, including 1 unit of Algebra II or its equivalent
- Science 3 units with inquiry based laboratory experience including the following or their equivalent: 1 unit of physical science, 1 unit of biology, 1 unit of advanced study of chemistry, physics or other physical science
- Social Studies 3 units including the following: 1 unit of world history 1 unit of US history 1 unit of US government
- Health ½ unit
- Physical Education ½ unit (2 semesters at ¼ credit each semester or PE waiver)
- Electives 5 units
- Fine Arts 1 unit
- Personal Finance ½ unit

2. MEET ONE OF THE FOLLOWING THREE:

OPTION 1: Testing Requirements

- **End of Course Exams—state issued**

There are 7 subject area assessments: English I, English II Algebra I, Geometry Physical Science/Biology American History, American Government. Based on performance levels, potential Graduation Points are awarded for each exam

- **Students may also take the IOWA Test Form E**

Test in lieu of end of year course exams. It is 1 test broken into four subtests– math, English, social studies and science. It can be administered anytime during high school up to four times. We will administer the IOWA test to all freshman and sophomores students as well as any juniors who have not met the graduation requirement.

- **Students may take Advanced Placement (AP) exams or College Credit Plus (CCP)**

In lieu of state or IOWA exams. Graduation points may be awarded for successful completion of College Credit Plus courses

English.....4 points

Math.....4 points

Science & Social Studies.....6 points

Graduation Assessment Points: students are required to earn a total of 18 points by means of End of Course Exams OR IOWA Test Form E OR AP Exam OR CCP in the following areas:

1. English I
2. English II
3. Algebra I
4. Geometry
5. Physical Science/Biology
6. American History
7. American Government

OPTION 2: Industry credential and workforce readiness. Student earn 12 points through an approved industry recognized credentials the WorkKeys assessment.

OPTION 3: College and career readiness tests. Students earn remediation-free scores in English language arts and mathematics on nationally recognized college admission exam ACT or SAT.

3. CDA REQUIREMENTS:

- A. Service hours each year
- B. At least 1 job shadow or internship per year
- C. Senior Project

Graduation Points Awarded Chart:

Alternative Assessment for determining diploma eligibility of students in chartered nonpublic school.

Ohio Revised Code 3313.619 provides for determining chartered nonpublic school students' high school diploma eligibility through the use of assessment instruments as alternatives to Ohio State Tests. Eligibility is determined by the substitution of tests and attaining the cut scores as described in Table 9

OST Test	Performance Level	Iowa Test	Iowa Test Cut Score	Terra Nova Test	Terra Nova Test Cut Score
American Government	Advanced	Iowa Assessments Forms E and F Levels 15 -17/18 Social Studies	353	Terra Nova 3 Social Studies Level 21/22	763
	Accelerated		327		739
	Proficient		271		698
	Basic		224		672
	Limited		Below 224		Below 672
American History	Advanced	Iowa Assessments Forms E and F Levels 15 -17/18 Social Studies	316	Terra Nova 3 Social Studies Level 19	713
	Accelerated		292		697
	Proficient		246		670
	Basic		216		652
	Limited		Below 216		Below 652
Algebra 1	Advanced	Iowa Assessments Forms E and F Levels 15 -17/18 Mathematics	321	Terra Nova 3 Mathematics Level 19	763
	Accelerated		298		734
	Proficient		271		706
	Basic		254		687
	Limited		Below 254		Below 687
Biology	Advanced	Iowa Assessments Forms E and F Levels 15 -17/18 Science	315	Terra Nova 3 Science Level 20	735
	Accelerated		301		724
	Proficient		263		692
	Basic		235		668
	Limited		Below 235		Below 668
English 1	Advanced	Iowa Assessments Forms E and F Levels 15 -17/18 Reading, Written Expression, Vocabulary (ELA Total Score)	310	Terra Nova 3 Reading Level 19	731
	Accelerated		291		712
	Proficient		260		684
	Basic		239		664
	Limited		Below 239		Below 664
English 2	Advanced	Iowa Assessments Forms E and F Levels 15 -17/18 Reading, Written Expression, Vocabulary (ELA Total Score)	320	Terra Nova 3 Reading Level 20	742
	Accelerated		298		721
	Proficient		272		694
	Basic		243		666
	Limited		Below 243		Below 666
Geometry	Advanced	Iowa Assessments Forms E and F Levels 15 ²⁷ -17/18 Mathematics	340	Terra Nova 3 Mathematics Level 20	783
	Accelerated		311		748
	Proficient		279		718
	Basic		245		685
	Limited		Below 245		Below 685

The points toward graduation are earned for the performance levels the same as for an Ohio State Test as shown below. For example, advanced level performance is worth five points and limited is worth one point. To earn the limited level points, the student MUST have taken the test; no points are to be conferred if the student has not taken the test.

PERFORMANCE LEVEL	GRADUATION POINTS
Advanced	5
Accelerated	4
Proficient	3
Basic	2
Limited	1

Ohio Honors Diploma

All high school students have the opportunity to earn an honors diploma. There are 6 Honors Diploma's: Academic Honors Diploma, International Baccalaureate Honors Diploma, Career Tech Honors Diploma, STEM Honors Diploma, Arts Honors Diploma*, and Social Science and Civic Engagement Honors Diploma

Academic Diploma: To qualify for this diploma, a student must meet seven of the eight criteria. The criteria for the honors diploma include the following: Subject Criteria

- English Language Arts 4 Units
- Mathematics 4 Units, including Algebra I, Geometry, Algebra II, or equivalent and another higher level course or a four-year sequence of courses containing equivalent content
- Science 4 Units, including 2 units of Advanced Science
- Social Studies 4 Units
- International Language 3 Units of one language or 2 units each in 2 different languages
- Fine Arts 1 Unit
- Grade Point Average 3.5 on a 4.0 scale
- ACT/SAT Score (excluding writing scores) 27 ACT/1210 SAT

International Baccalaureate Honors Diploma:

- Math 4 units
- Science 4 units, including 2 advanced science
- Social Studies 4 units
- World Languages 2 units of one world languages
- GPA: 3.5 on a 4.0 scale
- ACT /SAT: ACT27 or higher/ SAT 1280 or higher
- Field Experience: Complete a field experience and document the experience in a portfolio specific to the student's area of focus
- Portfolio: Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus

Career Tech Honors Diploma

- Math 4 units
- Science 4 units, including biology, chemistry, and at least 1 additional advanced science
- Social Studies 4 units
- World Languages 4 units with at least 2 units of each of two languages studied
- Electives: 4 units of career-technical courses
- GPA: 3.5 on a 4.0 scale
- ACT /SAT: ACT27 or higher/ SAT 1280 or higher
- Field Experience: Complete a field experience and document the experience in a portfolio specific to the student's area of focus
- Portfolio: Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus
- Additional Assessments Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent.

STEM Honors Diploma

- Mathematics 5 Units
- Science 5 Units, including 2 units of Advanced Science
- Social Studies 3 Units
- World Language 3 Units of one language or 2 units each in 2 different languages

- Fine Arts 1 Unit
- Electives 2 units with a focus in STEM
- Grade Point Average 3.5 on a 4.0 scale
- ACT/SAT Score (excluding writing scores) 27 ACT/1210 SAT
- Field Experience: Complete a field experience and document the experience in a portfolio specific to the student's area of focus
- Portfolio: Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus

Arts Honors Diploma

- Math 4 units
- Science 3 units, including 1 advanced science
- Social Studies 3 units
- World Languages 3 units of one world language, or no less than 2 units of each of two world languages studied
- Fine Arts: 4 units
- Electives: 2 units with a focus in fine arts
- GPA: 3.5 on a 4.0 scale
- ACT /SAT: ACT 27 or higher/ SAT 1280 or higher
- Field Experience: Complete a field experience and document the experience in a portfolio specific to the student's area of focus
- Portfolio: Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus

Social Science and Civic Engagement Honors Diploma

- Math 4 units
- Science 3 units, including 1 advanced science
- Social Studies 5 units
- World Languages 3 units of one world language, or no less than 2 units of each of two world languages studied
- Fine Arts: 1 units
- Electives: 3 units with a focus in social sciences/ and or civics
- GPA: 3.5 on a 4.0 scale
- ACT /SAT: ACT 27 or higher/ SAT 1280 or higher
- Field Experience: Complete a field experience and document the experience in a portfolio specific to the student's area of focus
- Portfolio: Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus

Physical Education Waiver

Students are eligible to waive the PE requirement as part of the Credit Flex program.

1. Must have at least one activity completed by the end of junior year and both must be completed by the end of the 1st semester senior year.
2. A student must complete two physical activities to receive physical education waiver

Report Cards

CDA is on semesters and report cards are given at the end of each semester.

Search & Seizure

The Administration of CDA has the right to search all students backpacks, lockers, cubbies, cars and any personal belongings at anytime with no prior approval.

Service Requirement

At CinDay, in addition to the Ohio Graduation Requirements, we require every student to work on a service team every semester. There are numerous opportunities on and off campus.

Summer School

For credit and a grade – ACCELERATION

1. Students can earn credit and a grade, through Edgenuity's large suite of online summer school courses. Each course is ½ High School credit, and is designed to be completed in a 2 month period. Students can earn credit and a grade if the course is fully completed within the given timeframe. There are 9-12th grade courses available in all core subject areas, as well as electives.

All courses are mastery-based, and students are given opportunities to test out of content that they have already mastered. State-certified, virtual instructors provide an on- demand tutoring service through live webinars or phone calls, to provide additional academic support when needed.

2. **Dual credit, college-level courses**, provided by *Sophia Pathways* through Edgenuity, enable students to earn High School and ACE (American Council on Education) college credit, in one course designed to be completed in 60 days. Courses are mastery-based. Students must finish the course in the time allotted, and take a proctored end-of-course test upon their return to CinDay after the summer, to enable calculation of the final grade. Courses are available in accounting, college algebra, human biology, art history, psychology, sociology, statistics, macroeconomics, microeconomics, project management & visual communications.

Bridge courses for incoming 9th grade students

Edgenuity's online summer bridge course suite — Algebra Readiness and ELA Foundations— can ease students' transition from eighth to ninth grade. Each course features interactive instruction, practice tasks, assignments, and assessments to provide targeted reinforcement so that students are ready for grade-level work.

Early Childhood Addendum (Preschool-PreK)

Curriculum

Language Arts

The children will be immersed in literacy during their time in the programs so that they will become aware that print can convey a message and learn some pre-reading strategies. They will also be introduced to good writing habits.

- Books will be available at all times
- Paper and pencil use will be encouraged
- Books with enlarged text will be used
- Early reader books with limited print and picture clues will be available
- The environment will be rich with print
- Students will work at their own level
- Teacher will facilitate growth without the limits of a traditional setting

The Math Program

The children will be exposed to a wide range of mathematical concepts in order to help them increase their knowledge of basic math skills. This program is based on research that indicates young children learn best with real materials or manipulatives, rather than abstract symbols on a worksheet.

Sorting Problem Solving Patterning Counting Classifying Estimating
Measuring Adding

The Art Program

The children will be exposed to the elements of art through line, shape, space, texture, color, and form. A variety of art materials will be available throughout the school year. The children will also be able to use these materials during their creative playtime.

- Emphasizes process, not product
- Children can choose media
- Teacher provides guidance not models
- Displaying children's work is essential

Dramatic Play

The students will engage in dramatic play with different areas set up to simulate real life experiences. These areas will help strengthen the children's social and language development as they build relationships.

Kitchen Grocery Store Pet Shop Office Woodworking Workshop

Science

The children will explore their environment. They will interact with materials as they make predictions, ask questions, and gather information.

Animals Plants Weather Nature

Social Studies

The children will broaden their perspective about their family, home, school, community and world. This will be done daily during theme related activities. Special community projects and people will be integrated into the Social Studies Curriculum.

Music

The children will experience a variety of music forms as they listen, move, sing, and play. The children will also be provided with music as they work during the day.

Gross Motor

The children will be encouraged to use their gross motor skills both inside and outside during the school day. The teacher will facilitate the activity to encourage development of their coordination and balance. Organized games will also be played to improve student's social skills and sportsmanship.

Cooking

The children will be given the opportunity to develop their self-help skills as they work in the kitchen. They will also use mathematical skills as they prepare a variety of items. Literature will be used to make the connection between the classroom and the kitchen.

A Day at School

Arrival (9:00 or 12:30)

The teacher greets the children and they will be involved in an attendance activity such as a sign-in sheet. The teacher will then encourage the children to make a choice at one of the centers.

Free Choice Centers (9:00 or 12:30)

The children may circulate through the following free choice center until meeting time. This special time is for the children to interact and share with their peers while working on developmental skills. Art, Blocks, Reading, Games, Dramatic Play

Meeting Time (9:45 or 1:15)

This is the teacher directed time of academic learning. The emphasis will be on listening, language skills, and literature. The students will listen to a story, view-enlarged print from charts and big books, and observe as the teacher models writing. A math lesson will also take place through the calendar and weather activities. Coming together in the meeting area for large group instruction will also create a sense of community among the children.

Work Choice Centers (10:15 or 1:45)

The teacher will conduct planned small group skill activities centered on high interest themes. During this time, the teacher will be a facilitator and work one-on-one with each child.

Gross Motor / Music Time(10:45 or 2:15)

This is a large group activity. The children will work on their physical development to improve coordination and balance or they will learn to play and move with music.

Closing (11:25 or 2:55)

The children will gather at the end of the day to recall events of the day in order to help them make connections and communicate the events with their parents. They will also collect their belongings as they increase their independence.

Dismissal (11:30 or 3:00)

Staff/Ratios

One important objective for the school is to offer a caring and educated staff that will enhance the creativity and education of the students. The staff is committed to providing the students with academic learning through creative play and establishing an enthusiasm for learning.

The teachers will be degreed professionals and will have training in child development. Either a licensed physician or the American Red Cross will train them in first aid, the recognition, prevention and management of communicable diseases, CPR, and child abuse. They will also be instructed on proper hand washing and disinfecting techniques. The Director of Education, Gina Pangalangan, will work closely with each teacher to offer consistency in the classrooms. She will also plan the events and school wide themes. The staff will often bring all the students together for group events like Sing-A-Longs and Gross Motor experiences. The Director will also work with all the students at different times, as the teachers will have a team teaching approach for the school.

The staff will work closely with parents in order to provide the best educational experience for their child. Parents are welcomed and encouraged to volunteer in the classroom and school. A parent resource library will be available for the parents. Most importantly the lines of communication will be open between the staff and parents at all times.

The Ohio Department of Education requires compliance with the following guidelines.

Maximum Number of children per child care staff member:

3 –4 year olds	12
4-5 year olds	14
5-11 year olds	18

Maximum group size will not exceed twice the staff to child ratio.

Toys and Jewelry

Bringing toys to school is prohibited. Although children are often excited about their special toys they are eventually broken and can be a safety hazard for other children. Children in Early Childhood are not permitted to bring in jewelry for security reasons; it can be a dangerous choking hazard, as well. The school is not responsible for the loss of any such item. Your child's teacher will let you know if a special "Share Day" is planned for her class.

Transportation

We do not take students off site and thus, no child is transported by the school