



CHARLOTTE ACADEMY

PARENT/GUARDIAN & STUDENT
HANDBOOK

2015-16

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Charlotte Academy admits students of any race, color, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students of the school. Charlotte Academy does not discriminate on the basis of race, color, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.

Section 1: Introduction

Charlotte Academy’s Mission

The mission of Charlotte Academy is to prepare all students to be positive, productive participants in a democratic society. We will provide a well-rounded education with a challenging academic environment, educational activities and experiences that encourage students to reach their full individual potential. We will create and foster a learning environment that inspires a passion for life-long learning.

Charlotte Academy’s Vision

Charlotte Academy provides a respectful, healthy, caring and supportive learning community committed to developing critical thinkers and problem solvers while preparing students for their future. We will be a model school known for all we do in and out of school, creating a more personalized learning environment that is responsive to students’ strengths, needs, learning styles, interests and passions.

Charlotte Academy’s Values

A love of learning
Effective instructional and assessment practices
Enriching and challenging opportunities for learning
Exceptional preparation for success in high school, college, work, and future endeavors
A healthy learning environment
Community service and active citizenship
Effective communication, respect, and integrity
Positive relationships
Respect for and appreciation of diversity
A nurturing and fulfilling school experience

The vision and mission of Charlotte Academy are focused on successfully preparing students for their future. Academy curriculum and learning activities are designed to teach our students how to think across all content areas, to collaborate, to be socially and emotionally ready to be productive citizens and to be creative and effective in the interconnected world. Technology will be integrated into classrooms in a way that facilitates learning. We will maintain the highest standards in all of the content areas while delivering personalized education in a collaborative environment.

Organizational Structure

The school is organized as a non-profit 501c3 tax-exempt Florida educational corporation that is governed by a Board of Trustees. The Board is comprised of parents who have children attending Charlotte Academy, as well as non-parent community leaders.

The primary functions of the Board of Trustees are:

- To establish the school’s mission and define the fundamental objectives.
- To function as a strategic board charged with supporting the school’s overall vision and mission.
- To select a Head of School who translates the school’s mission into daily operations and policies.
- To plan for long-term institutional growth and development, including financial stability and viability.

Board meetings are scheduled according to the Board's annual agenda and are attended by Trustees and the Head of School.

Board of Trustees		
Head of School		
Program Coordinator		
Preprimary Class Ages 3 – 6	Lower Elementary Grades 1 – 3	Delta Program Grades 4 – 8

Goals and Objectives

The objectives of Charlotte Academy's mission are to provide a carefully planned, stimulating environment which will help children develop within themselves the habits, attitudes, skills, and ideas essential for a lifetime of creative thinking and learning. We seek to promote values such as personal integrity, honesty, responsibility and respect.

The goals for the children who attend the school are:

- To develop a positive attitude toward school and learning.
- To develop a sense of high self esteem.
- To build habits of concentration for lifelong study skills.
- To develop and foster curiosity and creativity.
- To develop habits of initiative and persistence.
- To foster inner discipline and a sense of order.
- To develop sensory motor skills in order to sharpen the ability to discriminate and judge.
- To develop socially acceptable behavior.
- To acquire the basic skills necessary for a lifetime of learning.
- To help develop each child's ultimate potential through high expectations.

Admission Procedure

Parents/guardians interested in enrollment for their children follow the Admission Procedure:

1. Parents/guardians complete an Online Inquiry form and schedule an official tour through the Front Office.
 - a. Student(s) may accompany the tour.
 - b. Prospective parents/guardians are encouraged to schedule classroom observations.
2. The front office will schedule an interview with a Lead teacher of the appropriate class level.
 - a. Submission of prior school records including transcripts of academic record, relevant test scores, and teacher comments/observations of overall progress is required for review.
 - b. A copy of a student's Individual Education Plans (IEP) or 504 plan along with any supporting documentation is required for review.
3. The interviewing teacher, program coordinator, and Head of School will determine if the applicant and family are mission-appropriate for Charlotte Academy and Head of School will notify the parent/guardian of the admission decision. Parent/Guardian will then receive an email detailing the application and online enrollment procedures.
4. Upon acceptance, a completed school admission packet with official prior school records and original State Department of Health forms are required. Each student's enrollment is subject to a thirty day period during which the student's behavioral and academic level will be re-evaluated for the purpose of determining continuance or dismissal.
5. **A formal offer of admission will not be made until previous school records have been received by Charlotte Academy.**

Section 2: Attendance Policies & Procedures

School Hours

Early Drop-Off:	7:30 a.m. – 8:00 a.m.
Regular Drop-off:	8:00 a.m. – 8:15 a.m. Delta 4-8 th Grades 8:00 a.m. – 8:30 a.m. Preprimary through Third Grade
Dismissal:	3:00 p.m. – 3:15 p.m.

Teachers are available daily at 3:15 p.m. From 8:00 to 8:15 a.m. teachers are engaged in preparing the classroom environment and materials and are not available. Should you need to speak with a teacher, please leave either a message or a phone call request in the Front Office. The teachers sincerely appreciate your consideration and cooperation in respecting this time.

Arrival/Dismissal Procedures

Arrival/Dismissal Procedures may be modified for safety and efficiency at any time.

Building I

Drop-off: 8:00 – 8:30 a.m.

Parents may park and escort their children to the classroom door from 8:15-8:30 a.m.

Building II

Drop-off: 8:00 – 8:15 a.m.

Check-in Policies & Procedures

For the safety of the children, all parents/guardians or other visitors arriving any time after 8:30 a.m. are to check in at the Front Office in Building I. Teachers will be notified of a parent/guardian or visitor's arrival, and students will be escorted from the Front Office to classrooms.

Tardiness

Delta 4th-8th Grade students are tardy after 8:15 a.m., Preprimary and Lower Elementary students are tardy after 8:30 a.m. Tardy students must check in at the Front Office and will be escorted to class by a staff member.

- Five tardies in one marking period will equal one absence for that marking period.
- Tardies will be excused with written notes regarding doctor appointments or emergencies.
- Tardiness interferes with the student's opportunity to focus, and impacts the entire class's morning procedures. Punctuality is critical to effectively utilize all available instructional time.

Absences

Parents/guardians are to notify the school by 8:30 a.m. when a child is absent from school.

- More than five absences in a quarter marking period will be reviewed by the Head of School.

Planned Absences

Parents/guardians should plan vacations around the school calendar. If special family needs or occasions occur during the school year, please notify teachers in writing at least a week in advance of when absences are anticipated.

- It is the responsibility of the student to notify teachers in writing at least 24 hours in advance of a planned absence so teachers may gather the student's work. Extended planned absences are to be communicated in writing at the earliest possibility.

Make-up Work

Students have two school days to make up work for each day of school missed. It is the responsibility of the student to request make-up work upon his/her return to school.

- Parents/guardians may call the school to request work for absent students. Requests are to be made before noon for work to be available for pick up after 3:30 p.m.

Early Dismissal

If a student needs to be dismissed during school hours for a special appointment, parents/guardians are to call the school to notify the Front Office. Students will be escorted to the Front Office to be picked up and signed out by the parent/guardian or persons authorized on the student enrollment form.

Extended Day Program

The program is available when school is in session from 3:15 p.m. to 6:00 p.m. Hourly charges apply for any part of an hour. The first hour is from 3:15-4:15 p.m., the second hour is 4:15-5:15 p.m., and then 5:15-6:00 p.m. A dollar-per-minute charge is applied for pick up after 6:00 p.m. Extended Day Program charges are billed at the beginning of the month following the one for which they were incurred.

Storm Closings

If severe weather conditions make travel hazardous, school may be postponed, closed early or canceled. Charlotte Academy makes this decision independently of the Charlotte County Public School system; however, most times Charlotte Academy will follow the public school system's actions when making the decision. The decision will be announced on local television stations after 6:30 a.m. of the same school day, and communicated via ParentsWeb email as conditions permit.

Section 3: General Policies

Uniform Policy

- Students are to wear school uniforms on Monday through Thursday.
- On Fridays students have "Free Choice" of what to wear to school in accordance with the General Dress Code below.
- On field trips, the green uniform top and khaki uniform bottoms are required.
- Teacher discretion may be used to either require that uniforms be worn for special functions or field trips scheduled on a Friday, or request clothing other than uniforms be worn on a field trip depending on the nature of the trip.
- The General Dress Code applies for all school-related functions both on and off campus.
- Clothing choices overall should reflect good taste, be in good repair and foster a neat overall appearance.

Boys

Shirts can be any **solid** color with the Charlotte Academy logo embroidered in the left corner. All shirts must have a collar and sleeves which must be at least quarter length. Styles may be golf, polo, oxford or button down dress.

Bottoms can be shorts or pants. They must be khaki or navy in color with no extraneous printing, logos, zippers or pockets. No denim.

Shoes must have a closed or strapped heel. Tennis shoes with socks are recommended for safety.

Girls

Shirts can be any **solid** color with the Charlotte Academy logo embroidered in the left corner. All shirts must have a collar and sleeves which must be at least quarter length. Styles may be golf, polo, oxford or button down dress.

Bottoms can be capris, pants, shorts, skirts, skorts or jumpers. They must be khaki or navy in color with no extraneous printing, logos, zippers or pockets. Hem length is to be no shorter than fingertip length when the student's hands are placed against thighs. No denim.

Polo style dresses are acceptable if they comply with the guidelines for tops and the length for bottoms.

Shoes must have a closed or strapped heel. Tennis shoes with socks are recommended for safety.

Boys and Girls for Physical Education Classes (Delta students only)

Tops are gold or gray t-shirts with the school P.E. logo on the front. Bottoms are dark green athletic shorts. **Both shirts and shorts must be purchased through a school-designated vendor.** Since students will have P.E. class every day, a minimum of two sets of P.E. clothes is required.

- Tennis shoes and socks are required.
- Students must keep a toiletry bag at school with a hand towel, deodorant, etc.

Cool Weather Wear Worn Indoors

Solid color sweaters or jackets with no extraneous printing, logos, zippers or pockets may be worn inside on cooler days. This policy does not pertain to coats and other outer wear to be worn while the children are outside and removed once the children have come back indoors.

General Dress Code

The following items are not permitted for Charlotte Academy students at any time:

- Tank tops or “spaghetti-strap” style tops.
- Footwear without closed heels or heel straps (flip-flops, clogs, etc.).
- Shorts, skirts, skorts, jumpers, or dresses shorter than fingertip length when hands are placed against the thighs.
- Midriff-baring or low-riding pants, capris, shorts, skirts, or skorts.
- Midriff-baring or low neckline tops.
- Visible undergarments including straps and undershirts.
- Hats inside the school and other buildings on field trips.
- Facial or body piercings other than ear piercing.

- Hair dye other than natural hair colors.
- Clothing with logos and/or lettering that promote illegal substances, alcohol, tobacco, violence, firearms, threats, prejudice, disrespect, un-American activities, or other inappropriate messages.

Charlotte Academy may prohibit any item of clothing or accessory that is deemed by the administration to be a distraction or a disruption of the academic focus and supportive environment.

Failure to adhere to the Charlotte Academy Dress Code will prompt a notice to be sent home. After three occurrences within a semester, the parent will be contacted for a conference. Further infringements will be addressed according to the Charlotte Academy Discipline Policy.

Personal Behavior & Discipline Policy

Students are encouraged to experience Charlotte Academy as a welcoming place for their growth and learning. Personal pride and consciousness of the needs and rights of others are fostered. Students are expected to treat the building and grounds with care.

Respect and responsibility are values for the entire school. Student behavior is expected to be appropriate for the particular situation and setting. Teachers manage student behavior within their classrooms. Students and teachers engage in discussions about behaviors and feelings and the well-being of each member of the class.

To ensure the safety and productive environment for all students, the Demerit System will be in effect for students in grades fourth through eighth grades.

Student Behavior

Any student who willfully performs any act that materially interferes with or is detrimental to the orderly operation of a school, a school-sponsored activity or any other aspect of the educational process shall be subject to discipline, suspension or expulsion.

The following acts or attempts of such acts by a student shall constitute sufficient cause for discipline, suspension or expulsion, whether on the school grounds immediately before, during and immediately after school hours; near the school grounds immediately before, during and immediately after school hours; at any time when a school is being used by any school group; off the school grounds at a school activity, function or event; or anywhere and anytime a student's conduct has a real and substantial relationship to the lawful maintenance and operation of the school.

Abusive behavior, lewd conduct, harassment and sexual, race, or disability harassment; harassing, intimidating or bullying behavior of any kind; the use or possession of alcoholic beverages, narcotics and stimulant drugs; arson; assault, extortion, causing physical injury or damage to school property; the commission of any criminal acts; possession or use of any dangerous weapon or object, or object that resembles a dangerous weapon or object; destruction or theft of property; disruptive conduct; failure to pursue studies; false alarms; forgery, lying and misuse of documents; loitering and trespassing; use or possession of tobacco; truancy; repeated misconduct; general rule violations; unauthorized entry of school property; inappropriate computer/network behavior; and gang activity.

This is not an exhaustive list of acts that will result in punishment, but provides only examples of the types of behavior that violate school district policy or state and/or federal law.

The Charlotte Academy Demerit System

A demerit is a mark or point given to an offender. Demerits will be issued to students who fail to comply with the classroom and/or school disciplinary guidelines. The number of accrued demerits in any one grading period will determine the appropriate disciplinary action.

When an infraction results in a demerit:

1. A staff member witnessing the offense will communicate with the student so he/she knows what was done is incorrect. The teacher should ask three questions: 1) What did you do? 2) What should you have done? 3) What are the consequences? After the student is counseled, the staff member will complete the demerit, indicating the offense and the number of demerits warranted as per school guidelines.

2. The demerit will then be recorded in Renweb, and parent will be notified via email. If the total demerits become 3 or more, parents will be called. The accumulation of four (4) demerits results in a detention. See guidelines.

Demerit forgiveness:

Students with banked demerits can have one (1) demerit forgiven and subtracted from their account for every fifteen (15) clean school days with no new demerits.

Example Problem Areas and Demerit Guidelines:

PROBLEM AREA	STUDENT RESPONSIBILITY	PARENT RESPONSIBILITY	SCHOOL RESPONSIBILITY	DISCIPLINE ACTIONS
Misc. infractions,	Be well-mannered, use proper language; walk in the halls; show respect for other students and adults; seek proper ways to resolve conflicts. Talk only at appropriate times in class; do not use phone during the school day, do not chew gum during the school day, follow lunch time rules and expectations...	Impress upon their children the importance of good behavior. Help students understand that school is primarily a place to learn.	Contact parents by phone. Plan structured activities; staff to model appropriate behavior; create an orderly learning environment that encourages open communication with students; discuss intervention steps for behavior modification.	Each minor infraction = One (1) to three (3) demerits to be determined by the issuing staff member
Field Trip	Understand that field trips are an extension of school, and proper behavior is required.	Stress the safety aspects of proper conduct in automobiles. Explain how distractions can cause the driver to lose focus.	Provide proper supervision. Make clear the rules and procedures. Exclude students from future trips if improper conduct continues.	Depending on seriousness of infraction = One (1) to three (3) demerits to be determined by issuing staff

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				member
Student Dress Code/Grooming	Come to school dressed and groomed appropriately according to the school dress code.	Monitor and support the dress code.	Monitor and adjust as needed.	First offense = Warning and thereafter on (1) demerit for each offense
Vandalism/Willful destruction of school property and others' property	Realize that this is your school and treat it with respect.	Teach your children proper respect and manners. Help them understand that vandalism and destruction of property is criminal conduct and will not be tolerated. Parents will be held financially responsible for all damage. Cooperate with law enforcement investigation if needed.	Provide proper supervision and clear guidelines for correct behavior. The school reserves the right to press charges.	Five (5) to ten (10) demerits to be determined by Head of School
Technology Misuse	<p>Access to the Internet is part of the curriculum and not a public forum for general use.</p> <p>Prohibited areas include:</p> <ol style="list-style-type: none"> 1. Unauthorized data bases 2. Illegal activities such as crashing data bases. 3. Inappropriate use of the Internet or email such as "spamming", sexual messages, libelous messages, etc. 4. Copyright and/or plagiarism 	Instill in your child the responsibility to avoid the temptation to misuse technology. Parents will be financially responsible for damage done through misuse and/or abuse of technology.	The school owns the system and may monitor its usage and contents. There is no expectation of privacy.	Five (5) to ten (10) demerits to be determined by Head of School

	violations			
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The accumulation of demerits will result in the following disciplinary measures:

4 DEMERITS = AFTER SCHOOL DETENTION

Upon reaching 4 demerits, the Head of School will assign after school detention. Parent is notified by phone before detention will be scheduled. The student will be required to report to an assigned room after school, with parent acknowledgement, for a period of thirty minutes (3:15-3:45 pm).

10 DEMERITS = IN-SCHOOL SUSPENSION AND PARENT CONFERENCE

The parent, or legal guardian, is notified by telephone or letter. An intervention conference is held between school officials and the parent. As appropriate, intervention steps for behavior modification will be discussed. An intervention plan will be implemented and a record of this meeting will be kept. Parents may be held financially responsible for damage or loss to school or personal property. Willful disobedience during the behavioral probation period will result in ten (10) additional demerits. The student will be removed from classes and kept in a supervised area to do assigned work. Student will receive credit for work completed. Teacher(s) will reschedule tests and quizzes.

20 DEMERITS = OUT-OF-SCHOOL SUSPENSION

The student is excluded from school and related activities for a period of time, not to exceed ten (10) consecutive school days. Students will be allowed the same number of days to complete make-up work.

Exceptional Misconduct

The following guidelines are in effect for students to establish maximum corrective actions which may be imposed as a consequence of exceptional misconduct. Exceptional misconduct offenses will be brought before the Executive Committee of the Board of Trustees for approval of corrective action and for any appeal.

<u>Exceptional Misconduct</u>	<u>Maximum Corrective Action That May Be Taken</u>
Arson; Assault; Burglary; Destruction of Property Drugs; Possession of or under the influence of Alcohol and mind-altering substances; Extortion/Blackmail/Coercion; Fighting; Gang Activity; Robbery; Sexually Explicit Material; Theft; Trespass; Verbal Abuse	Long-term suspension (90 days) Notification to law enforcement
Explosives; Weapons	Long-term suspension (90 days) or Emergency expulsion and expulsion Notification to law enforcement
Dangerous behavior; Defiance; Disruptive Conduct; False Alarms/Fire Apparatus; Forgery; Harassment (Malicious Or Sexual); Intimidation, Misuse of Technology; Tobacco	Long-term suspension (90 days)

Emergency Removal

A student may be removed immediately from a class by a teacher or head of school without first attempting corrective action, provided that the teacher or head of school has good and sufficient reason to believe that the student's presence poses an immediate and continuing danger to the student, other students or staff or an immediate and continuing threat of substantial disruption of the class or educational program of the school. The removal shall continue only until:

- The danger or threat ceases, or
- The teacher or head of school acts to impose discipline, impose a short-term or long-term suspension or expulsion or to impose an emergency expulsion.
- The head of school will meet with the student as soon as reasonably possible following the student's removal and take or initiate appropriate corrective action.

Plagiarism/cheating (further definition/consequences below), serious instances of insubordination, unsafe physical behavior, or abuse that is verbal, emotional, or physical may be addressed immediately by the Head of School for consideration of loss of privileges, suspension, or dismissal.

Plagiarism: According to the Standard Encyclopedia Dictionary, to plagiarize is "to appropriate or pass off as one's own writings, ideas, etc. of another." Each student's record is to reflect his own individual effort. When using a source for a paper, that source must be cited and not passed off as one's own idea. The first occurrence of plagiarism will result in a grade no higher than 50% for that particular piece of work after it has been completed again and submitted, and a conference will be set by administration with the student and parent(s). The second occurrence will result in a zero for that particular piece of work, as well as further consequences as administration deems appropriate, not to exclude dismissal from Charlotte Academy.

Cheating: The first occurrence on a test, quiz, homework, etc. will result in a grade no higher than 50% for that particular piece of work. Student will be expected to re-take test, quiz and/or re-do assignment.

The second occurrence will result in a zero for that particular piece of work, and further consequences as administration deems appropriate. The third occurrence will result in a percentage grade of no higher than 70% for the nine-weeks in that particular course, as well as further consequences as administration deems appropriate.

If a student is asked to withdraw from Charlotte Academy, the parents/guardians will be given specific charges in writing. The parents/guardians and student will be given a chance to appeal through the Executive Committee. The Executive Committee will make appropriate recommendations to the Board of Trustees who will make the final decision.

Any verbal, written or physical threat to the safety of Charlotte Academy students/staff will be taken seriously. Action will be swift, severe and decisive. Any threat made by a student that affects the safety of other Charlotte Academy students, faculty members, facility or site may result in:

- Instant student referral to the Head of School and the Executive Committee of the Board of Trustees.

- Immediate contact with the student’s parents/guardians
- An immediate conference will be held among the parents/guardians, Head of School, Executive Committee of the Board of Trustees.

Action resulting from a threatening incident may include suspension and/or expulsion pending further review and law enforcement investigation.

Charlotte Academy explicitly prohibits the use of corporal punishment.

Prohibition of Harassment, Intimidation, and Bullying

Charlotte Academy is committed to a safe and civil educational environment for all students, employees, parents/ guardians, volunteers, and patrons that is free from harassment, intimidation, or bullying. “Harassment, intimidation, or bullying” means any intentionally written message or images - including those that are electronically transmitted - verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

- Physically harms a student or damages the student’s property
- Has the effect of substantially interfering with a student’s education
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment
- Has the effect of substantially disrupting the orderly operation of the school

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, or bullying.

“Other distinguishing characteristics” can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, and weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s)

Behaviors/Expressions

Harassment, intimidation, or bullying can take many forms including, but not limited to slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical, or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom or program rules.

Training

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and shall be implemented in conjunction with comprehensive training of students, staff and volunteers.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violations to change the behavior of the perpetrator, and to restore a positive school climate.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Reporting Harassment, Hazing, Intimidation and Bullying

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence.

Definitions

Aggressor is a student, staff member, or other member of the school community who engages in the harassment, intimidation or bullying of a student. Harassment, intimidation or bullying is an intentional electronic, written, verbal, or physical act that:

- Physically harms a student or damages the student's property.
- Has the effect of substantially interfering with a student's education.
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school.

Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation or bullying.

Hazing is a type of harassment, intimidation or bullying that occurs when an act is committed against a student or a student is coerced into committing an act that creates a substantial risk of harm to the student or to any third party in order for the student to be initiated into or affiliated with any school group, club, grade level, activity or organization. Hazing includes but is not limited to:

- Any activity involving an unreasonable risk of physical harm, including paddling, beating, whipping, branding, electric shock, sleep deprivation, exposure to weather, placement of harmful substances on the body, and participation in physically dangerous activities.
- Any activity involving the consumption of alcohol, drugs, tobacco products, or any other food, liquid, or other substance that subjects the student to an unreasonable risk of physical harm.
- Any activity involving actions of a sexual nature or the simulation of actions of a sexual nature
- Any activity that subjects a student to an extreme and unreasonable level of embarrassment, shame, or humiliation or which creates a hostile, abusive, or intimidating environment.

- Any activity involving any violation of federal, state, or local law or any violation of school policies or regulations.

Hazing does not require a “victim” to come forward and file a complaint before the school may take disciplinary action. Additionally, one cannot give “consent” for another to break the law or violate district policy. Incident Reporting Form may be used by students, families, or staff to report incidents of harassment, intimidation or bullying.

Retaliation is when an aggressor harasses, intimidates, or bullies a student who has reported incidents of bullying. Staff includes, but is not limited to, educators, administrators, coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

Targeted Student is a student against whom harassment, intimidation or bullying has allegedly been perpetrated.

Staff Intervention

All staff members shall intervene when witnessing or receiving reports of harassment, intimidation or bullying. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation or bullying, may require no further action under this procedure. Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member.



Harassment, Intimidation and Bullying Incident Reporting Form

Reporting person:

Targeted student:

Your email address (optional):

Your phone number (optional): _____ Today's date: _____

Name of school adult you've already contacted (if any):

Name(s) of bullies (if known):

On what dates did the incident(s) happen (if known):

Where did the incident happen? Circle all that apply.

- | | | | |
|--|-----------|-------------|--------------------------|
| Classroom | Hallway | Restroom | Playground |
| Locker room | Lunchroom | Sport field | Parking lot |
| School bus | Internet | Cell phone | During a school activity |
| Off school property: On the way to / from school | | | |

Other (Please describe)

Please check the box that best describes what the bully did. Please choose all that apply.

- Hitting, kicking, shoving, spitting, hair pulling or throwing something at the student
- Getting another person to hit or harm the student
- Teasing, name calling, making critical remarks or threatening in person, by phone, e-mail, etc.
- Putting the student down and making the student a target of jokes
- Making rude and/or threatening gestures
- Excluding or rejecting the student
- Making the student fearful, demanding money or exploiting
- Spreading harmful rumors or gossip
- Cyber bullying (bullying by calling, texting, emailing, web posting, etc.)
- Other

If you select other, please describe:

Why do you think the harassment, intimidation or bullying occurred? _____

Were there any witnesses? Yes No If yes, please provide their names:

Did a physical injury result from this incident? If yes, please describe:

Was the targeted person absent from school as a result of the incident?

Yes No If yes, please describe

Is there any additional information?

Do you feel this incident was a result of discrimination? Yes No

Nondiscrimination notification:

Charlotte Academy does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal.

Received by:

Date received: _____

Action taken:

Parent/guardian contacted: Yes No

Circle one: Resolved Unresolved

Referred to: _____

Religious Policy

Charlotte Academy is a private, non-sectarian school. The members of Charlotte Academy acknowledge that there are many diverse religious beliefs and forms of religious expression. The school therefore deems that religious education is best provided by a child's parents/guardians and by the family's chosen place of worship. Charlotte Academy prohibits religious education as part of any class curriculum, or the promotion of one religion above another.

Charlotte Academy is a place of learning. Therefore, it is the policy of Charlotte Academy that teachers may respond to student questions about religion or religious beliefs and practices to the best of their ability. Teachers may direct curious students to appropriate books or other reference materials and shall suggest that students discuss their questions with their parents/guardians and clergy. Classrooms may learn of different religious observances as part of cultural studies.

While there shall be no school-sponsored, organized religious observances, private, individual religious expression that does not conflict with Charlotte Academy's mission or policies is permitted.

Books, Materials and Supplies

The school furnishes books, materials, and most of the necessary supplies. A list of supplies to be provided by the parents/guardians will be made available by the classroom teacher and posted on the school website before the beginning of the school year.

Additional Supplies

- All students should bring a backpack or other type of bag to school each day. Students with lockers must be sure the backpack fits completely within the school locker.
- All student textbooks must be covered at all times.
- Three-year-old and younger students must have a 1-inch thick rest mat with an impermeable surface for the required afternoon rest period.
- Preprimary students must have a change of clothes including underwear in their cubbie. On the first day of school clothes should be brought in a clear plastic bag with the child's name on it.
- Charlotte Academy will bill the financially responsible party of a student for damage to or loss of textbooks, classroom materials, equipment, or furniture through either intent or neglect by the student.

Lockers

School lockers are the property of Charlotte Academy, and students are personally responsible for the proper use and care of assigned lockers. Students sign locker contracts agreeing to terms of use listed on the contract, and locker privileges may be revoked if the contract is violated. Parents/guardians sign the same contract assuming financial responsibility for repairing or replacing locker damage caused by misuse or negligence by their student. Lockers may be searched by school personnel in upholding school policies or for student or school safety.

Lunch and Snacks

Students may bring their lunch from home or order through local vendors. If the lunch is coming from home, please pack a well-balanced nutritious meal and make sure that your child's name is clearly marked on his/her lunch box. Students are encouraged to eat nutritious foods. Specifically, soda, candy, and overly caffeinated drinks are not allowed at snack time or at lunch.

Charlotte Academy has made arrangements with local vendors to provide a limited menu of lunch choices for a reasonable cost. A monthly menu is available via the Charlotte Academy Website. Completed lunch menus should be forwarded to the Front office. Lunches may be paid by check or credit card. Refer to the current year's program for details.

Each teacher arranges a snack time that suits the schedule and needs of the class. Snacks in Montessori classrooms will be provided by the parents on a rotating basis. Each family will be scheduled to bring a snack for all the students in their child's class. Parents/guardians have the option to pay an annual snack fee, and the school staff will purchase the snack supply. Delta 4-8th grade students bring their own snacks.

Field Trips

Periodically, classes will take field trips to local points of interest usually coordinated with subjects being studied by a class. Field trips may be scheduled to take advantage of special community events.

Parents/guardians will be notified in writing at least ten calendar days in advance of all field trips.

Parents/guardians choosing not to have their children attend a class field trip must make their own arrangements for child care.

Charlotte Academy students are required to wear the school uniform hunter-green polo shirt and khaki-colored bottoms for field trips. Teachers may require that school uniforms be worn on field trips on Fridays, or that other appropriate apparel be worn on field trips on Monday through Thursday.

Field trip transportation is provided by parent/guardian volunteers. Volunteer drivers must complete a *Charlotte Academy Field Trip Chaperone/Driver & Vehicle Information* Form each school year. Upon verification of acceptability from the school's Insurance carrier, a parent/guardian will be listed as a Chaperone/Driver. Each student must be in a safety seat/seat belt as indicated by Florida State law. Parent/guardian volunteers are required to follow all driving directions to and from the destination and to make only authorized stops. Unauthorized driving routes or stops to or from the school and destination may invalidate liability coverage.

All Charlotte Academy school policies are in effect at all times for students on school field trips.

Birthdays

Parents/guardians should consult with the classroom teacher in advance if they wish to send a treat to school in celebration of their child's birthday. To avoid hurt feelings, children may pass out invitations to a party given outside of school only if all of the students in the class are invited. Mailing invitations to selected classroom friends and/or the entire class prevents the loss of invitations.

Show and Tell

Specific days will be designated for show and tell. Books and other educational material that might be of interest to all the children are welcome. Please be sure clearly label items with the child's name.

Toys/Entertainment/Electronic Devices

Children should not bring toys to school, as they can be disruptive in the classroom environment. Personal electronic devices (music players, game players, electronic readers, etc.) are prohibited on campus. Toys, games (electronic or otherwise), music, videos, etc., having to do with weapons, violence, mature content, or other inappropriate materials are strictly prohibited. **Charlotte Academy is not responsible for loss or damage of toys, entertainment, or electronic devices of any type.**

Student Cell Phone Policy

Student cell phones will be turned completely off and kept inside backpacks in student lockers **at all times** that students are on campus. Parents/guardians needing to contact students will call the Front Office to speak with students or leave messages to be forwarded. Students will request permission from a staff member to call a parent, and will be allowed to do so at the staff member's discretion.

A student found to have used his/her cell phone on campus will have the phone confiscated, returned to the parent/guardian, and be prohibited from having a cell phone in his/her possession on campus for the remainder of the school year. Further violations require administrative/parent conferences and may result in additional consequences.

Fire Drills

In accordance with state regulations, fire drills will be conducted on a regular basis.

Section 4: Student Health

When Your Child is Ill

If your child shows signs of illness, please keep him/her at home. Childhood illnesses, colds and flu spread from child to child rapidly. Please do not expose others to possible health risks. Children with the following signs, symptoms or communicable diseases should not attend school:

- Severe or persistent coughing
- Severe or persistent sore throat (strep throat)
- Diarrhea
- Temperature of 100 degrees Fahrenheit or higher
- Conjunctivitis (pink eye), or other significant eye irritation
- Exposed, open skin lesions
- Yellowish skin or eyes
- Unexplained skin rash
- Any other unusual sign or symptom of illness

These symptoms require a child to stay home or be picked up from school at the school's discretion and per State of Florida Department of Health policies.

Illness at School

Children who become ill or injured during the school day will be taken to the Front Office. Attempts will be made to reach the parents/guardians or the alternate person noted on the emergency form.

Parents/guardians will be asked to pick up their sick child at the school's discretion. Please remember to keep your emergency information form up-to-date in the school office. We must be able to reach you at any time during the school day.

Emergency Care

If your child needs immediate medical attention and you cannot be reached, the authorized person designated per your enrollment agreement will be contacted to make decisions on your child's behalf. We will continue our efforts to contact you.

Medication

It is preferred not to administer medication at school. If the need arises, specific guidelines must be followed:

- Any medication brought to school must be left with the staff in the Front Office where it will be locked up.
- If a medication is to be administered, the parent/guardian must fill out an *Authorization to Administer Medication* form which may be obtained in the Front Office.
- All medication must be in its original container stating clear instructions for administering. This policy applies to prescription and over-the-counter medications. A new authorization form must be completed for each episode of illness and each new medication.
- Absolutely no medications, including aspirin, Tylenol, cough remedies, or other over-the-counter medications will be given or allowed to be taken at school unless authorization is submitted in accordance with the above policy.

Excused from Physical Education

A note from a student's parent/guardian is required to excuse a student from one day of Physical Education class activities. To be excused from Physical Education for more than one day, a signed note from a physician is required. Excusal dates and instructions will be followed per the doctor's note.

Section 5: Parents/Guardians and the School

Fundraising

Charlotte Academy is a non-profit organization. Revenue from tuition and fees covers operating costs. The school conducts fundraising events and programs, while pursuing other philanthropic activities and opportunities. Support for these efforts may include charitable, tax deductible gifts from parents/guardians, trustees and friends of the school. The annual objective of fundraising is 100% participation by families, staff, and Trustees in raising funds in support of school growth and enrichment as identified by the school.

Charlotte Academy Parent Association (CAPA)

The Charlotte Academy Parent Association supports the school with organized volunteer opportunities, special events, enrichment programs, and efforts in supporting Annual Giving and other fundraising goals identified by the school administration. According to its bylaws, CAPA's organizational structure is an executive committee of officers who coordinate CAPA committees in support of its goals identified each school year.

Volunteering

One of the most valuable contributions that families make is the gift of their time and expertise. Family involvement is encouraged at Charlotte Academy. Parents/guardians are encouraged to actively participate in their child's educational experience.

Communication

At Charlotte Academy, every effort is made to keep parents/guardians informed of the activities of students. Regular and specific communication occurs via, the school website, email updates and contacts, and print notices sent home in the children's backpacks. Delta 4-8th grade parents/guardians can monitor assignments and grades online through Headmaster. The staff encourages parents/guardians to leave a

message, request a phone call, or schedule appointments should any need for communication arise. Appointments can be requested ahead of time through the Front Office.

Grievance Policy

The purpose of this policy is to establish guidelines for the resolution of grievances for issues beyond the normal scope of the classroom. Good management practices recognize that a carefully designed grievance process can help to increase morale, identify organizational problems, and reduce dissatisfaction.

Each class at Charlotte Academy is its own entity and therefore follows its own individualized agenda throughout the school year. Montessori philosophy is based on individuality so to compare classes would be unjust to the school's philosophy.

I. DEFINITIONS:

- A. **Grievance:** A complaint arising from a circumstance or condition thought to be unjust or injurious.
- B. **Grievance Statement:** A written statement of the grievance and facts upon which it is based including a specific wrongful act and any harm done.
- C. **Chain of Communication:** A committee formed to settle grievances according to policy and to present recommendations for resolution of the grievance.
- D.

CHAIN OF COMMUNICATION

First Level / **CLASSROOM TEACHER**

Second Level / **PROGRAM COORDINATOR**

Third Level / **HEAD OF SCHOOL**

Fourth Level / **BOARD OF TRUSTEES EXECUTIVE COMMITTEE**

Fifth Level / **BOARD OF TRUSTEES**

1. Lead Teachers are responsible for any Assistant Teachers working within their classroom and their students.
 - If there is a problem within the classroom a parent/guardian should start at the first level of the chain of communication. It is the Lead Teacher's responsibility to look into the concern and follow up within three days with written or verbal response to the parent/guardian.
 - Teachers are available for parents/guardians for phone conversations as their daily schedule permits, or for conferences scheduled after school.
 - If a solution cannot be reached a parent/guardian may bring concerns to the next level and so forth as outlined in the above guidelines.
2. If a grievance involves school policy and procedures and does not involve the classroom structure a parent/guardian should then start at the second level of the chain of communication.
 - It is the Head of School's responsibility to look into the concern and follow up within three days with written or verbal response to the parent.

- If a solution cannot be reached a parent/guardian may continue at the next level for grievance resolution.

II. INFORMAL GRIEVANCE:

Informal methods will be used to attempt to resolve grievances through the first three levels of the school's chain of communication. If there is a grievance or concern it needs to be communicated within one week of the occurrence.

- A. An initial attempt to resolve issues of concern regarding an incident is to verbally contact the respective people in the first three levels of the chain of communication until a solution to the grievance is found to be acceptable or formal grievance procedures must be initiated.
- B. People with a grievance will first contact the first level of the chain of communication.
- C. If the grievance cannot be resolved at the first level a person may request a conference at the next level. Each level of the chain of communication will have the opportunity to resolve the grievance, if possible.
- D. If a solution cannot be reached at the second level, either the individual with the grievance or the Head of School may contact a member of the Board of Trustees Executive Committee to seek an informal conference. Alternatively, the individual with the grievance may choose to initiate the formal grievance procedure.
- E. Throughout the informal grievance process each level will endeavor to respond to a stated grievance in a timely fashion or as soon as possible. Each person will have up to three days to review and respond to an informal grievance.
- F. If the informal process has been completed and has failed to resolve the grievance a formal grievance may then be filed.

III. FORMAL GRIEVANCE:

Formal grievances evolve from failure of informal attempts to resolve differences. In the event that formal grievances have to be initiated, they will be documented in written, clear, and concise terms.

- A. The filing of a formal grievance will follow an attempt to resolve the grievance through the entire informal procedure. A formal grievance will be submitted no later than one week following the failure of the informal grievance procedure to reach a satisfactory solution.
- B. In order to begin the formal grievance procedure, the person filing the grievance will submit a memorandum detailing the following information to the Executive Committee.
 1. Identifying the grievance and the facts upon which it is based;
 2. All allegations of the specific wrongful act and if any harm was done.
- C. Upon receipt of the memorandum the Executive Committee will have up to five days to set up a conference with the person or persons to advise them of the existence of the grievance. How the grievance is presented to the person or persons will be under the discretion of the Executive Committee. During the conference the following will occur:
 1. A copy of the written grievance memorandum may or may not be given unless the grievant requests to review it in which case a copy will be provided;
 2. Or the grievance will be verbalized;
 3. The grievant will then have the opportunity to respond to the grievance in writing and submit it to the Executive Committee within five days.

- D. The Executive Committee will then have up to five days to review the grievance memorandum and the grievant's response. After review they will respond with their recommendations or set up a conference with those involved. The Executive Committee review will consist of the following:
 - 1. An analysis of the facts or allegations;
 - 2. Confirming or refuting the allegations in the grievance;
 - 3. Identifying any remedy or adjustments that could be made.
- E. If applicable the Executive Committee and the person or persons involved will jointly engage in seeking a suitable remedy.
- F. The Executive Committee will review the information and submit their recommendations to the Board of Trustees of Charlotte Academy.
- G. Any actions taken with regard to an employee of Charlotte Academy as a result of a grievance shall be kept confidential between Charlotte Academy and the employee as required by law.
- H. If a written formal grievance involves a student or teacher and the allegations are justified it will be filed in their permanent records. The person will be notified that it is part of their permanent record at Charlotte Academy and will have the right to review it if they so choose.
- I. All grievances will be handled as confidential and will only be discussed among the Executive Committee and those directly involved.

Section 6: Academic Policies & Procedures

Conferences and Progress Reports

Parent/guardian conferences are scheduled with the parents/guardians of all children at the end of the first marking period. A written report will be sent home with each child at the end of each of the four marking periods. Parents/guardians or teachers may call for conferences to be scheduled.

Homework

Homework is gradually introduced to the children in the PrePrimary class to promote independent work habits and to reinforce the material being learned in class. Parents/guardians must help create the proper atmosphere and conditions for concentration and study. A quiet room in the home with ample lighting and space is suggested. Delta 4-8th grade students are accountable for utilizing student planners to keep track of homework and following through with assignments.

Standardized Testing

Achievement tests are used as one of the many ways to assess students and programs. Test results will be carefully and knowledgeably interpreted and will be shared with parents/guardians. The Stanford Achievement Test will be administered in the spring each year to students from the second grade and up. Test results for second grade students will be placed in their school files per parent/guardian request. Test results for third through eighth grade students are retained with the students' official school records.

Privacy of Student Files

Student files are confidential and are kept secure from unauthorized access. Officials of the State or County Health Department and the State Department of Education may have the right to review student files without the parent/guardian's permission.

Request for Records

Copies of school records or original State Department of Health forms will be provided only by written request by other institutions, and by verbal or written parent/guardian request. Requests will be honored within forty-eight hours of receipt of request. Charlotte Academy reserves the right to retain part or all records until outstanding balances are paid in full.

Request for Recommendations and Evaluations

Requests for written recommendations must allow forty-eight hours to be completed.

External Student Evaluations

Student evaluations completed by teachers or other school personnel for external individuals or institutions will be sealed and mailed directly to the requesting or applicable party or entity. Evaluations will not be released directly to the parents/guardians.

Withdrawal Procedure

Thirty days written notice is required when withdrawing a child from the school. All outstanding balances must be resolved with the Business Office prior to student records being released. (Reference Withdrawal Financial Policies)

Section 7: Financial Policies

Tuition Policies

Being a not-for-profit organization, Charlotte Academy is dependent on tuition as its principal source of income. All accounts are student-based. This means that all registration fees, tuition, and ancillary charges are recorded per student. All financially responsible parties per the signed Enrollment Agreement will be held liable in maintaining a current student account.

The registration fee is for curricular and classroom materials, is due for each student per school year, and is nonrefundable and non-transferable. The registration fee is due July 1st or before the first day attending for late enrollees. Paid registration guarantees the student's place at Charlotte Academy.

The annual tuition may be paid one of three ways; Paid in full (due July 1st), Semester payment plan (due July 1 and December 1), 10-month payment plan (due the 1st of each month July-April). Families enrolling more than one child at full tuition will receive a 5% discount on the annual tuition of each additional sibling. The discount is applied to the lowest, otherwise unsubsidized, annual tuition amount.

Tuition Refund Plan may be purchased for Paid in Full and Semester Payment plans. (Reference Withdrawal Policy below)

Other Charges

Ancillary charges (lunches, extended care, yearbook, etc) are due upon receipt of the bill.

Other fees may be assessed based on Charlotte Academy's budget, goals and objectives. These charges will be stated in the Enrollment Agreement, along with due dates and late charges.

Late Fees

Late fees will be assessed for all tuition fees not paid by the 10th of the following month. The fee is based on the payment plan selected during the registration process.

Late fees will be charged for any ancillary charges not paid in full within 60 days of due date.

Late fees will be charged for other charges not paid in full in full within 90 days of due date or per the current year's Enrollment Agreement.

See Enrollment Agreement for current fees.

Accounts in Default

Accounts with tuition balances past due of 60 days, will be reviewed to the Finance Committee. The committee will determine as to potential future action which could include, but not limited to, student not being allowed to continue classes, grades and transcripts not being released, scholarship/financial aid being suspended or revoked, forwarding account to collection agency.

A student with an outstanding balance may not register for the following year until such time the balance is paid in full.

Withdrawal Policy

Unless the person(s) responsible for the student's tuition and fees notifies Charlotte Academy in writing by July 1st that the student will not be attending Charlotte Academy for the school year the person(s) signed on the Enrollment Agreement will be obligated to pay the full amount of tuition and fees as stated for the entire school year.

A thirty day written notice is required for any student that must withdraw from Charlotte Academy during the school. A prorated refund will be processed only if the student's account is paid in full and the Tuition Refund Plan was purchased at time of registration. The Tuition Refund Plan prorates a tuition refund based upon the number of months the child has attended the school.

If a child is expelled, all tuition and fees are due in full per Enrollment Agreement.

Financial Aid

Charlotte Academy accepts students who support the school's mission of experiencing a challenging education in a nurturing environment. Families who are unable to meet the full cost of tuition may apply for Financial Aid, which supplements tuition payments. Charlotte Academy offers limited financial aid to families in the school. Decisions about Financial Aid are influenced by availability of funds, the number of applicants, and institutional needs. Families must apply each year to the Financial Assistance for Student Tuition (FAST) program. The Head of School will provide the applicant with the FAST information pamphlet and pre-addressed envelope. Recommendations made by FAST are processed by the Financial Aid Committee for final award amounts. The Financial Aid Committee will then provide the family with a written notification of the awarded amount.

The registration fee is not reduced and is non-refundable. \$100 will be due at time of registration and the remaining balance will be divided based on selected payment plan. Total annual tuition cost will be based on the 10-month payment plan fee schedule.

Charlotte Academy participates in the Step Up For Student (SUFS) and McKay Scholarship Program. Please visit www.stepupforstudents.org and www.floridaschoolchoice.org/information/mckay for information and applications to these programs. Applications are confidential.

Admission decisions are made need-blind in regards to the ability to pay tuition; decisions about Financial Assistance are made separately.

The Culture of Philanthropy

Why do we give to Charlotte Academy? Some give in pursuing the need to be patrons of something we deem worthwhile. Others give because they believe in the efforts of cultivating lifelong learners and leaders. Most give because we believe in the safe, nurturing learning environment and challenging academic curriculum that Charlotte Academy provides to its students. This desire to give provides our children with extraordinary opportunities and experiences that will shape our children's lives.

When people give to Charlotte Academy, they support the school's mission in cultivating their own children's future, and the futures of children to come.