

LETTER FROM THE DEAN

Dear Scintilla Charter Academy family,

As we begin this school year, we are honored to partner with you in your child's education. The SCA Board, staff and parents, share the belief that education should inspire children to seek answers, to continually question, and to love learning for the sake of acquiring knowledge to better themselves and their community. My personal belief is that a child will not be successful academically until their social and emotional needs are met.

Our very talented faculty and staff are eager to develop a relationship with your child and help them reach their full potential. At the same time, the most essential aspect of scholar success is an effective partnership between school and family. That's where YOU come in!

We want every family to be actively engaged in their child's education; and to that end we ask that you do three things:

- Read this handbook and refer to it often, as it outlines our policies and procedures
- Take every opportunity to learn more about our innovative programs and approaches
- Get involved, whether in the classroom or school-wide initiatives

When a child enrolls at SCA, the whole family becomes part of our school community. This community of dedicated teachers, staff, volunteers and parents all work together to ensure the success of every scholar. We look forward to working with you and your input, involvement and support are greatly appreciated. Please know that you can reach out to me anytime with questions or concerns. It is my goal is to see your scholar thrive and have a positive experience at SCA.



Mandy Avera, Dean of Students & School Support

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SCHOOL BACKGROUND

Mission

The mission of SCA is to increase scholar achievement and develop social responsibility through educational innovations in a safe community of involved families and educators.

Vision

SCA will guide all scholars, with special attention for locally underserved and underperforming scholars, to reach their full potential through social, emotional and academic growth in an engaging and innovative learning environment.

Scintilla Beliefs

The founders of SCA believe every child should be encouraged, motivated, and challenged daily. Our unique mixture of innovations will provide challenge while also providing intensive support to all scholars. As scholars experience success, a passion for learning will develop. School-wide character development goals and cultural practices will prepare our scholars to be successful both at Scintilla and in future school settings. We know that given the right environment, children can achieve at high levels but we also know the development and implementation of an innovative and blended curriculum that will enable these results must be focused and strategic. Our curriculum will facilitate scholars in their learning because it is developmentally appropriate at all levels and seeks to meet the naturally inquisitive nature that all children possess.

What is a Charter School?

Charter schools are public schools of choice that have greater flexibility in implementing different teaching methods and philosophies. A charter school operates according to the terms of a charter, or contract, that have been approved by, in SCA's case, Georgia's State Charter Schools Commission. The charter school may request waivers from certain provisions of Georgia state law and any state or local rule, regulation, policy, or procedure relating to schools in the school district. In exchange for this flexibility, the charter school is bound by contract to be held accountable for meeting the performance-based objectives specified in the charter. Please visit our website at www.scintillacharteracademy.com to view the complete charter agreement.

SCA Governing Board

The SCA Governing Board of Directors is charged with the management of the affairs of the SCA and shall pursue such policies and principles as shall be in accordance with law and any written charter entered into by the Board. The Board is responsible for carrying out the following duties and obligations:

- The Board shall uphold the Academy's mission and vision and ensure effective organizational planning on the part of the school through an annual strategic planning and review process that will review and update the Academy's short-term, mid-term, and

long-range goals, and evaluate the effectiveness of the implementation of the Academy's mission and plans.

- The Board shall ensure the financial stability of the Academy through regular monthly review of financial statements and reports and direct oversight of major financial commitments and decisions.
- The Board shall take an active role, either directly or through a Board committee, in resolving grievances and conflicts which may arise within the school community involving, scholars, parents, staff, administration, and Board members.
- Board Members will confirm annually that they have no inappropriate conflicts that would preclude them from faithfully serving SCA with fidelity.
- The Board will adhere to the Georgia Open Meetings Act based on the current requirements of this law.

SCA Board Members

Chairman Zachary R. Cowart - Zachary R. Cowart was born in Valdosta and attended Valdosta City Schools graduating from Valdosta High School in 1996. He attended the University of Georgia for undergraduate and law school. He is a partner at Cowart and Perry, LLP law firm and wants the parents in our community to have public school options for their children.

Vice Chairman Jeremy Baker - Jeremy Baker is a native of Lowndes County. Jeremy graduated from Valdosta State University and St. Mary's School of Law. He is an attorney and an advocate for school choice in Valdosta/Lowndes County.

Secretary Enid Santana - Enid Santana has been a resident of Valdosta for 30 years. She is a licensed real estate agent and is employed as a Marketing/ Leasing Manager at Valdosta Mall. As the mother of two boys, she has become a passionate advocate for school choice.

Treasurer Eric Tillman - Eric Tillman was born and raised in Valdosta, Georgia. Eric graduated from Valdosta High School and Valdosta State University. Eric is a third generation CPA and is a partner of Tillman & Tillman, LLP.

Jerry Jennett - Jerry Jennett came to Valdosta 40 years ago to run a small subsidiary of an agricultural chemical firm. He bought the subsidiary and eventually added three other companies. He currently is the president and Chief Executive Officer at Georgia Gulf Sulfur Corporation. Thanks to the generosity of Jerry and his partners at Georgia Gulf Sulfur, many significant gifts have been made to Valdosta State University including to the Langdale College of Business Administration and several athletic programs.

Garrett Copeland - Garrett Copeland was born and raised in Valdosta and is a graduate of Lowndes High School and Valdosta State University. Garrett is the Valdosta Market President for The Citizens Bank.

FACULTY & STAFF DIRECTORY

First Name	Last Name	Position	Email address
Megan	Ault	Paraprofessional	mault@scintillacharteracademy.com
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CALENDAR

August

1-9: Teacher Inservice
8: Open House
10: First Day of School
22: MAP Testing

September

1: APTT Team Meeting #1
2: Mandatory Early Dismissal
5: Labor Day Holiday

October

6: No School for Scholars/Teacher Inservice
7: No School

November

3-4: Parent Conferences
4: Mandatory Early Dismissal
14: Report Card Release
21-25: Thanksgiving Holidays

December

2: Mandatory Early Dismissal
16: Mandatory Early Dismissal

19-30: Christmas Break

January

2-3: No School for Scholars/Teacher Inservice
4: Classes Resume
6: Mandatory Early Dismissal Day
16: MLK Jr. Holiday No School
23: MAP Testing
24: APTT Team Meeting #2

February

3: Mandatory Early Dismissal
20: Winter Break
21: No School for Scholars/Teacher Inservice

March

3: Mandatory Early Dismissal
6: Report Card Release
29: APTT Team Meeting #3

April

3-7: Spring Break
24-28: GMAS Testing

May

5: Field Day/Mandatory Early Dismissal
8: MAP Testing
18: Report Card Release
19: Last Day of School/Mandatory Early Dismissal
22-24: Teacher Inservice

ENROLLMENT AND REGISTRATION

Attendance Zone: Valdosta & Lowndes County, Georgia

Admissions and Enrollment: In accordance with O.C.G.A. 20-2-2066 (1)(A), SCA will admit scholars of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. SCA shall enroll an eligible scholar, as defined by GADOE, who resides within the attendance zone and submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random lottery process.

To be eligible for enrollment at SCA, scholars residing in the attendance zone must submit a timely application to SCA in accordance with the deadline set by the school. SCA may not use admissions criteria or applications that would not otherwise be used at a traditional public school, including requests for letters of recommendation, essays, resumes, or information regarding a scholar's school or community activities, grades, test scores, attendance record, or

disciplinary history. SCA may use applications for the purpose of verifying the scholar's residence within the school's attendance zone. SCA may gather relevant information from scholars after enrollment is determined.

In order to enroll a scholar at SCA, parents/guardians must provide the following documentation:

- Mortgage or lease statement
- Two additional current proofs of residency
- Copy of original birth certificate
- Immunization certificate (or religious exemption)
- Certificate of vision, hearing and dental exam
- Social security card or waiver form (provided by SCA)
- Copy of parent/guardian driver's license
- Proof of legal guardianship (if applicable)
- Proof of legal custody (if applicable)

If the number of timely applicants received by SCA exceeds the capacity of a program, class, grade level or building, SCA shall ensure that such applicants have an equal chance of being admitted through a random lottery.

SCA shall hold a registration period (for the following school year) in January of each year. Parents seeking to enroll their children who do not currently attend SCA must register during the registration period. Parents of existing scholars must sign and return the enrollment letter at the end of the school year. Registered scholars shall be enrolled for the following school year subject to the following process and in the following priority:

- Scholars who attended SCA during the previous school year;
- Statutory Priority includes: Siblings of scholars who attended SCA during the previous school year; scholars of teachers and staff at SCA; and
- Scholars of Governing Board Members;

Within each category listed above, if the number of registered scholars exceeds the available space, then the school shall hold a lottery to determine which scholars shall be enrolled in the school.

The school shall maintain a written waiting list of registered scholars who were not enrolled in the school due to lack of space. The school may accept new applications for the waiting list outside of the enrollment period. The school shall follow the same preferences stated above for placing on the waiting list those applications received outside of the enrollment period. Openings created during the school year shall be filled from the waiting list.

Scholars enrolled for the following school year through the registration process outlined above must acknowledge the enrollment in writing (through a form prepared by SCA). If any enrolled scholar does not provide such written acknowledgement, the school shall deem this as a rejection and shall fill the vacant spot from the waiting list.

ATTENDANCE

Attendance is an essential component of a child's academic success. When a scholar is absent or arrives late, they lose important opportunities to learn. Excessive tardies and absences can significantly affect a child's ability to succeed academically and socially.

Instructional Day

School Hours: 7:30 am - 3:15 pm

Office Hours: 7:30 am - 5:00 pm

The instructional day is from 8:05 am to 3:15 pm. SCA attendance policy stipulates any scholar who arrives at SCA after 8:05 a.m. will be counted tardy and must be escorted into the building and signed in by an adult at the main desk. All scholars must arrive at school on time and be picked up promptly at the end of the school day.

The regular school day ends at 3:15 pm. Scholars are expected to be picked up on time, between 3:15 pm and 3:45 pm. We encourage parents to enroll your child in the after-school program if you cannot make the 4:00 pm deadline. If your child has not been picked up by 4:00 pm you will be charged \$1 per minute to allow your child to participate in the after-school program until you arrive.

For parents who choose to enroll their children in after-school program, please note that the latest after-school program ends at 6:00 pm. Please note that the after school program will make every effort to contact you should your child not be picked up by 6:00 p.m. *Late pick-ups will be referred to the administration for follow up.* In order to ensure the safety of your child, please note that the school will contact the local authorities should a pattern of late pick-ups occur.

Attendance

Your child(ren) must be in school every day as mandated by state law. Parents/ guardians have one week to provide a written or emailed excuse for an absence, failure to do so will result in the absence being unexcused.

Scholars must be in school unless the absence has been permitted or excused for one of the following reasons:

- Illness of scholar
- Illness of immediate family member

- Death in the family
- Religious holidays of the scholar's own faith
- Required court appearance or subpoena by a law enforcement agency
- Scheduled medical or dental appointments
- Utilizing the Georgia Military Family Act

1. After 3 unexcused absences:

A letter will be sent home to the scholar's parent or guardian regarding the scholar's unexcused absences. This letter will require the parent or guardian to contact the school's designee regarding the scholar's unexcused absences.

2. After 5 unexcused absences:

SCA front office staff and/or school resource officer will contact the parent/guardian regarding excessive absences, tardies or early dismissals and schedule a conference with administration. According to S.B.O.E. 160-5-1-.10, a child is truant and subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences.

3. After 7 unexcused absences:

A school social work referral will be generated by the Dean or Dean's designee listing specific school based interventions (telephone calls, letters, conferences, etc.) that have occurred prior to make the referral.

4. After 10 unexcused absences:

Scholars and/or parents will be subject to a referral(s) to juvenile court, magistrate court and/or Department of Family and Children Services for truancy and/or educational neglect. Detailed information pertaining to the scholar, local school and school social work interventions will be necessary when filing a complaint with DFCS, juvenile and/or magistrate court.

5. After 15 or more unexcused absences:

Grade level retention will be considered *See Promotion/Retention Policy.

Tardy Policy

A child is tardy when he/she is not in the building at 8:05 AM. Scholar who arrives at SCA after 8:05 a.m. will be counted tardy and must be escorted into the building and signed in by an adult at the main desk. Excused tardies are given for doctor's appointments with notes from the doctor. A doctor's note must be presented upon of arrival in order to receive an excused tardy. Five unexcused tardies equals one unexcused absence. Early checkout (any time before 2:45PM) is considered the same as a tardy.

Early Checkout

Parents/guardians may not check scholars out after 2:45 pm, please go through the car line. Five unexcused early checkouts equal one unexcused absence. Checkouts prior to 11:30 will be counted as an all day absence.

Friday Mandatory Early Dismissal

The first Friday of each month is a mandatory early dismissal day for all scholars. Dismissal will begin at 1:00 pm and all scholars should be picked up by 1:30 pm.

Make Up Work

Scholars who have an excused absence shall have the opportunity to make up work. It is the responsibility of the parent and scholar to contact the teacher(s) involved to determine make-up assignments and establish mutually agreeable terms for daily work and test makeup. Scholars will be granted the amount of time they were absent to make up work. Major project or assessments missed during suspensions will be made up within the same number of days as the length of the suspension.

GENERAL INFORMATION

Transportation

It is the responsibility of the parent/ guardian to ensure that scholars have transportation to and from school daily. SCA DOES NOT provide transportation for scholars.

Academy Drop off and Pick up Procedures

Drop Off

Parents are to drop off scholars between 7:30 and 8:05 AM, but no earlier than 7:30 AM. If you arrive before 7:30AM, your child should remain in your car until drop off begins. The tardy bell rings at 8:05 AM. Scholars will enter the building through the main school entrance. Scholars who arrives at SCA after 8:05 a.m. will be counted tardy and must be escorted into the building and signed in by an adult at the main desk.

Pick Up

Drivers should enter the school and follow the direction of the staff on duty. Cars will loop around the back of the school and line up in front of the school.

Each scholar/family at SCA is assigned a number which is displayed on a placard. When you enter the car line, the staff member on duty enters your number in a program used by SCA called First Dismissal. Once the number is entered in the system, your child's name appears on the board in his/her classroom along with the name of color (e.g. John Smith-Red). At that time, your child is dismissed through the front dining room door and will go to the cone that corresponds to the color he/she was assigned.

Your placard is required and should be displayed either on your rear view mirror or right hand side of the car's dashboard. Scholars will not be loaded unless the placard is present. If no placard is present, you will be required to park and come into the front office to check out your scholar. Do not leave your car unattended in any car loop lane during pick up and dismissal. **The safety of your children is our first priority. Please follow drop-off and pick-up procedures very carefully to keep all of our children safe.**

Change of Address and/or Phone Number

Parent/Guardian must complete a change of address form immediately if an address or telephone number change occurs during the school year. Parent/Guardian will also have to show valid proof of their new residence.

Transfer or Withdrawal of Scholars

When scholars transfer or withdraw from school, parents/guardians are required to come to the school and sign the necessary forms. Scholars are responsible for reporting to the Front Office on their last day of attendance. Transfer or Withdrawal papers will be processed at that time. Scholars' grades and transcripts will not be released until all accounts are cleared.

Communication

SCA is committed to promoting communication between the school and those we serve (parents/ guardians, families, scholars, and the community). Parents are encouraged to ask questions and communicate concerns directly with school staff so that information provided is accurate. Listed below are some of the formal ways the SCA will inform parents/guardians, families, scholars, and the community regarding important announcements.

Intercom Announcements

Fliers/Handouts

Mailings

Newsletters (grade level & school-wide)

Posters (posters/signs must be approved or initialed by an administrator)

Web Page : www.scintillacharteracademy.com

Remind 101 Text Messaging

Email List

Social Media (Facebook, Twitter, Instagram)

Emergency Procedures

Your child's safety is paramount! We are required by law to hold fire, lockdown and inclement weather drills on a regular basis.

Inclement Weather:

In the event of inclement weather, SCA will follow Lowndes County Schools' inclement weather decision. We will announce delayed start time, early dismissal or school closing via local news outlets and all in-house communication vehicles including our website, email, text, social media.

Fire:

If the emergency is a fire, classroom teachers will escort their scholars to the emergency assembly area (outside open area).

Lockdown:

If the emergency is a lockdown, teachers will lock doors, close blinds, move everyone away from windows. Teachers will remain indoors with scholars until an all-clear announcement is made.

School Nutrition and Snacks

Good nutrition is vital to a child's physical, emotional, and academic development. We encourage healthy eating by:

- Encouraging parents to send snacks and lunches that are healthy.
- Asking that scholars not bring bottled or canned sodas to SCA.
- Inform teachers if their child has any food allergies or dietary restrictions.

Breakfast and Lunch

Triple D Food Services, operated by Don Stanley, is our food service provider. Please contact them via email for meal plans and prices: racingpig@att.net or tripleddfoodservice@gmail.com.

Subsidized meal applications for free or reduced cost lunches should be completed as soon as they are available. Applications can be obtained from the school office or downloaded from our website during the school year.

Menus are available online at www.scintillacharteracademy.com. Lunch brought from home should be clearly marked with your child's name. For health reasons, such as allergic conditions, children may not share lunches.

Recess

SCA believes that an unstructured break time is vital to children's development and success academically. Each grade level's schedule includes a morning and afternoon recess. SCA staff is provided directions concerning the responsibility for supervision of scholars and the safety of our scholars is a priority at all times.

Field Work

Field work and experiences are a part of the curriculum and are encouraged. Under no circumstance will a scholar be allowed to leave the school grounds without a permission slip signed by the parent/guardian. When children travel, they are given a new perspective on the world around them. So much happens on field trips: the learning is social, emotional, and academic. Projects become more exciting to young scholars when experiences are provided beyond the classroom. Examples of SCA field work might include, but not be limited to things like: Georgia ecosystems, government facilities, historical landmarks, and scientific and agricultural exhibitions. These field trips and experiences will guide in driving learning expeditions. Ample notice will be provided to parents prior to school/class/grade-level field trips.

School Supplies

Scholars are required to buy their own school supplies as determined by their teachers. Please refer to your child's grade level supply list for specific school supplies needed. The list is available on our website under the parent resources tab.

Electronic Devices

There will be times during the school year when it will be beneficial for scholars in grades 3-5 to bring their own technology device to school. Laptops and tablets may be brought to school during designated times of the year when instructed by the teacher(s). When scholar technology devices are brought to school, they are to be used only at pre-ordained times during the school day and to support learning and instruction. Recording devices are prohibited at SCA.

Cell Phones

SCA prefers that scholars not bring cell phones to school. The use of cell phones during the school day may disrupt teaching and the learning environment. However, if a scholar chooses to bring a cell phone it should remain turned off and inside their backpack unless they are given specific permission by a staff member to utilize it. Scholars may use the office phone in the case of an emergency with a note from their teacher. SCA is not responsible for lost or stolen cell phones.

Technology Acceptable Use Policy

SCA is excited to offer our scholar's the use of the academy's computer systems which includes, but is not limited to, computers in the computer lab and Chromebooks. This access only includes individual Google accounts at this time for all scholars, not to be confused with google email. Scholars will be assigned unique log-in's specific to them in order for SCA to closely monitor all internet usage. To gain access to the internet using this technology, we are requesting parent permission. By signing and returning this form to SCA, you are stating that you have read and reviewed this entire document with your child and fully understand the terms and expectations of acceptable use stated within this document.

Purpose

SCA recognizes the important role technology plays in mastery of content and standards as mandated by the Georgia Department of Education. In order to gain mastery of these standards, scholars and teachers will use technology to directly promote innovation and communication as well foster an environment of successful learners.

Privilege

The administration and staff at SCA believe that the use of technology resources at SCA is a privilege, not a right. Any activity with technology that is deemed as inappropriate by teachers and administration may result in disciplinary action and/or referral to legal authorities. Administration may revoke access to technology resources at any time.

Filtering and Monitoring

SCA internet usage can and will be monitored to ensure acceptable use of materials. SCA utilizes a web-filtering system to restrict unacceptable access. However, no filtering system is 100% safe. By scholars being assigned unique log-in and password information, SCA can monitor and hold scholars accountable.

Scholar's at SCA must adhere to the following rules that pertain to appropriate technology and internet usage:

1. I will only use technology as instructed by my teacher and with my teacher's permission.
2. I will be polite and show respect to others and never cyber-bully. I will never post or send messages or pictures to anyone that could hurt, threaten, or embarrass other people. If someone cyber-bullies me or sends me inappropriate pictures or messages, I will tell my teacher or parents right away.
3. I will not share information such as name, address, phone number, photos or any other information about myself to others while using the internet. If anyone on the internet tries to reach out to me, I will immediately tell my teacher or parent.
4. If I notice anyone opening an inappropriate website or breaking any other rules listed, I will immediately notify my teacher.
5. I will not use or type any obscene language.
6. I will use the computer and internet only for school purposes.
7. I will not use any type of chat or instant messaging.
8. I will not download anything without teacher permission.
9. I will not install any programs on school computers.
10. I will not change any settings on any computer.
11. I will not use any portable drives in a computer without teacher permission.
12. I will only use a computer when I have permission.
13. I will take care of SCA's technology resources so as not to cause damage.
14. I will only use my username and password and no other and will not share my login information with another scholar.
15. I will log off the computer when I am finished.

School Telephone Usage

Scholars may use classroom or front office telephones for emergency purposes only with approval from their teacher or administration.

Money and Other Valuables

Scholars should not bring money, property, or other valuables to school, except to purchase milk, breakfast, lunch or for other special circumstances. Money should be sent in a sealed and labeled envelope. If money is required for other reasons, scholars and parents will be notified.

The school will not assume the responsibility for any lost or stolen items.

Lost and Found

Any article that has been lost and returned may be claimed in the Lost and Found. Items that are not claimed after each trimester will be donated.

School Visitors

All scholars, parents, and visitors, must enter through the front lobby, sign in at the front desk, and wear an identification tag at all times. School staff will provide additional visitor assistance. We welcome family involvement at SCA and want families to feel welcome here. With that being said, we also protect our scholar's instructional time intensely. If you would like to visit your child in his/her classroom, please communicate with their teacher(s) ahead of time and make arrangements to do so. Families are always welcome to eat lunch with their scholars.

After School Program

SCA offers an in-house after school program, called IGNITE, that is administered by the school each day from 3:45-6:00 pm. The goal of SCA's after school program is to build on the school's focus of interactive, hands-on projects that spark curiosity, promote active learning, encourage teamwork, build character, and capitalize on children's innate spirit of exploration.

The cost per scholar is \$40 per week, per scholar with discounts available for multiple children and monthly pre-payment. Visit www.scintillacharteracademy.com for more information.

Health, Medicine, and the School Nurse

1. Medicine administration

SCA is committed to the health and safety of its scholars. Medication and/or medical procedures required by scholars should be administered by a parent/legal guardian at home. Under exceptional circumstances, prescribed medication and/or medical health-related procedures may be administered by the school nurse, designated staff member, or self-administered by the scholar per written physician's orders and written parent/guardian authorization.

School nurses or other employees may administer auto-injectable epinephrine to a scholar upon the occurrence of an actual or perceived anaphylactic adverse (allergic) reaction, whether or not such scholar has a prescription for epinephrine. Any school employee who in good faith administers or chooses not to administer auto-injectable epinephrine to a scholar in such circumstances shall be immune from civil liability, pursuant to Georgia statute.

2. Medical records

Scholar health records will be maintained in locked or password-protected files in order to maintain confidentiality. All health records will be managed by the school nurse and any appropriate, designated staff and will only be released to service providers as allowed and dictated by state regulations.

3. Medical operations

SCA will:

- Have a licensed school nurse or designee on staff to provide services to scholars in accordance with state guidelines
- Participate in workshops, in-services and/or training for persons serving as nurse

Celebration Procedures

SCA's charter agreement with the state is very clear that instructional time will be protected at all cost. Parents may bring cupcakes during recess, please make sure to coordinate with your scholar's teacher. Individual birthday parties will be asked to happen outside of the SCA academic day. If you choose to distribute party invitations at SCA, all scholars in the child's homeroom must be included.

Scholar Records

School permanent records include all educational and disciplinary materials directly related to a scholar. SCA will maintain scholar records in a confidential manner and comply with all state and federal laws regarding the privacy of these records, including the Family Educational Rights and Privacy Act.

Interviewing, Photographing, and Videotaping of Scholars by Staff or Media

Scholars may be photographed, videotaped, or interviewed by school officials or the news media at school or a school activity or events and such photographs, video tapes, and interviews may be published, including internet publication. If you, as a parent/guardian, object to your scholar being photographed, videotaped, interviewed or the display of their work the objection must be presented in writing to the school's front office within 10 days after the first day of school.

DRESS CODE

We strive to encourage unity among our scholars, faculty, and staff. Implementing a uniform dress code at SCA allows us to work towards this effort. The atmosphere of a school must be conducive to learning, and a scholar's appearance can positively or negatively impact the climate of a school. SCA scholars must adhere to the following dress code requirements:

Tops:

Monday - Red collared shirt with SCA Logo
 Tuesday - Gray collared shirt with SCA Logo
 Wednesday - Navy Blue collared shirt with SCA Logo
 Thursday - Lime green collared shirt with SCA Logo
 Friday - Free Day

Bottoms:

Khaki pants, shorts, scooters, jumpers, or skirts

Shoes:

Presentable shoes of any kind are acceptable. Because scholars have two recesses daily and learning opportunities outside are encouraged, we recommend scholars wear athletic or a similar type of shoe that will not hinder their participation.

scholars enrolled in the school after the first day of school will be given ten (10) school days to prepare adequately for the dress code policy. Until that time they may borrow uniforms from those available at the school or where polo style shirts in the designated color without penalty. However, scholars must wear a school uniform each day.

All uniforms must be embroidered with proper school logos. For your convenience, all uniform wear will be available for purchase throughout the year. However, SCA's standing policy is to mitigate any financial obligation for those families for whom this presents an undue hardship. Parents and/or guardians who have concerns about the affordability of a school uniform should contact info@scintillacharteracademy.com and SCA will work to assist the family in identifying community resources.

Free Dress Days

Scholars will be permitted to wear their choice of clothing on Fridays.

The following types of clothing are considered inappropriate at SCA:

- Shoes must be worn at all times for health and safety reasons. The following are not permitted: shoes which damage the carpet or floors, bedroom shoes, flip flops, shoes with wheels, or shoes with heels over 1 ½ inch in height.
- Hats, caps, sweatbands, and sunglasses worn inside the building are not permitted except on specified days or particular situations as determined by the school's administrators
- Halter tops, midriffs, muscle shirts, net shirts, cutaways, pajamas, lounging pants, clothing with words across the seat, or any garment that shows the stomach or waistline in the back are not permitted
- Sleeveless tops must have a strap of at least two (2) inches in width across the shoulders. Revealing necklines are not permitted
- Spandex clothing and sheer garments worn as the primary garments are not permitted
- Pants must be worn at the natural waist. They cannot be poorly fitted or oversized and baggy, so as to allow sagging of the pants
- Clothing with suggestive words or pictures are not permitted
- Shorts and skirts must not be more than three inches above the top of the kneecap
- Shorts must be worn under skirts when the child is participating in rigorous physical activity
- Clothing that is torn, ripped, or unhemmed either by accident or style is not permitted
- No manner of clothing, jewelry, button, or pin may display drugs, cigarettes, sexually suggestive items, alcohol, profanity, gang related logos or messages, or pictures or

words that are determined to be distracting or demeaning to others by the school's administrators

Noncompliance Procedures

Scholars will strive to achieve full compliance within the guidelines of the Uniform Dress Code Policy. Since noncompliance interferes with the smooth operation of the school, the plan listed below has been developed to address scholars who do not comply with the required dress code procedures.

If a scholar comes to school out of uniform, the following measures will be taken.

If available, a uniform will be provided to the scholar which will be returned at the end of the day as well as:

1st Occurrence ~ The teacher will send home a letter from the administration.

2nd Occurrence ~ The teacher will send home a letter from the administration and call the parent or guardian.

3rd Occurrence ~ A conference will be set up between an administrator and the parent to address the problem and develop a solution.

4th Occurrence ~ Administration will notify the parents and they will be required to either bring the proper uniform to the school or pick the scholar up from school.

5th & Additional Occurrences ~ Parents will be contacted and appropriate consequences will occur.

Additional spirit days or dress up days may be added and appropriate notice will be given.

OUR EDUCATIONAL APPROACH

SCA has chosen to adopt Expeditionary Learning Education's instructional approach and Core Practices. This model will provide guidance and resources to support SCA's vision. EL Education believes that to prepare scholars for success in college, career, citizenship, and life we must embrace a broader and deeper version of what high achievement means. Mastery of knowledge and skills, character, and high-quality work are all critical for success.

A vital part of EL Education's approach are Learning Expeditions. Learning Expeditions draw together personal experiences and intellectual growth to promote self-discovery and construct knowledge. Learning Expeditions include case studies, projects and fieldwork.

Case studies are concrete, often local, studies of subtopics within a discipline. They are used to make the major concepts of a discipline or broad topic come alive for scholars. Sometimes, a case study means investigating a unique person, place, institution or event (e.g. as part of a U.S. history study of the Civil Rights movement, scholars investigate a local civil rights hero). Other times, a case study refers to a narrowed subtopic, allowing scholars to focus their

research on one aspect that animates and clarifies the topic (e.g. in a study of the Civil War, scholars are involved in a case study of women's roles in the war). Learning expeditions include one or more case studies; ideally they connect scholars to a local natural or residential community to provide a window on national or global concepts

Projects are a primary structure for in-school learning, teaching core skills and content through classroom lessons, discussions, labs, and work sessions, as well as through research and fieldwork. Projects are used to teach literacy and math skills, critical thinking, collaboration, and problem solving. Projects result in products that are modeled on real-world documents and artifacts, with professional models guiding scholar work.

Fieldwork, experts and service learning are used throughout an expedition. Fieldwork allows scholars to use the natural and social environments of their school and community as sites for purposeful learning. As opposed to field trips, in which scholars are often passive spectators, during fieldwork, scholars are active investigators, applying research tools, techniques of inquiry, and standards of presentation used by professionals in the field. In addition to having scholars conduct research outside the school, teachers bring professional experts and citizens with firsthand knowledge of events and issues into the classroom. They collaborate with scholars on projects, teach them skills from their field, and critique their work using professional standards, increasing the accuracy, integrity, and quality of their work.

Elective Opportunities

SCA offers a unique blend of elective classes each week. In addition to the familiar Physical Education, Art, and Music, SCA also integrates Spanish and Technology instruction. Depending on the grade level, scholars rotate through four elective classes each week. On a trimester basis, scholars are assigned an enrichment cluster based on their area of interest. Teachers of elective classes will collaborate with grade level classroom teachers to create integrated lessons/units and to support classroom instruction and scholar learning.

SCA Grading Rubric

Below is our overall description of scholar performance grading rubric that aligns with Standards Based Grading. Please use this as an anchor for grading consistency across our school. This is not a description of performance on individual assessments. We have included percentage and letter grade equivalents for better understanding.

Scintilla's report cards contain each standard in each subject area, and scholars will receive a 1 - 4 level of performance (below level, approaching the standard, meets the standard, or exceeds the standard) respectively, as each standard is assessed. The purpose of the Standards-Based Report Card is to provide feedback that is more detailed to parents regarding the progress their children are making towards specific content indicators at each grade level. This report card allows parents and scholars to understand more clearly what is expected at each grade level. With this understanding, parents are better able to guide and support their child helping him/her to be successful in a rigorous academic program. SCA scholars will work through the standards

collaboratively or individually, according to their individual needs, and have multiple opportunities for mastery. Standards-based report cards will also represent an ongoing reporting tool that will be used to drive instruction and provide support.

4	<p>Exceeds the Standard</p> <ul style="list-style-type: none"> ● Consistently goes above and beyond course standards in quality and includes complexity, originality, and depth that would exceed what is expected to meet standards in assessment ● Demonstrates extensions of his/her knowledge ● Should be able to create analogies and/or find connections, integrating areas of study ● Consistently grasps, applies, and extends the key concepts and skills for the grade level 	90-100=A
3	<p>Meets the Standard (Expected Outcome)</p> <ul style="list-style-type: none"> ● Proficiently demonstrates achievement of the standards ● Scholar understands and uses concepts and/or vocabulary and/or skills independently ● Scholar understands not just the “what” but can accurately explain the “how” and “why” ● This is competent work and a passing grade 	80-90= B
2	<p>Approaching the Standard</p> <ul style="list-style-type: none"> ● Sometimes demonstrates progress toward achievement of the standards ● Can correctly identify some concepts and/or vocabulary and/or skills ● Difficulty making connections among ideas and unable to demonstrate learning without support ● Genuinely attempts to meet standards but needs more time to achieve competency 	70-80= C
1	<p>Does Not Meet the Standard</p> <ul style="list-style-type: none"> ● Does not demonstrate achievement of the standard ● Scholar has not met majority of performance indicators ● Scholar has not genuinely attempted to meet the rubric criteria ● Does not grasp and apply key concepts and skills for the grade level ● This is not a passing grade 	Below 70 =N

SCA Grading Principles

SCA Principle #1-Grades and reports should be based on clearly specified learning goals and performance standards

SCA Principle #2-Evidence used for grading should be valid- scholars are assessed on what they are taught. There are no trick questions and no surprises.

SCA Principle #3-Grading should be based on established criteria, not on arbitrary norms
On a math assessment scholars are graded on the math standards assessed, not on arbitrary norms such as no name or poor handwriting

SCA Principle #4- Not everything should be included in grades

Scholars are not graded as they are learning the information, but after the learning has occurred. Scholars need to have enough “practice” in order to be successful in the “game.” Practice is learning time. (not graded). The game is to show what you know. (graded)

SCA Principle #5- Use numbers 1-4 to assess scholar achievement . Our school is moving towards Standards Based Grading so making the switch to number grades will help familiarize parents, teachers, and scholars with the vision of our school.

SCA Principle #6- Focus on achievement and report other factors separately. Students’ math grades will reflect their math achievement. However, their work habits and responsibilities during math will be reported separately.

Promotion/Retention Policy

The following criteria will be utilized to determine promotion/retention for each scholar. If a parent/guardian disagrees with SCA’s decision to retain, a committee will be formed consisting of the parent/guardian, teachers, and administration. The committee decision to **promote** should be unanimous, if not the scholar will be retained. If a unanimous decision is made to **place** a scholar in the next grade, the decision should be based solely on the team’s consideration that given appropriate interventions (and the implementation of a plan) the scholar should master the next grade level standards by the end of the following year.

Kindergarten- 5th grade **mandatory**:

- 80% mastery of ELA standards
- 80% mastery of Math standards
- Teacher recommendation

Kindergarten-5th grade **additional information considered as applicable**:

- MAP scores (scholar performance throughout the entire year for ELA and Math)
- GMAS scores showing at least proficiency level for 3rd Grade (ELA) and 5th grade (ELA and Math)
- Attendance
- Age, grade, current placement

Scholars who fail to meet promotion criteria listed above should be considered for **retention**.

Trimester Reports:

Three times a year, scholars and families in all grades will receive the Standards-Based Report Cards. The end of term report provides academic and related information on a scholar so that support and attention may be enhanced, maintained, or altered to help the scholar achieve maximum growth and learning. The intended dates for Trimester Reports are November 14, 2016, March 6, 2017, and May 18, 2017.

Communication Folders:

Communication folders and graded material will communicate progress and any concerns regarding mastery. Folders will be sent home each Monday and parents will be required to review, sign and return the folders on Tuesday. Families are encouraged to utilize this folder to communicate with teachers, request conferences, or ask questions.

Scholar Assessments:

Teachers and administrators use multiple assessments throughout the year. There is not a single assessment that can be used to define a child's success. Assessments are essential to understanding the development of individual scholars and to assist in making decisions to best meet their needs. Some of the formal assessments used by SCA are as follows:

Measures of Academic Progress (MAP)

Scholar interval assessment (universal screening) will be tested using a computer based program (MAP) created by Northwest Evaluation Association (NWEA) The NWEA is a not-for-profit organization committed to helping school districts throughout the nation improve learning for all scholars.

What is the MAP Assessment? NWEA's computerized adaptive tests are called **Measure of Academic Progress, or MAP**. When taking a MAP test, the difficulty of each question is based on how well a scholar answers all the previous questions. As the scholar answers correctly, questions become more difficult. If the scholar answers incorrectly, the questions become easier. In an optimal test, a scholar answers approximately half the items correctly and half incorrectly. The final score is an estimate of the scholar's achievement level. Tests developed by NWEA use a scale called RIT to measure scholar achievement and growth. RIT stands for Rasch UnIT, which is a measurement scale developed to simplify the interpretation of test scores.

SCA scholars in all grade levels participate in MAP testing three times a year - fall, winter, and spring.

Kindergarten Inventory of Developing Skills (GKIDS):

The Georgia Kindergarten Inventory of Developing Skills (GKIDS) is a year-long, performance-based assessment aligned to the state mandated content standards. The goal of the assessment program is to provide teachers with information about the level of instructional support needed by individual scholars entering kindergarten and first grade. GKIDS will allow teachers to assess scholar performance during instruction, record scholar performance in an on-line database, and generate reports for instructional planning, progress reports, report cards, SST, and/or parent conferences. Throughout the year, teachers may assess scholars and record GKIDS data based on their school's curriculum map or report card schedule. At the end of the year, summary reports and individual scholar reports will be generated based on the data the teacher has entered throughout the year.

Georgia Milestones:

As a public school, SCA is required to participate in the Georgia Milestones End of Grade Assessment in grades 3, 4, and 5. Scholar assessment score reports are mailed home to families following their arrival to the school. The score reports are accompanied by a cover letter that further explains the tests and a guide to interpreting the score reports.

Academic Parent Conferences

If needed, a conference will be scheduled by the homeroom teacher and/or grade level team to discuss a scholar's academic achievement. If the teacher cannot contact the parent, then the teacher will notify the administration. Parents should communicate with their scholar's homeroom teacher if they would like to schedule a conference.

Homework

Homework is assigned at the teacher's discretion. Scholars are expected to meet the deadlines given by their teacher.

SCA believes that it is important for scholars to become increasingly responsible for directing their own learning. Homework is a time to practice skills that have already been taught in the classroom at some point in the year. Scholar goals identified and created during Academic Parent Teacher Team (APTT) meetings will help guide parents on the skills their individual scholar needs to practice during time dedicated for homework. Teachers may send home additional work at their discretion.

We encourage families to be involved with homework. This might look or sound like:

- Listening to your child read
- Making a connection to and asking questions on what is being read
- Making natural, real-world connections to math

To extend learning opportunities beyond homework we encourage you to help your child find **intrinsic and authentic** reasons for learning.

Make Up Work

Scholars who have an excused absence shall have the opportunity to make up work. It is the responsibility of the parent and scholar to contact the teacher(s) involved to determine make-up assignments and establish mutually agreeable terms for daily work and test makeup. Scholars will be granted the amount of time they were absent to make up work. Major project or assessments missed during suspensions will be made up within the same number of days as the length of the suspension.

Textbooks, Technology, & Supplies

All textbooks, technology, and supplies are loaned to scholars for their use during the school year. Scholars are responsible for exercising care in the use SCA materials. Acknowledgment by parent and scholars of the Technology Acceptable Use Policy must be completed before

utilizing these tools. Scholars are required to return books and supplies to teachers at the conclusion of the course/school year. Scholars will be charged for damaged or lost books and supplies before replacements are issued.

STUDENT SUPPORT SERVICES

Student Support Team (SST): The purpose of the SST is to develop individual plans for each child's educational development, engage classroom teachers and parents in creating school-wide and individual plans, and create linkages to a consortium of service providers. SST is intended to support student achievement, socialization skills, attendance, and parental involvement.

Special Education Services

SCA provides special services to individuals who meet the eligibility criteria for Special Education as outlined by federal and state guidelines through IDEA. Direct and related services are provided to those individuals who meet the eligibility criteria for autism, emotional disturbance, hearing impairment/deafness, mental delay, multiple disabilities, orthopedic impairment, other health impaired, specific learning disabilities, speech or language impairment, traumatic brain injury, and visual impairment/blindness. SCA staff regularly monitors each student's progress and provides support. Procedures for making referrals, conducting evaluations, communicating with families, writing and reviewing Individual Education Programs (IEP's), maintaining student records, and reporting progress are managed by SCA's Special Education Director. For further information regarding the special education process, contact your child's teacher.

For those identified with a disability through Response to Intervention (RTI), the special education program at SCA works with scholars and families to meet scholars' individual needs by accommodating and/or modifying curriculum, instruction, and/or assessment. A (K-5) Special Education Director works with a team of special education teachers to oversee the services provided to scholars with Individualized Education Programs (IEPs) so that scholars make progress towards their goals. As much as is appropriate, scholars with identified disabilities are included in classes with their peers, with classroom teachers working in consultation with special education teachers and/or with scholars working directly with special education teachers. SCA will follow state and federal guidelines to provide a broad spectrum of special education services to support the specific learning needs of all scholars.

English Language Learners (ELL)

Families are asked to complete a Home Language Survey as part of the registration process. Information from the survey will be used as a first level screening to ascertain if the scholar may require additional assessment to determine if he/she is eligible for ELL services. In addition to

providing ELL services to scholars, SCA will provide interpreters for parent/teacher conferences and other Academy related activities as needed.

Talented & Gifted Program

SCA complies with the state guidelines for identifying eligibility and placing scholars in the gifted education program. Once eligibility has been established, parents will be notified of the individualized learning plan created for their scholar. A state approved model is made available and monitored by a gifted certified professional to support the specific learning needs of scholars identified gifted. Gifted scholars receive a minimum of five segments per week. Enrichment and advanced content instruction are determined by the subject specific teachers working with gifted certified personnel.

FAMILY ENGAGEMENT

Parental Contact Information

Accurate parent contact information is crucial to scholar safety. Please always update the school with new contact information, including email addresses, phone numbers, home address, work numbers, and emergency contacts which will facilitate better communication between the school and family.

Contacting Your Child's Teacher

If a parent/guardian would like to discuss a matter with any staff member, the following procedures should be followed:

1. The parent/guardian should schedule an appointment with the faculty member prior to the meeting date. It is possible that the concern may be resolved by a telephone discussion during the teacher's planning time. Please contact the teacher directly to schedule an appointment.
2. The parent/guardian must report to the office at the time of the agreed appointment and the main office staff will notify the faculty member and provide you with a visitor's pass and
3. Under no circumstances should a parent go to a classroom or interrupt a teacher's class without prior consent from the main office.

Communication Chain of Command

SCA believes that relationships are of utmost importance, and communication is how we care for these relationships. SCA also feels that adults must be models of good character even in the most difficult situations. Except as otherwise provided in the General Public Complaints Policy for alleged violations of state or federal law, a parent with a grievance concerning a particular class, faculty member, or administration of the school, should resolve the grievance by following chain of command. Issues that arise in a particular classroom should always be addressed to the teacher first since the teacher always has the most direct knowledge of the scholar.

1. The teacher. Parents should schedule a meeting with the teacher by calling the school or sending an email directly to the teacher. Except in emergency circumstances or situations involving imminent danger, parents shall not confront a teacher about an issue with any scholar present. If the teacher and parent agree that it is in the best interest of the scholar to have a discussion in the presence of the scholar, they may do so.
2. The Dean. If the grievance cannot be resolved with the teacher, the parent should discuss the matter with the Dean.
3. The School Board. If the grievance cannot be resolved after talking with the teacher or the appropriate party, then a parent must submit his/her grievance in writing to the chair of the board. Parental concerns and grievances may also be raised during the community comments portion of the Board of Directors meeting. The concern or grievance must be submitted in writing, and no more than two minutes will be granted. Grievances or discussions involving specific personnel will not be entertained at a public meeting. It is recommended that the concern or grievance be addressed in one of the aforementioned steps before using this option.

Parent Behavior Expectations

Parents are expected to dress appropriately and use respect and courtesy. They will address all employees, other parents, and all scholars in a polite and professional manner. Situations arising in reference to SCA policy/ teacher decisions/ administrative decisions should be discussed in a civil conference format. Raised voices, threats, interference with instruction, or school activities will warrant removal from the property by civil authorities. Severe and/or problematic behavior incidents will result in restrictions from the property and possible expulsion of entire family.

Contacting Scholars

If a parent needs to reach a scholar during the school day in the case of an emergency, the scholar will be pulled out of class and given the message. However, classrooms will not be disrupted for non-emergency messages.

SCA Volunteer Program

Volunteers are needed to support SCA scholars and the mission of our school. We encourage all families to commit to volunteering 20 hours per year. There will be school-wide opportunities communicated throughout the year or you may reach out to your scholar's teacher to offer to help in their classroom. PTO is another great way to volunteer and support the entire school community.

Academic Parent Teacher Teams (APTT)

SCA was selected to be a part of the GADOE's Cohort III for the Academic Parent Teacher Team program which replaces the traditional parent-teacher conference. APTT will provide for three group meetings throughout the year (September 1, January 24, & March 29) , where teachers meet at once with all parents in their classroom. Each parent is provided with a folder of their child's performance indicators. Teachers then provide an in-depth coaching session on how to interpret this data based on overall classroom performance, school benchmarks, and state standards. Parents are provided with strategies and tools to help support learning at home. Together, parents and teachers set goals for their scholars, individually and as a class.

Parent Teacher Organization (PTO)

While the SCA PTO is a separate and distinct organization from SCA, all parents are encouraged to join the PTO. Membership dues are \$12.00. Membership allows PTO to support SCA by providing resources and support to our school community. The purpose of the SCA PTO shall be to support the mission statement of the SCA. This may include advocacy and educational support, in addition to, collaborative efforts deemed necessary by the scholars, parents, faculty, administration, and governing board of SCA.

2016-2017 PTO Executive Board Members:

President: Kristin Bemby

Vice President: Brad Knox

Secretary: Beth Echols
Treasurer: Missy Fielding

PTO Bylaws can be found on the school's website: www.scintillacharteracademy.com.

BEHAVIOR EXPECTATIONS

Our goal is to teach scholars the value and importance of following established rules and procedures in order to maintain a safe, orderly, and respectful environment both in our school and in the community. To that end, we will positively reinforce honorable conduct and good behavior as often as possible and will balance this with appropriate consequences for misconduct. We will continually provide encouragement and support to our scholars in self-management of behavior and control of actions.

- Be polite and attentive both inside and outside of class.
- Attend school consistently, be punctual, and take responsibility for making up any work when absent.
- Comply with the uniform and dress code.
- Be prepared for class.
- Follow directions.
- Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property.
- Cooperate with and demonstrate respect for the faculty and staff, including administrators, teachers, secretaries, custodians, and any other people working at the school.
- Communicate in an acceptable tone of voice using an acceptable choice of words.
- Follow dining room, playground, hallway, and individual classroom rules.
- Not use threats or intimidation against any other person.
- Respect the health and safety of others, safety rules, and not bring tobacco, alcohol, or any illegal substances to school.
- Not bring anything to school that could be used to harm another or that is illegal.

SCA uses Habits of Character and our Scintilla Standards to teach scholars the behavior that is expected at SCA.

Habits of Character

Perseverance

- I can set goals and work towards meeting those goals.
- I can stick with a task until completion.
- I can use feedback to produce high quality work.

Responsibility

- I can be responsible for my learning and work.
- I can be responsible for my attitudes and actions.

Respect

- I can be respectful towards members of my school community.
- I can listen to my classmate's diverse opinions and remain open minded.
- I can contribute to my group in a positive way.

Service

- I can have a positive impact on my school.
- I can have a positive impact on my community.
- I can have a positive impact on my environment.

Scintilla Standards

The Scintilla Standards are the foundation on which our school's culture is built. These standards are taught and modeled daily so that these fundamentals become second nature.

1. Make eye contact. When someone is speaking, keep your eyes on him or her at all times. If someone makes a comment, turn and face that person.
2. Always respond when an adult speaks to you.
3. During discussions, respect other scholars' comments, opinions, and ideas. When possible, make statements like, "I agree with John, and I also feel that..." or "I disagree with Shiniya. She made a good point, but..." or "I think Victor made an excellent observation, and it made me realize..."
4. If you win or do well at something, do not brag. If you lose, do not show anger. Instead, say something like, "good game," or don't say anything at all.
5. Do not smack your lips, roll your eyes, or use disrespectful gestures.
6. Never ask for a reward. It is rude to ask if you are getting something for good behavior. You should demonstrate good behavior and try your best because you are trying to better yourself, not because you are anticipating a reward.
7. Always say thank you when given something. It is polite to always show appreciation, no matter how small the gesture.
8. Remain quiet at all times in the hallway to prevent classroom interruption.
9. When walking with your class stay in line and face forward.
10. Make it a point to learn the names of others in the school and greet them by saying things like, "Good morning Mrs. Vanessa," or "Hi Jamiya! I love your hair!"
11. Flush the toilet and wash your hands after using the restroom. Check for any garbage you, or someone else, may have dropped and throw it away.
12. If an adult is speaking to or disciplining a scholar, do not look at that scholar. You wouldn't want others looking at you if you were in trouble or being reprimanded, so don't look at others in that situation.
13. Clean up after yourself at all times. It is important to be responsible for your trash no matter where you are and to be sure not to litter.
14. When being introduced to people, shake their hand and say, "Nice to meet you."

15. If you approach a door and someone is following you, hold the door. Say thank you if you are on the receiving end of this.
16. During an assembly remain quiet and look at the person or group that is speaking or performing .
17. Accept that you are going to make mistakes. Learn from them and move on.
18. No matter what the circumstances, always be honest. Even if you have done something wrong, it is best to admit it.
19. Do not bully or tease. Pulling someone down will never help you reach the top!
20. Be positive and enjoy life. Some things just aren't worth getting upset over. "Don't sweat the small stuff."
21. Be "SPARK"acular!

Crew

Each morning, scholars will start their day in homeroom with a crew meeting. The purpose of this time is to build community in the classroom. Elements of crew meetings include news and announcements, preparing for a successful day of learning, greetings and focus on Scintilla Standards and Habits of Character.

Community Circle

Community Circle is an opportunity for the entire SCA school family to come together and celebrate the week. Each Friday morning we meet in the Dining Room to highlight learning and character accomplishments from the week. Grade levels rotate in leading our weekly Community Circle.

Learning Environment

Establishing a safe and orderly learning environment requires all members of the school community, teachers, support staff, scholars, and parents to model behaviors that show respect for each other and persons in authority. Personal responsibilities or standards of conduct for our scholars, teachers/staff, and parents are below:

Teacher/Staff Responsibilities

Teachers/staff are expected to model behaviors that are consistent with SCA's policies and school performance standards. Teachers/Staff are responsible to support the learning environment by exemplifying the following standards of conduct:

- Teachers and staff shall promote mutual respect between scholars and adults
- Teachers and staff shall be prepared to meet professional responsibilities associated with their respective positions
- Teachers and staff shall develop and use cooperative discipline strategies, including appropriate language of learning techniques and a consistent school-wide procedure to address conflicts and problem-solve with scholars
- Teachers and staff shall promote a sense of pride and community as evidenced by a friendly and inviting atmosphere, encouraging actions, and service in the school and community

- Teachers/administrators shall contact a scholar's parents/guardians in cases of serious infractions of the school code of conduct

Parent/Guardian Responsibilities

Parents and guardians of scholars are expected to participate in their child's education in the following ways:

- Communicate often and routinely with their child's teacher
- Participate in their child's development by attending scheduled conferences
- Keep informed about school policies and requirements of their child's academic program, including homework and projects
- Ensure the child attends school regularly, and is appropriately prepared
- Participate in school events for home reinforcement of study skills and specific instructional objectives
- Communicate concerns to school staff concerning specific problems or difficulties that may impede the child's learning or well-being
- Provide positive support to your scholar(s) as well as the school and its faculty and staff

Offenses and Levels of Disciplinary Action

The Code of Conduct has three levels of infractions and the levels are determined by the seriousness of the act.

- Level I infractions are the least serious and will be dealt with by imposing less severe consequences than Level II and III.
- Level II infractions are more serious than level I and require more formal disciplinary actions.
- Level III infractions are the most severe and are grounds for a consequence to be determined by Dean.

LEVEL I
<p>Minor acts of misconduct are those that interfere with orderly academy procedures, school functions, extracurricular programs, approved transportation, or the scholar's learning procedures. Scholars may be disciplined by the professional staff member involved or may be referred directly to the administration.</p> <p>Possible interventions for minor acts of misconduct include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Reminders, redirections, loss of privileges, classroom exchange, and/or self-reflection • Conference/communication with parent/guardian, teacher and/or administrator • Practice of desired behavior • Development of an action plan • Participation in the cleaning/repair of any damage caused • Any other disciplinary technique that positively promotes the scholar Code of Conduct and Scintilla Standards

LEVEL II

Intermediate acts of misconduct require administrative intervention. These acts include, but are not limited to the following:

- Repeated, unrelated acts of Level I minor misconduct and misbehaviors directed against persons or property, but which do not seriously endanger the health, safety or well-being of others. Consideration of necessary behavior support services should be given if not already provided.

Possible interventions for intermediate acts of misconduct include but are not limited to the following:

- Scholar participation in conference with parent/guardian, teacher, and/or administrator
- Restriction from SCA programs or other activities
- Up to three days out-of-school suspension
- Participation in the cleaning/repair of any damage caused
- Financial restitution for the repair of any damage caused
- Development/amendment of an action plan
- Any other disciplinary technique that positively promotes SCA's Habits of Character

LEVEL III

Serious acts of misconduct require administrative intervention and may require use of outside agencies and/or law enforcement. These offenses include, but are not limited to, the following:

- Repeated misbehavior that is similar in nature
- Serious disruptions of the school environment, threats to health, safety, or well being of others, or property.

Possible interventions for serious acts of misconduct include, but are not limited to, the following:

- Restriction from academy programs, classes, and/or other activities
- Out-of-school suspension for up to ten days
- Participation in the cleaning/repair of any damage caused
- Financial restitution for the repair of any damage caused
- Referral to tribunal hearing possibly resulting in expulsion

NOTIFICATION OF STUDENT RIGHTS

RIGHT TO KNOW PROFESSIONAL QUALIFICATIONS OF TEACHERS AND PARAPROFESSIONALS

Date: August 8th, 2016

Dear Parents,

In compliance with the requirements of the Elementary and Secondary Education Act Scintilla Charter Academy would like to inform you that you may request information about the professional qualifications of your student's teacher(s). The following information may be requested:

- 1) Whether the teacher has met the Georgia Professional Standards Commission's requirements for certification for the grade level and subject areas in which the teacher provides instruction;
- 2) Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- 3) The college major and any graduate certification or degree held by the teacher;
- 4) Whether the student is provided services by paraprofessionals, and if so, their qualifications.

If you wish to request information concerning your child's teacher's qualification, please contact the Dean of Student and Support, Mandy Avera at 229-244-5750.

Sincerely,
Mandy Avera
Dean of Student and Support

GENERAL PUBLIC COMPLAINTS POLICY

SCA Student, Parent/Guardian, or General Public Complaints Policy Purpose: The purpose of this policy is to provide guidelines to students, parents/guardians, or members of the general public for filing complaints against the school or employee of the school on any and all matters including complaints concerning Federal Programs: Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title VI, Part B; the McKinney-Vento Act; School Improvement 1003(a) and 1003(g) (SIG).

Dispute Resolution

1. The complaints process may be initiated directly to the Dean.
2. Parents, Guardians, or Unaccompanied youth who initiate a complaint, must do so in writing.
3. Written notice should be complete, as brief as possible, and simply stated.
4. The Dean will provide a written response to the dispute within 5 school days.
 - a. The response will include a notice of the right to appeal, to an ad hoc Appeals Committee, the decision of the Dean.
5. If the Parent, Guardian, or Unaccompanied youth does not agree with the decision of the Dean, an appeal may be filed with the Appeals Committee.
6. The Appeals Committee will provide a written response to the appeal within 5 school days. The response will include a notice of the right to appeal his/her decision to the Governing Board.
7. If the Staff Member does not agree with the decision of the Appeals Committee, an appeal may be filed with the Governing Board.
8. Within thirty working days of receipt of the appeal of the Appeals Committee's decision, the Appeals Committee will present the matter to the Governing Board at its regular meeting or at a special meeting called for that purpose. The Board will review the original complaint, the response of the Dean, the response of the Appeals Committee, and the response of the complainant. In addition, the Board may, but is not required to, hear directly from any individuals with knowledge of any relevant facts relating to the complaint.
9. The Governing Board will either uphold the recommendation of the Appeals Committee or require the school to take some other action in response to the complaint.
 - a. A copy of the action of the Board will be furnished to the complainant, either as a part of the minutes of the Governing Board or as a separate written statement that will include the right to appeal to the Georgia Department of Education.
 - b. The Board will be the final reviewing authority within the school.
10. If the Parent, Guardian, or Unaccompanied youth is dissatisfied with the decision of the Governing Board, an appeal may be filed with the Deputy Appeals Committee of Teacher and Student Support at the Georgia Department of Education, 1854 Twin Towers East, Atlanta, GA 30334.

NOTICE OF NON-DISCRIMINATION

SCA does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. SCA also provides equal access or a fair opportunity to meet to any group officially affiliated with the Boy Scouts of America or any other youth group listed in Title

36 of the United States Code (as a patriotic society) that wishes to conduct a meeting within the open or limited public forum offered by the school.

The following person has been designated to handle inquiries regarding these non-discrimination policies:

Mandy Avera
Dean of Students & School Support
229-244-5750

For further information on notice of non-discrimination, please contact the Office for Civil Rights:

U.S. Department of Education
Office of Civil Rights
400 Maryland Avenue, SW
Washington, DC 20202-4605
1-800-421-3481

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

SCA, in order to fulfill the obligations of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, is required to inform and provide full educational opportunities to all individuals with disabilities ages birth through twenty-one.

SCA needs your assistance to identify, locate, and evaluate all children with disabilities. This public awareness notice is to inform parents and other individuals/agencies of the availability of educational services and related services to all individuals who reside within the jurisdiction of the SCA and who are between the ages of birth through twenty-one, regardless of the severity of their disability. This includes individuals in all public and private agencies and institutions and highly mobile children with disabilities, such as migrant and homeless children, who reside within the legal boundaries of Lowndes County.

Anyone aware of an individual who may benefit from educational services and related services is encouraged to call SCA, at 229-244-5750.

Public Information

SCA has the following documents available for review by parents of children with disabilities and to the general public:

1. Comprehensive Plan for Special Education.
2. IDEA Federal Applications for Funds.
3. Special Education Accountability/Monitoring Final Report.
4. Applications, evaluations, periodic program plan or reports relating to federal programs including auditor's reports, statements of assurance, budget, and grant materials.

For more information regarding IDEA, or if you have questions or need additional assistance, please contact SCA's Director of Special Education:

Special Education Director
Dr. Sharon Dodds
sdodds@scintillacharteracademy.com

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 is a nondiscrimination statute enacted to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to non-disabled students.

For more information regarding Section 504, or if you have questions or need additional assistance, please contact SCA's Section 504 Coordinator:

Section 504 Coordinator
Dr. Sharon Dodds
sdodds@scintillacharteracademy.com

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day SCA receives a request for access.

Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask SCA to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing

procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the SCA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) – (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

FERPA Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that SCA, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, SCA may disclose appropriately designated "directory information" without written consent, unless you have advised SCA to the contrary in accordance with SCA procedures. The primary purpose of directory information is to allow SCA to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

If you do not want SCA to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify SCA in writing by September 30, 2016. SCA has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA applies to the programs and activities of a State Education Agency (SEA), Local Education Agency (LEA), such as SCA, or other recipient of funds under any program funded by

the U.S. Department of Education.[1] It governs the administration to students of a survey, analysis, or evaluation that concerns one or more of the following eight protected areas:

1. political affiliations or beliefs of the student or the student's parent;
2. mental or psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, anti-social, self-incriminating, or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

PPRA also concerns marketing surveys and other areas of student privacy, parental access to information, and the administration of certain physical examinations to minors. The rights under PPRA transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

There are three types of notification an LEA must provide parents and students. The first one is a general notification of their rights under PPRA

The second notice is a notification of specific events. The following activities require notification:

- Activities involving the collection, disclosure, or use of personal information collected from students for marketing purposes or for selling that information, or otherwise providing it to others for that purpose;
- The administration of any survey containing one or more of the eight protected areas listed above; and
- Any nonemergency, invasive physical examination or screening that is: (1) required as a condition of attendance; (2) administered by the school and scheduled by the school in advance; and (3) not necessary to protect the immediate health and safety of the student, or of other students.

The third notice is a notification of the policies LEAs are required to develop, in consultation with parents, under PPRA. The LEA shall provide the notice at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in the policies.

SCA will develop and adopts policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection,

disclosure, or use of personal information for marketing, sales, or other distribution purposes. SCA will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. SCA will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. SCA will make this notification to parents at the beginning of the school year if the school has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by the US Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

INFORMATION FOR HOMELESS STUDENTS

The McKinney-Vento Homeless Assistance Act (the Act) ensures educational rights for children and youth experiencing homelessness. The primary goal is educational stability. The Act defines homeless students as those who lack a fixed, regular and adequate nighttime residence. This includes:

1. Children and youth who are forced to share the housing of other persons due to the loss of housing, economic hardship, or a similar reason; live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; live in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
2. Children and youth who have a primary nighttime residence that is not designed for or ordinarily used as regular sleeping accommodation for human beings;
3. Children and youth who live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or,

4. Migratory children are considered homeless when they are living in circumstances set forth in items 1, 2 and 3. Unaccompanied Youth are students who are not in the physical custody of a parent/guardian and are living in a homeless situation.

Homeless students have certain educational rights and can:

- enroll without delay in school without proof of residency or permanent address, immunization, school records, or other documents or while documentation is being obtained
- choose between the local school where they are living or the school last attended before becoming homeless, when requested by the parent and determined by the district to be feasible and in the student's best interest
- attend school and participate in school programs with children who are not homeless; and receive all the school services available to other students including transportation services, special educational services where applicable, and meals through the school meals programs

If you believe your child may qualify for assistance under this policy, please contact your child's homeroom teacher or SCA's Homeless Liaison:

Nicole Frazier, SCA Homeless Liaison

2171 East Park Avenue

Valdosta, GA 31602

Phone: 229.244.5750

Fax: 229.333.0283

Email: nfrazier@scintillacharteracademy.com

TITLE IX GRIEVANCE POLICY

Students, parents, and applicants for admission have the right to file a formal complaint alleging noncompliance with regulations outlined in Title IX of the Education Amendments of 1972 as follows:

Level 1: Principal or Immediate Supervisor

A student or parent with a sex discrimination complaint may discuss it with the teacher, counselor, or building administrator involved. Level 1 of the grievance procedure is informal and optional and may be bypassed by the grievant.

Level 2: Title IX and Section 504 Coordinator

If the grievance is not resolved at Level 1 and the grievant wishes to pursue the grievance, it may be formalized by filing a complaint in writing on a Compliance Violation Form. This form may be obtained from the Title IX and Section 504 Coordinator - Dr. Sharon Dodds, sdodds@scintillacharteracademy.com. The complaint shall state the nature of the grievance and the remedy requested. The filing of the formal, written complaint at Level 2 must be within fifteen (15) working days from the day of the event giving rise to the grievance or from the date the grievant could reasonably become aware of such an occurrence. The grievant may request

that a meeting concerning the complaint be held with the Title IX and Section 504 Coordinator. A minor student may be accompanied at that meeting by a parent or guardian. The Title IX and Section 504 Coordinator shall investigate the complaint and attempt to solve it. A written report from the Compliance Officer to the complainant regarding action taken will be sent within fifteen (15) working days after receipt of the complaint.

Level 3: Dean

If the complaint is not resolved at Level 2, the grievant may proceed to Level 3 by presenting a written appeal to the Dean within ten (10) working days after the grievant receives the report from the Title IX and Section 504 Coordinator. The grievant may request a meeting with the Dean or his/her designee. The Dean or his/her designee has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Dean or his/her designee within ten (10) working days after receiving the written appeal.

Level 4: Governing Board

If the complaint is not resolved at Level 3, the grievant may proceed to Level 4 by presenting a written appeal to the Chair of the SCA Governing Board within ten (10) working days after the grievant receives the report from the Dean. The grievant may request a meeting with the Board. The Board has the option of meeting with the grievant to discuss the appeal. A decision will be rendered by the Board at their next regularly scheduled meeting. The grievant will be notified in writing of the decision within ten (10) working days after the Board's action. The procedure in no way denies the right of the grievant to file a formal complaint with the Office for Civil Rights, or other agencies available for mediation or rectification of rights grievances, or to seek private counsel for complaints alleging discrimination.

SCA HANDBOOK ACKNOWLEDGEMENT 2016-2017

PLEASE COMPLETE THIS FORM AND RETURN IT TO YOUR OLDEST SCHOLAR'S HOMEROOM TEACHER

We/I have read and understand all policies and procedures outlined in this handbook.

Specifically, I have reviewed and understand the following policies and information and agree to comply with the guidelines and requirements outlined in each.

Please initial each section indicating you have specifically reviewed and sign the acknowledgement at the bottom:

- _____ SCA Attendance Policy
- _____ Technology Acceptable Use Policy
- _____ Interviewing, Photographing, and Videotaping of Scholars by Staff or Media
- _____ SCA Dress Code
- _____ Promotion & Retention Policy
- _____ Behavior Expectations
- _____ Notification of Student Rights

Parent/Guardian Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

Phone: _____ Email: _____

PLEASE LIST ALL SCHOLARS IN YOUR HOUSEHOLD

Scholar Name _____ Grade _____

HR Teacher _____

Scholar Name _____ Grade _____

HR Teacher _____

Scholar Name _____ Grade _____

HR Teacher _____

Scholar Name _____ Grade _____

HR Teacher _____