ICAGEORGIA

International Charter Academy of Georgia

2021-2022 Student Handbook

Table of Contents

2021-2022 Student Handbook 1
Letter from the Board 4
About ICAGeorgia 5
Mission 5
Core Values 5
ICAGeorgia School Calendar 6
ICAGeorgia Daily Schedule 7
A Day in the Life . . . 7
Extended Care Program 7
ICAGeorgia Governing Board 8
Faculty & Staff 9
Central Office Staff 10
Kindergarten Team 11
1st Grade Team 12
2nd Grade Team 12
3rd Grade Team 12
4th and 5th Grade Team 13
ESOL 13
Admissions and Enrollment 14
Attendance Expectations 15
Definitions: 15
Excused/Unexcused Absences 15
Excessive Absences 17
Late Arrival/Tardiness/Early Dismissal 17
Prolonged Absence Due To Illness 17
Evening/After school Activities 17
Make-up Work 18
Parent/Guest Visits 18
Lunch 18
Parent Visits During Lunch 18
Volunteers 19
Security Clearance 19
Field Trips 19
Chaperones 19
Car Ride Procedures 19
Technology and Electronics Policy 20
Exception for Personal Communication Devices 20
Social Media 21
Photography 21

Emergency Delays or Closings 22
Emergency Procedures 23
Medication 23
Bullying and Harassment Policy 24
Code of Conduct 26
Core Beliefs 27
Minor Incidents 27
Major Incidents 28
Authority of School Leadership 30
Disciplinary Hearing Procedures for Regular Education Students 30
Disciplinary Hearing Procedures for Students Who Receive Services Under Section 504 or IDEA 32
Violence Against Teachers Or Other School Officials or Employees 32
Weapons 33
Inappropriate Behavior 33
Students Services/Special Education 36
Gifted and Talented 36
Identification Protocol Procedure 37
ESOL/ELL 37
Suicide Prevention Policy 38
Student Records 38
Family Educational Rights and Privacy Act (FERPA) 39
Release of Records 39
Protection of Pupil Rights Amendment (PPRA) 39
Homeless Children and Youth 40
Boy Scouts of America Equal Access Act 41
Stakeholder Grievance Policies 41
Student or Parent Grievance 41
Teacher or Staff Grievance 42
Authority of School Leadership 43
Grading Policy 44
Promotion Policy 45
Kindergarten, First, and Second Grade: 45
Third, Fourth and Fifth Grade: 45
Retention Policy 45
Homework Policy 46
Re-test Policy 46
Make-up Work After Absences 46
Extra Credit 46
Child Abuse Prevention 47
Parent/Guardian and Student Acknowledgement Form 48

Letter from the Board

Dear Families,

We are excited to welcome you to ICAGeorgia for the 2021-2022 academic year. Your family is part of an exceptionally talented and energetic student body, and we are proud that you chose ICAGeorgia. The ultimate purpose of our work together can be stated in our mission to "broaden the horizons of students in Georgia to a diverse international community so that they may become global citizens who promote peace around the world." Ultimately, we want 100% of our students to have a solid foundation that will prepare them for middle school, high school, college, and the competitive world beyond.

The ICAGeorgia Student Handbook provides a great deal of important information regarding our programs, policies and procedures. Please read the handbook thoroughly and discuss this information with your children. Good communication between home and school is vital to the learning process.

Here at ICAGeorgia, you will find fantastic teachers and staff devoted to your student's success, and we encourage you to reach to these individuals at times when you might need assistance. We encourage a close, proactive relationship with our parents and look forward to working with you. Please remember that our door is always open for questions, comments or concerns.

Sincerely,

ICAGeorgia Board of Directors

About ICAGeorgia

ICAGeorgia offers a Dual Language immersion program in both English and Japanese. This means that students spend part of their day immersed in Japanese-speaking classes and the rest of the day in English-speaking classes. Throughout the school day, during both Japanese and English immersion, students are exposed to a wide range of content learning areas, such as Math, Science, Social Studies, Art, Music and Physical Education.

Mission

To broaden the horizons of students in Georgia to a diverse international community so that they may become global citizens who promote peace around the world.

Core Values

DIVERSITY	We practice mutual respect for the rich dimensions of diversity contained within each individual. We seek to build alliances across differences so that we can work together to eradicate all forms of discrimination.
COMMITMENT	We have staying power. We follow through on our promises. We show up, we persevere and we try.
ACCOUNTABILITY	We use our power to make choices that lead to positive results. Likewise we apologize when our choices lead to negative results. We accept, learn and apply the lessons that come from our mistakes. We celebrate our victories.
LEADERSHIP	We lead by example. We treat ourselves and others with love and respect. We motivate the members of our community to make the positive changes that they want to see in their own lives, communities and the world.
RESPONSIBILITY	Our decisions have individual and collective impact. We challenge and support each other to consider, understand and own the effect that our decisions and/or actions have on our own lives and the lives of others.

ICAGeorgia School Calendar

International Charter Academy of Georgia
2021-2022 School Year Calendar

Key Dates

TERM 1: 8/2/2021-10/8/2021

7/22-7/23	Optional Classroom Design Days (No School)
7/26-7/30	Teachers Pre-Planning (No School)
7/29 (Thu)	Open House
8/2 (Mon)	First Day of School
9/2 (Thu)	Curriculum Night
9/6 (Mon)	Labor Day (No School)
9/14 (Tue)	Digital Learning Day #1
10/8 (Fri)	End of 1st Ten Weeks

TERM 2: 10/11/2021-12/17/2021

10/14 (Thu)	Parent-Teacher Conference, Early Release, Progress Report
10/15 (Fri)	Parent-Teacher Conference, Early Release, Progress Report
10/11 (Mon)	Columbus Day (No School)
10/20 (Wed)	Digital Learning Day #2
11/9 (Tue)	Digital Learning Day #3
11/22-11/26	Thanksgiving Break (No School)
12/17 (Fri)	End of 2nd Nine Weeks
12/17 (Fri)	Early Release, Progress Report, Teacher Planning
12/20-12/31	Winter Break (No School)

TERM 3: 1/3/2022-3/11/2022

1/3 (Mon)	Teacher Planning
1/17 (Mon)	Martin Luther King, Jr. Day (No School)
1/25 (Tue)	Digital Learning Day #4
2/21 (Mon)	Presidents Day (No School)
3/2 (Wed)	Digital Learning Day #5
3/11 (Fri)	End of 3rd Ten Weeks

TERM 4: 3/14/2022-5/27/2022

3/17 (Thu)	Parent-Teacher Conference, Early Release, Progress Report
3/18 (Fri)	Parent-Teacher Conference, Early Release, Progress Report
3/22 (Tue)	Digital Learning Day #6
4/1 (Fri)	Early Release, Teacher Planning
4/4-4/8	Spring Break (No School)
5/27 (Fri)	Last Day of School, Early Release, Final Report Card
5/30 (Mon)	Memorial Day (Holiday)
5/31-6/3	Teacher Post-Planning

July・7月

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August・8月

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September・9月

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October・10月

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November・11月

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December・12月

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January・1月

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February・2月

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March・3月

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April・4月

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May・5月

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June・6月

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

No School Day (Student/Teacher Holiday)
Digital Learning Day (All students learn at home)
Teacher Planning/Staff Professional Development/Student Holiday

Revision ICAGeorgia

ICAGeorgia Daily Schedule

Regular School Days

Early Arrival	7:30am
Carpool drop-off	7:45am
Tardy Bell	8:10am
Early Pick-Up	Before 2:20pm
Dismissal (Mon-Thu)	2:45pm-3:15pm

Friday Dismissal

Dismissal (Fri)	2:00pm-2:30pm
Early Pick-Up	Before 1:30pm

Early-Release Days

Dismissal	12:15pm

A Day in the Life . . .

Monday			**Tuesday**		
Sample Daily Schedule 1			**Sample Daily Schedule 2**		
Period 1	8:15	JLA	Period 1	8:15	English Math
Period 2	9:10	Japanese Math	Period 2	9:10	Music
Period 3	10:05	ELA	Period 3	10:05	Japanese SS
	11:00	Lunch		11:00	Lunch
	11:30	Recess		11:30	Recess
Period 4	12:00	Art	Period 4	12:00	English Science
Period 5	12:55	Japanese Science	Period 5	12:55	PE
Period 6	1:50	DI	Period 6	1:50	DI

Extended Care Program

ICAGeorgia partners with Generation Infocus (www.generationinfocus.com) to provide childcare for families who are unable to pick up their child on time. Please use this link <HERE> to register for Generation Infocus' afterschool program to ensure your child will have care in case of an emergency. As you know, the school day ends at 2:45pm Monday through Thursday and 2:00pm on Fridays. The latest

pick up times on these days are 3:15pm, Monday to Thursday and 2:30pm on Fridays. If you believe that you will be late picking up your child, please contact the main office to confirm that you have registered for extended care. Failure to sign up for aftercare and/or chronic lateness will result in $1 per minute and/or additional fees from ICAGeorgia.

Note: Generation Infocus is an independent entity. The school will not interfere with any contractual agreements between parents and the Generation Infocus program.

ICAGeorgia Governing Board

ICAGeorgia's board of directors is responsible for carrying out the provisions of the school's charter, for upholding the school's mission and vision, for setting policy, ensuring financial stability and working to ensure performance goals are met.

If you have a question or concern that you would like to direct to the entire board, please attend one of our upcoming board meetings (schedule here) or email board@internationalcharteracademy.org.

Governing Board Members

Robert Johnson - Chair, Mr. Johnson is a longtime Atlanta lawyer with strong ties to the local Japanese community. After living in Japan for several years in the early 1980s, Mr. Johnson obtained his Juris Doctor from Brigham Young University in 1988. Since then he has worked at the law firms Jones Day and Ogletree Deakins. He is currently employed at Baker Donelson Bearman Caldwell & Berkowitz, PC. He specializes in Business Immigration law and International Business law in general. Aside from the legal expertise, he brings to ICAGeorgia, his good standing in the community is evident in his membership in a number of professional and non-profit organizations. Since 2007 he has been recognized as a Leader in Business Immigration by Chambers USA. He is an Executive Board Member as well as the former Chairman of the Japan-America Society of Georgia.
r.johnson@internationalcharteracademy.org

Lai Ying Floria Whitcomb, Vice Chair and Treasurer - Lai Ying Floria Whitcomb advocates for the continued strengthening of business and cultural relationship between Asia and the U.S. She is currently employed at the Department of Global Affairs, Kennesaw State University. Until 2017, her professional career was in the area of banking mainly in currency trading and financial analysis. She is also sitting on the board of Hong Kong Association of Atlanta. A native of Hong Kong, Lai Ying has been residing either in Japan or in the U.S. since 38 years ago. She received a B.S. degree from Sophia University in Tokyo, Japan. She and her husband of 33 years raised three children together.
f.whitcomb@internationalcharteracademy.org

Jessica Cork, Secretary - Mrs. Cork has twenty-three years of experience working at Japanese governmental organizations and corporations, including the Consulate-General of Japan in Atlanta and currently as Vice President of Public Relations and Communications at YKK Corporation of America. The expertise that she brings to ICAGeorgia includes work-abroad and scholarship program management, public relations, event planning, and cross-cultural communication.
j.cork@internationalcharteracademy.org

Deborah Grant - Deborah Grant was born and raised in Japan, is a graduate of International Christian University, and attended Princeton University's Ph.D. program in East Asian Studies. She lived in Sendai and Tokyo for over 25 years. As a business and non-profit development strategist, and with an extensive background in marketing, sales, PR, and media production methodologies, she is passionate about Japan and all things Japanese. Formerly, Deborah was a marketing manager for international high tech software and manufacturing multinational companies. In her earlier career, based in Los Angeles, California, she was an executive producer in radio, TV, and film production of programs syndicated throughout Japan. Interviews with James Brown, Andy Warhol, and Josephine Baker are some of her favorite memories from her radio production days.
d.grant@internationalcharteracademy.org

Nobuko Usher - With over 20 years of international business development and account management experience, Ms. Usher assists small-and mid-sized Japanese and US companies grow internationally, providing various business development services through her own company, One Pacific Link, LLC. Originally from Japan, Ms. Usher has lived in the US for 16 years and China for 5 years. She currently lives in Atlanta with her husband, Dan, her daughter, Marisa.
n.usher@internationalcharteracademy.org

Minako Ahearn - ICAGeorgia Founder and Chair of the Advisory Board - Having spent her early life between Japan, America, and Europe, Mrs. Ahearn knows firsthand the difficulties and the great benefits of living in more than one culture. Throughout her career, she has striven to provide similar experiences to others. She started a Dual Language program and pioneered service-learning and peace-education initiatives in Atlanta in 2004. Mrs. Ahearn believes in a future of peaceful international cooperation, where individuals from different cultures interact with open hearts and minds. Having worked both in the classroom and in administrative roles as principal, Mrs. Ahearn's ideals are matched by the hands-on experience of running an educationally-sound and financially-viable school. Mrs. Ahearn obtained a Bachelor's Degree in International Law from the International Christian University in Japan in 1982, a Bachelor of Music from Southern Methodist University in Texas in 1986 and a Master's Degree in Education from Central Michigan University in 2005. The area of her research focus has been Dual Language immersion education for the last 15 years. She currently teaches Japanese at LaGrange College. She was named one of the 25 Most Influential Asian Americans in Georgia in 2019.
m.ahearn@internationalcharteracademy.org

Faculty & Staff

The staff of ICAGeorgia is made up of committed educators with a vast range of experiences and expertise. Our team holds college degrees ranging from associates to doctorates and instructional certificates in leadership, ESOL, reading, gifted, special education, physical education and counseling. This allows our staff to be both flexible and highly attentive to each student. Please enjoy learning more about our team!

Central Office Staff

Felecia Tucker-Jones, Principal - Felecia Tucker-Jones serves as the Principal at International Charter Academy of Georgia. She works for ICAGeorgia because she believes in the value of diversity. Language allows for deep connections and cross-cultural relationships. She feels privileged to be a part of our students' journeys. In her spare time, Ms. Tucker-Jones loves to write and enjoy her family.
f.jones@internationalcharteracademy.org

Junko Jones, Chief Financial Officer - Junko Jones is Chief Financial Officer (CFO) at International Charter Academy of Georgia, managing financial strategy, budget administration, and funds from federal, state, and donations. In addition, she oversees ICAGeorgia's administration, enrollment, facilities, and human resources operations. Ms. Jones has 25 years' experience in finance and accounting with 20 years in Corporate Finance. She has an MBA in Accounting as well as certificates in Charter Schools Financial Management.
j.jones@internationalcharteracademy.org

Miki Ito, Operations Specialist - Miki Ito is the Operations Specialist at International Charter Academy of Georgia assisting in the central office to ensure that the school runs smoothly. Before starting her career in Education, she worked as a corporate events & conference planner, office manager, consecutive interpreter and translator for 20 years. As a native born Japanese speaker who studied English in the US school system, she understands intimately the experience of learning two languages and can relate as well as empathize with our ICAGeorgia's students. She enjoys witnessing the growth of all of our children as they blossom into English and Japanese speaking citizens. In her spare time, she enjoys shopping, doing crafts and being outdoors with her boyfriend and Chihuahua twins. She also loves hula and anything Hawaiian.
m.ito@internationalcharteracademy.org

Walter Beeman, Human Resources and Administrative Specialist - Walter Beeman is the Human Resources and Administrative Specialist at International Charter Academy of Georgia. He has been in Human Resources for a total of 6 years. His recent position was with an online correspondence school as the Human Resource Administrator where he gained a lot of perspective on education and the value it brings to us all. He has been married for 7 years now, and has two boys named Dominick and Nicholas. His wife's name is Rose, and they currently reside in Lawrenceville, GA. He is proud to have served in the Army National Guard for 20 plus years as well. His hobbies are spending time with traveling, movies, working out, and attending most sporting activities.
w.beeman@internationalcharteracademy.org

Yuriko Evett, Administrative Assistant - Yuriko Evett is an Administrative Assistant at International Charter Academy of Georgia. She is very grateful to have joined the team and to be a part of the first Japanese and English public charter school in Georgia. She certainly feels that she is lucky to work with our wonderful teachers and skillful staff members! Ms. Evett enjoys building relationships with students, parents, and everyone that comes to visit ICAGeorgia. She loves to visit Georgia State Parks, camp, and hike with her beautiful family. She loves taking pictures of nature and generally spending time outdoors. She is a mother of 3 and a loving Irish terrier!
y.evett@internationalcharteracademy.org

Verleen Lewis, School Nurse - Verleen Lewis is the school nurse at International Charter Academy of Georgia. She has a Bachelor's degree in business and taught business education for approximately ten years. After becoming a nurse, she specialized in pediatric and geriatric care for more than fifteen years. She also holds a Master's degree in Health Policy and Administration. She loves to watch and play tennis, however gardening is her favorite pastime. She looks forward to sharing her many years of varied experiences with the ICAGeorgia family.
v.lewis@internationalcharteracademy.org

Kindergarten Team

Ai Lovell, Teacher - Ai Lovell is a Japanese subject teacher for the kindergarten class, and also serves as a member of the school culture and spirit committee. She works for ICAGeorgia because she loves teaching and also believes cross cultural exchange is very important to a child's development. She is very happy to build a bridge between Japan and the U.S. In her spare time, she loves visiting coffee shops, walking on the beltline and spending time with her family.
a.lovell@internationalcharteracademy.org

Kazuyo Gray, Teaching Assistant - Kazuyo Gray is a paraprofessional, and supports the lead teacher for the kindergarten class. She welcomes students in the Cafeteria each morning, and serves as a member of the committee of Student Exhibitions. Ms. Gray works for ICAGeorgia because she enjoys helping students from different cultures. In her spare time, she loves to read books about crafting, cooking, and drawing. She also likes to spend time with her family.
k.gray@internationalcharteracademy.org

Shizue Sommer, Teacher - Shizue Sommer is a Japanese subject teacher for the kindergarten class, and is also on the school culture and spirit committee. She enjoys working at ICAGeorgia because she loves kids and has always been fascinated with bilingual education. Many years ago, she remembers her own kindergarten experience and always strives to improve upon it. For hobbies, she likes spending time with her children, watching figure skating, cooking, and hiking.
s.sommer@internationalcharteracademy.org

Amber Boyer, Teaching Assistant – Amber Boyer is a paraprofessional for the kindergarten class. Ms. Boyer has over 6 years teaching assistance experience working in Bibb County Public schools. She also served as a youth developer for the Boys and Girls club of America helping young children live a healthy lifestyle. She has a B.A. in English and her passions include music, a love of learning and working with children. In her spare time, Ms. Boyer is a DJ and enjoys spending time with her puppy and family in Macon, GA.
a.boyer@internationalcharteracademy.org

Julie Malcolm, Teacher - Julie Malcolm is an English subject teacher for the kindergarten and 1st grade classes. Ms. Malcolm has worked in education since 2003. Her teaching experience includes kindergarten-2nd grade and reading intervention. In her spare time, she enjoys playing tennis and running. Her goal this year is to do a full marathon. She also enjoys reading and traveling. Ms. Malcolm has two children, Jacob and Molly, who are 12 and 7 years old. She is thrilled to be a part of this school.
j.malcolm@internationalcharteracademy.org

1st Grade Team

Mieko Basan, Teacher - Mieko Basan is a Japanese subject teacher for the 1st grade class. It is her privilege to witness students grow as global citizens in diverse learning environments. She believes their learning experiences at ICAGeorgia open their eyes to the world. In her spare time, she enjoys videography, photography, and working out. She also enjoys learning about different cultures and food from all over the world.
m.basan@internationalcharteracademy.org

Julie Malcolm, Teacher - Julie Malcolm is an English subject teacher for the kindergarten and 1st grade classes. Ms. Malcolm has worked in education since 2003. Her teaching experience includes kindergarten-2nd grade and reading intervention. In her spare time, she enjoys playing tennis and running. Her goal this year is to do a full marathon. She also enjoys reading and traveling. Ms. Malcolm has two children, Jacob and Molly, who are 12 and 7 years old. She is thrilled to be a part of this school.
j.malcolm@internationalcharteracademy.org

2nd Grade Team

Megumi Saito-Bush, Teacher - Megumi Saito-Bush is a Japanese subject teacher for the 2nd grade class, and is on the sunshine committee. She works for ICAGeorgia because she believes that Dual Language Immersion programs are the most effective types of learning programs for nurturing bilingual students. In her spare time, she loves to catch up with her parents and siblings in Japan via LINE and go to my son's lacrosse games with her husband.
m.bush@internationalcharteracademy.org

New Teacher -

3rd Grade Team

Noriko Harada, Teacher - Noriko Harada is a Japanese subject teacher for the 3rd grade class, and also serves as a member of the Student Exhibitions committee. She works for ICAGeorgia because she believes in the benefits of learning two languages, two cultures, and developing greater cognitive flexibility. In her spare time, she loves watching soccer games and spending time with her family.
n.harada@internationalcharteracademy.org

Maria Sabino, Teacher - Maria Sabino is an English subject teacher for the third grade class. She is excited to be part of the International Charter Academy of Georgia team. She thinks that students can achieve to great heights when they are bilingual. They are able to embrace diversity and learn about a different culture. In her spare time, she enjoys spending time with son and daughter. She loves outdoor activities.
m.sabino@internationalcharteracademy.org

4th and 5th Grade Team

Mayuko Nelson, Teacher - Mayuko Nelson is a Japanese subject teacher for the 4th grade class. She works for ICAGeorgia because she is passionate to support and nurture children to obtain academic knowledge, broaden the global view, and find a joy of learning. In her spare time, she likes reading, dancing and going to new places with her children.
m.nelson@internationalcharteracademy.org

Megan Perkins, Teacher - Megan Perkins is an English Math and Science teacher for the 4th and 5th grade classes. She works for ICAGeorgia because she believes in the benefits of students learning and experiencing different languages and cultures. In her spare time, she is often found enjoying outside activities with her sons. When she has the time to relax at home, she is typically found reading.
m.perkins@internationalcharteracademy.org

Naosuke Umezaki, Teacher - Naosuke Umezaki is a Japanese subject teacher for the 5th grade class. Language is an important factor in the culture and identity of any country. He aims to demonstrate the valuable parts of Japanese culture to his students through daily lessons, his thoughts, words and actions, and to empower them to learn. Mr. Umezaki loves kayaking, camping, and Japanese archery, but the most enjoyable time for him is when he plays tug of war.
n.umezaki@internationalcharteracademy.org

New Teacher -

ESOL

Annie Varghese, Teacher - Annie Varghese serves as an ESOL teacher and the school wide testing coordinator. It is her privilege to serve on the Sunshine and School Culture and Spirit Committee. She loves working at ICAGeorgia because she teaches students to think "out of the box," to critical thinking, and accountability. Teaching her students in a bicultural/multilingual environment helps her appreciate the value of school's mission every day. In her spare time, she loves to cook, learn new recipes, and organize socials. She also enjoys hanging out with her two kids and her husband.
a.varghese@internationalcharteracademy.org

Admissions and Enrollment

In accordance with O.C.G.A. 20-2-2066 (1)(A), ICAGeorgia will admit students of any race, color, nationality, ethnic origin, religion, sexual orientation, or gender. ICAGeorgia shall enroll an eligible student, 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.

ICAGeorgia 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 student's school or community activities, grades, test scores, attendance record, or disciplinary history. ICAGeorgia may use applications for the purpose of verifying the student's residence within the school's attendance zone. ICAGeorgia may gather relevant information from students after enrollment is determined. For a detailed list of information that is needed to complete enrollment, refer to the Enrollment packet for students with confirmed spots on the school's website: https://www.internationalcharteracademy.org/admissions/.

Current ICAGeorgia students are provided the opportunity to re-enroll for the upcoming school year prior to new enrollment. Siblings of current students will register during this re-enrollment period. For new students interested in attending ICAGeorgia for the following school year, the registration period is from the middle of January to the middle of February. The exact dates and the procedure will be announced each year on the school website. Students enrolling at ICAGeorgia are subject to the following priority:

- Siblings* of students admitted at ICAGeorgia;
- Children of teachers and staff at ICAGeorgia; and
- Children of the ICAGeorgia Board**

*Siblings are defined as follows:

1. Biological (including half sibling/adoptive sibling)
2. Step sibling residing in the same household
3. Foster children residing in the same household

**The children of the founding board members as well as the current governing board members will have the priority.

Applications and detailed information on admission procedures will be made available to the public on ICAGeorgia's website. The opportunity to apply will also be advertised to the community in newspapers, community bulletin boards, etc. Interested individuals may also request an application via email or come to pick up in person at the school office.

When there are more registrants than spaces available, ICAGeorgia will hold a lottery of the students who register during the enrollment period. Lotterease, a third party vendor that specializes in charter school lotteries, will handle the initial registration as well as the lottery in the event of a lottery. The time and place of the lottery will be published on the school's website: www.internationalcharteracademy.org.

During the lottery, participants will win admission in the order that their number is drawn, up until the pre-established maximum capacity is reached. Thereafter, participants will be placed on a waitlist in the order their number is drawn. The results of any lotteries will be published on ICAGeorgia's website and posted for public viewing in the school building. Applicants will also be notified of the results via e-mail. Accepted students will then be given a further deadline by which time they must confirm their enrollment. If parents do not bring in their enrollment documentation during the specified timeframe, then the school will deem the acceptance as a rejection and shall fill the vacant spot from the waitlist.

At the conclusion of this process, if any grade level, program, class, or building remains below its maximum capacity, applicants will be admitted from the waitlist according to the order determined at the lottery. Any applications received after this point will be considered "late registrants" and treated as follows: (1) If spots remain available in the grade level, program, class, or building, applications will be admitted in the order they are received. (2) If no spots are available, applicants will be added to the waitlist in the order their applications are received.

ICAGeorgia shall maintain a written waiting list of registered students for the current school year only. Parents, therefore, must register every year, even if they are on the waitlist for the current school year.

Attendance Expectations

Definitions:

Tardy - A student is tardy when a student arrives at an assigned place after the designated time. Repeated or habitual tardiness is an undesirable personal habit and is also disruptive to the orderly instructional process; therefore, teachers or principals will take corrective action.

Unexcused Absence - A student is absent any time he or she is missing from school or from any assigned class or school activity.

160-5-1-.10 (a) Truant – any child subject to compulsory attendance who during the school calendar year has more than five days of unexcused absences. Truancy is a serious offense that requires stern corrective action on the part of the school and the parents. All unexcused absences will be reported to parents via email or phone within 24 to 48 hours.

The International Charter Academy of Georgia School District operates under the authority of the State Board of Education Rules and laws set forth in the state of Georgia. Punctual and regular attendance is important and expected. Regular attendance in school is the joint responsibility of the student and his/her parent(s) or guardian(s). The responsibility of our district and schools is to provide each student with quality instruction and inform parents if their child is absent from school.

Excused/Unexcused Absences

Excuses for absences shall be furnished to the school by the student's parent or guardian within five (5) days after the student returns to school and shall specifically state the reason for the absence. If a note is not received, the absence or tardy will be recorded as unexcused. Parents need to furnish a doctor's excuse if their child was seen by a doctor. If the student did not visit the doctor, a note explaining the

absence from the parent will be accepted. Students shall be permitted to make up work missed. Please send these notes to the main office.

If a student must be absent, his/her parent(s) MUST notify the school attendance office and homeroom teacher prior to **8:00 a.m.** on the day of the absence by e-mail (main office e-mail: info@internationalcharteracademy.org). If a parent knows in advance that their child will be absent, they must notify the main office and homeroom teacher via e-mail (office email: info@internationalcharteracademy.org) at least 24 hours in advance of the absence. Students will be marked absent for one-half day if the student is out-of-school for 1.5 hours or more; a student will be marked absent for a whole day if the student is out-of-school for more than 4 hours. If a student misses school in order to attend a non-school function, the absence will be considered as unexcused unless he/she has received prior approval from his/her building principal. Students participating in a contest/event will attend school the full day in order to participate. Exceptions can only be made by the building principal or designee. ***A student who has been absent for more than three (3) days for illness, must present a physician's statement to be readmitted to class.***

The following are considered excused absences:

- Illness
- Funeral
- Medical or dental appointment
- Other absences for which permission has been granted in advance

The following, even with parental consent, are considered unexcused absences:

- Truancies
- Working
- Oversleeping
- Shopping
- Car not starting
- Personal appointments
- Out-of-town travel (unless excused prior to absence)
- Needed at home (unless excused prior to absence)
- Other avoidable absences.

If there is doubt about whether an absence will be considered excused or unexcused, check in advance by emailing with the main office.

Excessive Absences

Any student who is absent for more than five (5) days in any one quarter will be considered as having excessive absences. These absences do not include those that result from participation in school-sponsored trips. Additionally, a child who is absent 25 days in one school year may be considered for retention. **Disciplinary actions for excessive absences, unexcused absences, tardiness and truancies are outlined below.**

A pattern of tardiness and/or unexcused absences will result in a report to the administrator, counselor or other designated school personnel. Attendance personnel will assess the situation by talking to the student, parent, and school staff, suggest appropriate interventions, and document attempts to reduce tardiness and absences. ***If unexcused absences and tardiness continues, the parent and/or the student will be referred to the appropriate court for truancy.***

Level I:
Three (3) unexcused absences. School staff will contact parents/guardians and document the contact in the student's school file. The staff may contact parents via email, telephone, letter, note in the student's agenda, or other forms of communication.

Level II:
Five (5) unexcused absences in a quarter. School staff will notify parents/guardians of the student's truancy and request a conference with the parents/guardians, and parents/guardians will be required to sign an Attendance Contract.

Level III:
Ten (10) or more unexcused absences may lead to filing a complaint report with juvenile court for judicial proceedings and suspicion of neglect associated with attendance may lead to notifying the Department of Family and Children Services (DFACS).

Late Arrival/Tardiness/Early Dismissal

Any student who is tardy or who must leave school prior to regular dismissal time MUST check in and/or out with the main office secretary. Otherwise, the student will be considered truant. Students arriving **after 8:10 a.m**. will be marked tardy. A student will receive a Tardy Pass to be marked as tardy. Students may not be signed out for early dismissal after 2:20pm on Mondays through Thursdays and 1:30pm on Fridays, for this is disruptive to the schoolwide dismissal process.

Prolonged Absence Due To Illness

If a student is absent due to illness for more than ten (10) consecutive days, arrangements can be requested for an alternative education program.

Evening/After school Activities

Please be sure to accompany your child to all evening events. They should not be dropped off or left unattended.

Make-up Work

It is the responsibility of the parent to make arrangements to make up missed work when absent. Students will not be provided with make-up work prior to absences. If your child is absent two or more days, you may call the main office and request that assignments be prepared for pick up the next day. If your child only misses one day, work can be made up the following day.

Parent/Guest Visits

All visitors to International Charter Academy of Georgia must go directly to the main office upon entering the building to officially register as a guest. Guests will receive a visitor's badge/sticker to wear during the visit. All guests are expected to respect the teacher's duty to provide instruction from 7:45a.m.-2:45p.m. All classroom visits must be pre-arranged with either a teacher or administrator.

Lunch

Students may bring their own lunch from home or order through ICAGeorgia's lunch vendor, Atlanta Lunch Company. More information regarding Atlanta Lunch Company and ordering process can be found on the ICAGeorgia website or at http://www.atlantalunch.com.

Please note that students are not allowed to use a microwave to heat up lunch items. Please ensure that all lunch items are ready to eat.

- Commercial fast food and canned or bottled soft drinks are not allowed.
- ICAGeorgia is a nut-free school. If your child brings food from home, please help us keep our students and staff safe by refraining from sending products with nuts or made with nuts.
- Free and Reduced Price Meals are available to families who believe they may qualify. The Free and Reduced Lunch forms are available at the Main Office. Please note that a parent must provide their child's lunch until the official approval notification is communicated by the office.

Parent Visits During Lunch

Parents are welcome to have lunch with their child with the exception of the beginning of the year, testing, and the end of the year. Please remember to check the school calendar. All visitors must check-in at the main office and receive a visitor badge/sticker. **Fast food lunches are not permitted at school**. *Only two visitors allowed per child* due to limited space. Parents may sit with their child at the assigned parent table in the cafeteria. Once the student's lunch period is over, visitors must leave the campus after signing out immediately following lunch. If a parent has another child who eats at a different lunch time, they must leave the cafeteria and return to the main office to follow the check-in/out process. Picnic tables outside are reserved for special group activities.

Note: due to social distancing guidelines during the COVID-19 pandemic, parent visitors during the lunch for the 2021-2022 school year, will be very limited. Advance notice to the homeroom teacher and the main office is required.

Volunteers

School volunteers may be used to relieve teachers of routine and clerical matters so that they may increase their effectiveness in instruction. In some cases, the volunteers will supplement the teacher's work through the volunteer's special resources as determined by the teacher. Parents at ICAGeorgia volunteer at least 15 hours each school year.

Volunteers in the school shall be under the supervision of the school's principal or designee, in accordance with approved procedures. The school's principal or designee will provide an orientation to each volunteer prior to the volunteer's service at the school. Volunteers may not disrupt instruction or request to meet with their child's teacher during their visit. All volunteers must sign in and out at the designated area in the main office. Volunteers are mandated to immediately report suspicions of child abuse and/or neglect to the school's principal or designee, should they have concerns about a student's wellbeing.

Security Clearance

All volunteers, including parents, must go through security clearance. Security clearance forms are available in the main office. This also applies to chaperones for field trips. Upon a completion process of application forms, volunteer applicants must do fingerprint and background check process. The approval may take several weeks. Requests for emergency clearances will not be accepted. Therefore, it is recommended to start the security clearance process as soon as possible if an applicant feels that there may be an opportunity to volunteer at some time throughout the school year.

Field Trips

Field trips require a lot of planning and preparation. The safety of students is number one. It will be very difficult for staff to monitor parents who elect to pick up their children on site, therefore, all students who attend ICAGeorgia field trips will travel with the school to and from the host destination. Please follow the regular drop-off and pick-up procedures.

Chaperones

The PTO and ICAGeorgia Staff have determined that chaperones will be randomly selected for school field trips. Periodically, your child may be eligible for the mandatory parent/guardian chaperone list which is based on your child's safety and support needs. All chaperones must have background checks to be selected.

Car Ride Procedures

ICAGeorgia encourages parents to carpool to and from school. This will help the school to receive and dismiss children in a timely fashion. ICAGeorgia will not coordinate carpools, but rather help bring interested parents together so they may work out specific details. Getting students to school and dismissing from school safely are high priorities.

Please access active carpool during designated times. Families must use the most current carpool tag for the school year. Drivers of cars in line without a current carpool tag will be asked to get out of line and

wait until carpool ends to pick up their child(ren) in the office. Carpool ends daily at 3:15 pm on Mondays through Thursdays and at 2:30pm on Fridays. If a parent arrives after that time, a parent will be asked to park and come inside to pick up their child(ren). Students not picked up by 3:15 pm on Mondays through Thursdays and at 2:30pm on Fridays will be checked in to the afterschool program and charged a daily drop-in fee as well as the registration fee. Please be sure to contact the main office to confirm that you have registered for extended care. Failure to sign up for aftercare and/or chronic lateness will result in $1 per minute and/or additional fees from ICAGeorgia.

Technology and Electronics Policy

It is the discretion of school administration to allow students to bring electronic devices to enhance student learning in the practice of BYOD. The acronym "BYOD" stands for Bring Your Own Device. As students utilize their personal technology devices in school, they can learn new ways to use them for collaborating and interacting with their teachers and each other to research information, solve problems, create original products, and publish their work. Some of the technology tools that schools may opt to allow students to bring may include the following: laptop computers, tablet computers, e-readers, netbook computers, iPads, gaming devices and smartphones.

To promote proper Electronic Etiquette and an academic environment, the use of these devices will be restricted during the following times and situations:

- Use of electronic devices during the instructional school day is prohibited, UNLESS authorized by school staff and signed parental permission. Students may not use electronic communication devices during instruction time or on school buses {O.C.G.A. § 20-2-1183) unless it is for the sole purpose of academic instruction and authorized by school staff. Students must adhere to the school's established Cell Phone Protocol as directed. They must be KEPT OUT OF SIGHT IN THE STUDENT'S BACKPACK AND TURNED OFF DURING THE OFFICIAL SCHOOL DAY, AS WELL AS WHILE ON FIELD TRIPS, AND ON THE SCHOOL BUS AND/OR SCHOOL OTHER PROVIDED TRANSPORTATION, unless being utilized for instructional purposes and authorized by school staff. Students are not to utilize communication devices for personal calls, texting or personal social media postings.

- The use of audio recording or camera functions of electronic devices by students is strictly prohibited on school premises at all times, unless directed by a school official. Electronic devices shall not be used in a way that threatens, humiliates, harasses or intimidates school-related individuals, including students, employees and visitors, or violates local, state or federal law. Students may only have electronic devices for the exceptions below. Otherwise ICAGeorgia’s policy prohibits the possession or use of the following electronic devices on the school campus or on the school bus: cell phones, pagers/beepers, iPods, walk-men, radios, CD/DVD players, digital cameras, electronic games and toys, laser pointers or any other electronic devices.

Exception for Personal Communication Devices

- Students can bring communication devices to school for the sole purpose of student safety and communication with parents and guardians before and after the school day. ALL DEVICES MUST BE KEPT OUT OF SIGHT IN THE STUDENT'S BACKPACK AND TURNED OFF DURING THE OFFICIAL SCHOOL DAY, AS WELL AS WHILE ON FIELD TRIPS, AND

ON THE SCHOOL BUS AND/OR SCHOOL OTHER PROVIDED TRANSPORTATION, unless they are being used for instructional purposes (BYOD) and authorized by school staff.

- Students can BYOD for the sole purpose of academic instruction. BYOD devices must be authorized by school staff and parental permission provided through the ICAGeorgia Technology Use Agreement.
- Cell phones or any other personal communication devices that are visible, ring, or make sounds during the instructional day will be considered contraband items and a violation of this policy. Parents must submit a note authorizing students to have a cellphone at school.
- Electronic devices may not be used during any students' assessments unless specifically allowed by law, student IEP, or teacher directions.

Students who violate this policy and the associated regulations shall be deemed to have created a disruption to the instructional environment and are subject to appropriate disciplinary action. No student shall photograph, videotape, record or reproduce, via any audio or video means, another student or staff member while on school system premises, without the expressed prior permission of the student or staff member.

First Offense: Should a student receive or send a phone call or text message during school or make personal posts on social media the device shall be confiscated by a certified or classified staff member and given to an administrator. The Parent(s)/guardian(s) of the student will need to plan with the Administrative Office to retrieve the device.

Second Offense and Thereafter: A second infraction shall result in the device being confiscated and the student will be required to participate in disciplinary action assigned by the administrator and the device will remain in the possession of the administrator until a parent, guardian or parent designee comes to the school to pay a $25 fine and to participate in a conference with school administration. In addition, disciplinary actions may be assigned as outlined in the Code of Conduct.

Students shall be personally and solely responsible for the security of their cellular telephones and/or other Personal Communication Devices (PCDs) or BYODs. ICAGeorgia shall not assume responsibility or liability for the theft, loss or damage to a cellular telephone or other PCD or BYOD, nor does it assume responsibility for the unauthorized use of any device.

Social Media

ICAGeorgia will utilize Facebook and Instagram and other forms of social media to enable our community and families to exchange information concerning upcoming events, important dates and critical information. Social media will not be utilized as a means to degrade, bash, or spread negative comments against our school, students, and staff. We reserve the right to delete and or block individuals who post hurtful and negative comments. At ICAGeorgia **we own our responsibility to lead and devote ourselves to promote world peace.**

Photography

Students may be photographed, videotaped, or interviewed by school officials or the news media at school or during a school activity or event and such photographs, video tapes, and interviews may be published, including internet publication. If you, as a parent/guardian, object to your child being

photographed, videotaped, interviewed, or having his/her work displayed, the objection must be presented in writing to the school's front office within 10 days after the first day of school.

Uniform Policy

All children are expected to follow the ICAGeorgia dress code. Uniforms are an indispensable feature of our school culture and effort to maintain an elevated standard of personal appearance, promote a dignified school climate, and foster school pride. Please use the following uniform and appearance guidelines:

Tops: Collared Polo or Button Down

- White
- Navy
- Black

Blazer, Vest, Cardigan or Pullover

- Navy

Bottoms: Pants, Shorts, Skirts, Dresses

- Navy
- Khaki

Tights, Socks, Stockings or Leggings

- Navy
- Khaki
- Black
- White

Shoes

- Closed toe shoes *only*.

Others

- Face mask or face shield

There will be occasional announced opportunities for dress-down or spirit wear days, and those requirements will be specified in the announcement during the occasion.
Note: The school logo is preferred but not required on uniform shirts. All shorts, skirts and dresses must be below the knees. Students who are out of uniform on regular school days will receive a verbal and written correction. The school will contact a parent/guardian to bring a change of clothes on the second offence.

Emergency Delays or Closings

In the event of inclement weather, ICAGeorgia will make an 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, and social media. Please know that our students and staff members come to us from a large geographical area, and even if you may not have

inclement weather in your area, your child's classmates might. We want to make every effort to ensure that our community is safe at all times. If you feel that you should not travel for safety reasons, please inform the office, and keep your child safe.

Families will receive an email from info@internationalcharteracademy.org or text via the school messenger if the school closes or is delayed during inclement weather. Please also check the following media sources:

- Local News: Channel 2 WSB-TV or https://www.wsbtv.com/weather/school-closings/
- Facebook: https://www.facebook.com/internationalcharteracademyofgeorgia/
- School Website: https://www.internationalcharteracademy.org/

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. ICAGeorgia will train students and staff members on safety procedures. Additionally, it is critical for the school to be able to contact parents/guardians at any time students are at school. The school must have the parents'/guardians' current address and home, cellular, and business telephone numbers. Emergency contact persons/guardians and their telephone numbers are needed in case a parent/guardian cannot be reached. This information is required at the time of registration and whenever a change occurs with the parents'/guardians' address, telephone or emergency contact information.

Medication

Whenever possible, medications should be given at home. However, we realize that for a student to maintain school attendance, certain medications may be required during school hours. In an effort to prioritize student and staff safety, the school has specific policies and procedures for medications administered at school. **NO medications will be given without prior written permission.** For your child to receive medication at school, you will need to complete:

"The parent Medication Permission Form." This form provides parent permission for over-the- counter and short-term (less than 10 days) medications, and physician-prescribed long-term (more than ten days) to be administered at school.

"The Health Care Provider Medication Information Record." This form provides for information from your healthcare provider about medications that is to be given for more than 10 days or regularly during the school year.

Please take the time to read the **guidelines below** carefully. These policies will require cooperation and communication between parents and school personnel.

1. Medications received at school in unlabeled bottles, pills in zip-lock bags and aluminum foil will not be administered.
2. Non-prescription medications (over the counter medications) must be brought to the school by a designated adult in the **Original** container along with a written parental request that includes

parent contact phone number, and directions for administering that states the frequency, dose and length of administration.

3. Prescription medications must be brought to the school in the **Original** prescription container labeled with the student's name, date prescribed, instructions for administering, name of drug, name of issuing Health Care Provider, expiration date, and route medication is to be given.
4. School staff will dispense medications only as directed on the **Original** labeled container. It is the responsibility of the parent/guardian to notify the school if changes in the medication, dosage, and/or time of administration are requested and a new **Original** container must be provided.
5. For ALL medications to be administered for more than 10 school days, the parent/guardian must provide specific instructions, including related equipment needed if necessary, by completing a "Parent/Guardian Medication Permission Form" and by having your health care provider complete a "Health Care Provider Medication Information Record."
6. It is the responsibility of the parent/guardian to inform the school, in writing, of any changes in pertinent data. A new "Medication Permission Form" must be provided indicating requested changes.
7. It is the responsibility of the parent/guardian to deliver **ALL** medication to the nurse or other designated school personnel.
8. A "Parent/Guardian Medication Permission Form" **and** if pertinent, a "Health Care Provider Medication Information Record" shall be kept relative to each medication taken by the student during the school day. This record will include the student's name, name of medication, time, route, and correct dose.
9. Long-term medications usually need to be refilled on a monthly basis. It is the responsibility of the parent/guardian to keep the school supplied with adequate amounts of medication.

Bullying and Harassment Policy

Bullying and other forms of intimidation will not be tolerated in any form and are strictly prohibited by International Charter Academy of Georgia and Georgia law (O.C.G.A. 20-2-715.1). All reports of bullying are taken seriously. Reports of bullying or retaliation may be made by staff, students, parents or guardians, or others, and may be oral or written.

Bullying behavior is defined as:

- Willful attempt or threat to inflict injury on another person when accompanied by an apparent present ability to do so or;
- Intentionally exhibiting a display of force such as would give the victim reason to fear or expect immediate bodily harm, or;
- Any intentional written, verbal or physical act, which a reasonable person would perceive as being intended to threaten, harass or intimidate that:
- Causes substantial physical harm or bodily harm capable of being perceived by a person other than the victim and may include, but is not limited to, substantially blackened eyes, substantially swollen lips or other facial or body parts, or substantial bruises to body parts.
- Has the effect of substantially interfering with the student's or victim's education;
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of ICAGeorgia

Examples of bullying and harassment include, but are not limited to:

- Unwanted teasing
- Physical violence and/or attacks
- Sexual, religious, or racial harassment
- Destruction of school/personal property
- Rumors or spreading of falsehoods
- Social exclusion, including incitement and/or coercion
- Cyberbullying or the willful, hostile and repeated harassment and intimidation of a person through the use of digital technologies, including, but not limited to, email, blogs, social networking websites (e.g. Facebook, etc.) chat rooms, texts, and instant messaging
- Sending abusive or threatening text messages or instant messages
- Threats, taunts and intimidation by words and/or gestures
- Extortion
- Public humiliation 46c
- Theft of money and/or personal possessions
- Stalking
- Cyberstalking or engaging in conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at or about a specific person, causing substantial emotional distress to the victim.
- The use of cameras or camera phones to take embarrassing photographs of students or school employees and posting them online.
- Using websites to circulate gossip and rumors to other students

Bullying may occur on school property or through school technology resources, but can also occur through the use of electronic communication, whether or not that communication originated on school property or with school technology resources, if the electronic communication:

a) is directed specifically at students or school personnel,
b) is maliciously intended for the purpose of threatening the safety of those specified or substantially disrupting the orderly operation of ICAGeogia, AND
c) creates a reasonable fear of harm to the students' or school personnel's person or property or has a high likelihood of succeeding in that purpose.

Electronic communication includes but is not limited to any transfer of signs, signals, writings, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system.

Prohibited behaviors must occur on the property of the public school, at an event within the 45c jurisdiction of a public school or at a school-sponsored event. Reported incidents of bullying, harassment, intimidation or retaliation that have occurred outside the jurisdiction of the school and have not disrupted the ICAGeorgia environment shall be reported to the students' parents/guardians. Disciplinary action may also be necessary if off-campus behavior results in a disruption to the ICAGeorgia school environment.

Code of Conduct

At ICAGeorgia, we believe in creating schools that foster the natural potential and curiosity of our students by providing high quality instruction, accountability and support in a safe and nurturing learning environment. We understand that providing this environment requires the thoughtful planning of a fair, student-centered school wide community building and discipline plan. This means that in our classrooms, we must provide explicit instruction and support about our mission, core values, expectations and non-negotiables. Helping students learn valuable life lessons like making good choices lead to good consequences and making bad choices lead to bad consequences is also a significant part of this process.

In general, the school's core values are aligned to the mission and will inform our approach to community building, celebration and accountability.

W.O.R.L.D. PEACE
(We own our responsibility to lead and devote ourselves to promote world peace)

MNEMONIC	MEANING	CORE VALUE
W	We	DIVERSITY
O	Own our	ACCOUNTABILITY
R	Responsibility to	RESPONSIBILITY
L	Lead and	LEADERSHIP
D	Devote ourselves to peace	COMMITMENT

While there is no simple formula for creating the perfect large-scale community building and accountability system, the ideals below will provide clear, developmentally appropriate consequences for a wide range of students' choices. This formula will serve as a guideline for holding our students accountable for both good and poor choices either in our classrooms or common areas. The successful implementation of W.O.R.L.D PEACE will include a sense of purpose, consistent committed adult leadership and support, check-ins for reflection, student led programs and activities, program supervision, and the integration of community building activities into the regular school day.

Ongoing communication about how students' care for themselves and the community will be imperative, so grade teams will routinely discuss student concerns and/or choices during grade level meetings. These concerns will be submitted via meeting minutes to the Principal and the counselor. Time sensitive issues will be reported immediately. Additionally, office referrals and all major incidents will be recorded in the student support log.

Core Beliefs

1. **At ICAGeorgia, we believe we will strengthen students' ability to self-monitor by providing feedback for basic expectations.**
2. **At ICAGeorgia, we believe everyone deserves the right to emotional and physical safety in our community. Breaks in trust and respect will not be tolerated.**
3. **At ICAGeorgia, we believe in empowering our students to reflect on the choices they have made through multiple opportunities to consider their impact on the community.**
4. **At ICAGeorgia, we believe in an individualized approach to meet students' needs so they are most successful in school. We will always consider the student and the context of a situation.**
5. **At ICAGeorgia, we believe in the importance of a community coming together to celebrate individual and joint successes as well as hold one another accountable.**

Staff will use the following as a reference for how we will handle recurring minor and major incidents. This guide should not be used in isolation, for some circumstances may require thinking outside of the box.

Minor Incidents

CHOICE	TEACHER OWNERSHIP	STUDENT OWNERSHIP	RESOURCE
I tattled	I restated the expectations I held a private conversation I asked a Buddy Teacher for support	I chose to follow directions the first time my teacher asked I stopped tattling I know the difference between tattling and an emergency	Teacher Parent
I was eating food at the wrong time and without permission	I asked my student to put the food away I followed the steps on the classroom ladder I called home for support when my directions were ignored	I put my food away immediately I apologized	Parent Advisor
I was off task	I restated the expectations I held a private conversation I asked a Buddy Teacher for support I gave my student a consequence	I followed the teacher's directions the first time asked I apologized I accepted the consequence	Teacher Parent
I was calling out **I disrupted learning**	I restated the expectations I held a private conversation I asked a Buddy Teacher for support I gave my student a consequence	I followed the teacher's directions the first time asked I apologized I accepted the consequence	Teacher Parent

I lied	I had a private conversation with my student I gave my student a consequence I called home for support	I apologized I told the truth	Teacher Parent

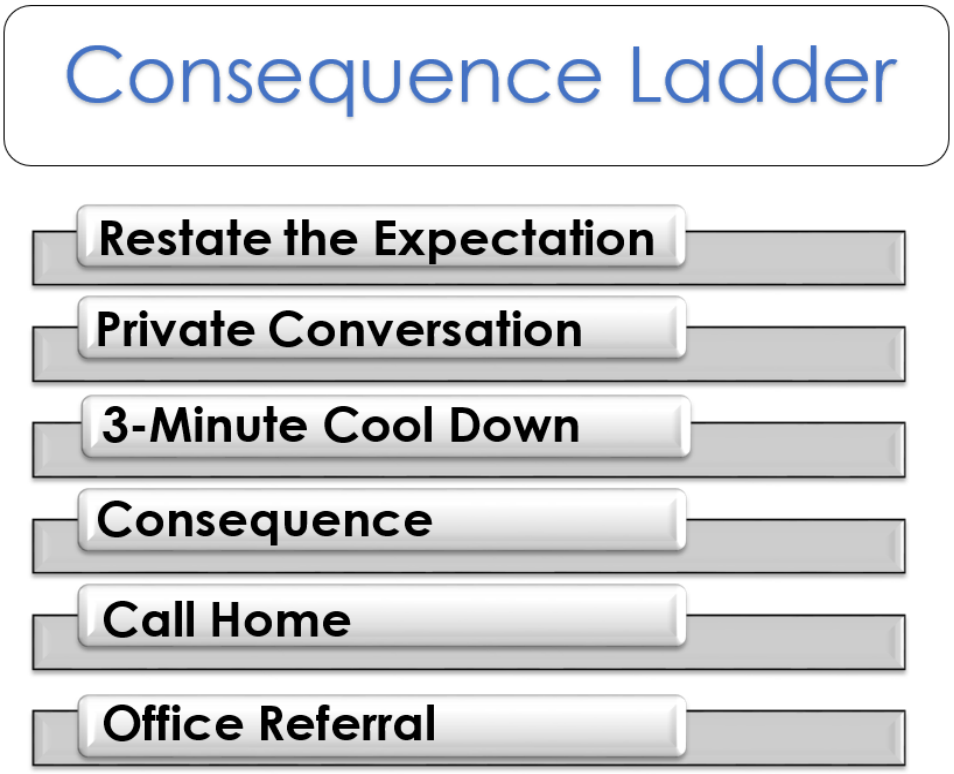
Parents should not be contacted for first offenses of minor incidents; teachers must follow the outline of their consequence ladders. Consequences include but are not limited to losing privileges to attend/participate in school wide events, community service, public and/or individual apology, individualized behavior plan, changing the behavior etc.

Major Incidents

CHOICE	TEACHER OWNERSHIP	STUDENT OWNERSHIP	RESOURCE
I left the classroom without permission **I did not report to my assignment**	I asked a Buddy Teacher for support I held a private conversation I gave my student a consequence I called home for support	I returned to class immediately I apologized I accepted the consequence	Teacher Parent Counselor Principal
I talked back to the teacher	I restated the expectation I held a private conversation I asked a Buddy Teacher for support I gave my student a consequence I called home for support	I stopped talking back I apologized I accepted the consequence	Teacher Parent Counselor Buddy
I used my words to threaten my teacher and/or classmate(s)	I removed my student to cool down or had my student removed immediately I collected statements and documented the incident I held a private conversation and/or parent meeting I gave my student a consequence	I cooled down I apologized I accepted the consequence	Teacher Parent Counselor Principal
I ignored the teachers' directions **I refused to listen**	I restated the expectation I held a private conversation I asked a Buddy Teacher for support I gave my student a consequence I called home for support	I followed the directions first time asked I cooled down I apologized I accepted the consequence	Teacher Parent Counselor Principal
I used my hands to hurt someone or make someone uncomfortable	I called the office to have my student removed immediately I collected statements and documented the incident` I sent the harmed student to the nurse I followed up with the principal about my student's consequence	I felt remorse I apologized I accepted the consequence	Teacher Parent Counselor Principal

I used my words and/or hands multiple times to bully a classmate	I called the office to have my student immediately removed I collected statements and documented the incident I called home for support and to provide an update I checked to make sure my student received a consequence	I felt remorse I apologized I accepted the consequence	Teacher Parent Counselor Principal

Teachers will use the following consequence ladder to redirect students who are off task or fail to follow directions. Repeated minor incidents and/or major incidents that recur will lead to an office referral.



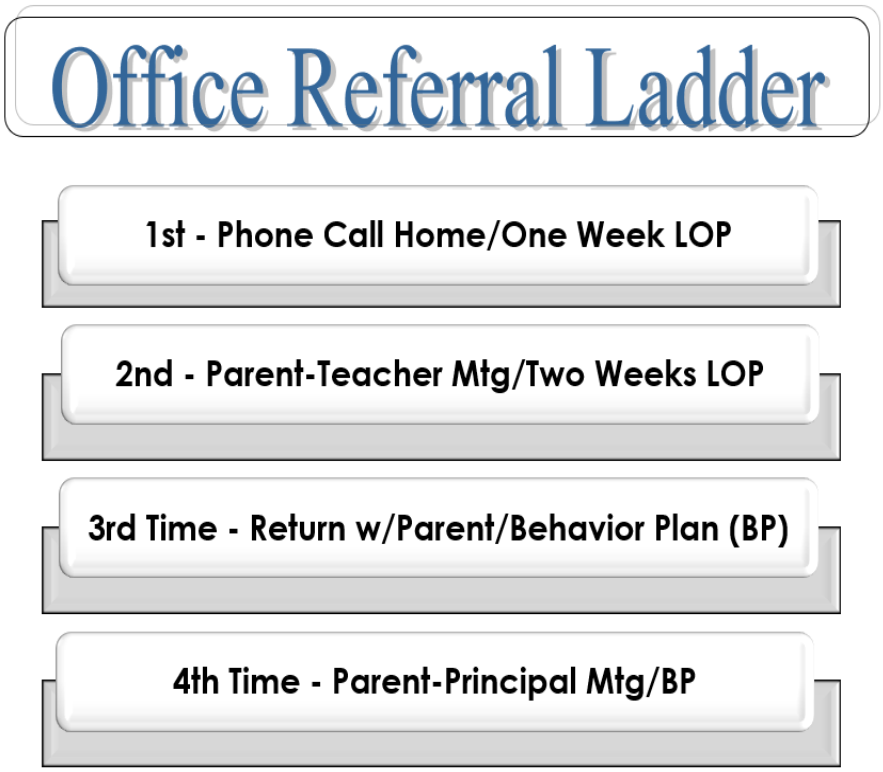
A child who is sent to the office will lose school wide privileges [Loss of Privileges = LOP] including town hall, field trips, and other school events: NO EXCEPTIONS. Further, a student with three or more office referrals will be placed on a behavior plan (see charts below).

Teachers and staff will follow the procedure below for each office referral:

- **1st Office Referral** - The teacher will call the parent/guardian to explain the incident that lead to the office referral. The child will lose schoolwide privileges for one week (five days).
- **2nd Office Referral** - The teacher will schedule a parent-teacher conference to discuss the incident that lead to the office referral. The child will lose schoolwide privileges for ten days/two weeks.
- **3rd Office Referral** - The child will be sent home immediately. He/she may not return without a parent. The parent will meet with the teacher, principal and child the following morning before

between 7:45am - 8:15am to discuss next steps including but not limited to loss of privileges and a behavior plan.

- **4th Office Referral** - The principal or designee may request that the parent/guardian will shadow the student during class. The child will remain on the behavior plan and will still not be allowed to participate in school wide events. If the pattern continues, the school will make recommendations to the SST, Sped and/or counseling teams.



Authority of School Leadership

In cases of disciplinary violations not covered by this handbook, the ICAGeorgia's administrative team will collectively determine and impose corrective measures that they believe to be in the best interest of the student and the school. The Accountability and Discipline plan is for staff to use when providing interventions and consequences for student misbehavior. Based on the circumstances of a disciplinary violation, Principals have the authority and discretion to impose interventions and consequences ranked higher on the matrix than indicated for each behavior.

Disciplinary Hearing Procedures for Regular Education Students

Disciplinary Hearing Officers are independent decision makers appointed by ICAGeorgia to hear disciplinary matters. Individuals selected to serve as Disciplinary Hearing Officers will meet the training requirements included in O.C.G.A. 5 20-2759 and State Board of Education (SBOE) rule 160-4-8-.15. Notwithstanding anything to the contrary here within, Disciplinary Hearing Officers have the authority

to issue a short-term suspension, long-term suspension, or expulsion of any student found to have violated the Code of Conduct.

If a disciplinary hearing is called, the student will be suspended from school until the hearing can be held. The hearing will be held no later than ten (10) school days after the beginning of the suspension unless the parent and school mutually agree to an extension or the conduct of the student or parent causes a delay beyond said ten-day (10) period. Prior to the hearing, students and parents will receive a notice to include the following:

- The rules which the student has allegedly violated.
- A description of the student's acts.
- The names of the witnesses who may testify against the student (witnesses may be added prior to and during the hearing).
- The maximum punishment that the student could receive.
- The time and place for the hearing.

A student disciplinary hearing is formal, although the strict rules of evidence as applied in a court do not apply in a disciplinary hearing. The school has the burden of proving that the student engaged in acts that violated the Student Code of Conduct. Students who deny that they have violated the Code of Conduct should be prepared to present evidence and or witnesses to prove that the student did not violate the Code of Conduct. The Disciplinary Hearing Officer will determine whether the student did or did not violate the Student Code of Conduct as set forth by the school. The Disciplinary Hearing Officer shall make a verbatim or written record of any information orally presented at the hearing. A transcript of the hearing will not be prepared unless there is an appeal to the Board of Directors.

All parties shall be afforded an opportunity to present and respond to evidence and to examine and cross-examine witnesses about any matters logically relevant to the charge against the student. The Disciplinary Hearing Officer may limit unproductively long or irrelevant questioning. The parents or legal guardian of the student and any victims may give testimony at the hearing and make a statement to the Disciplinary Hearing Officer concerning their feelings about the proper disposition of the case and to answer any questions. The student may be represented by counsel, at the student's expense, at the hearing. If parents intend to be represented by counsel at the disciplinary hearing, the parents must notify the school twenty-four (24) hours prior to the start of the hearing so that the school district may elect to retain legal counsel to represent its interest. All parties shall be entitled to subpoena witnesses for the hearing. A student or parent/guardian shall submit all requests for subpoenas to the student's principal at least forty-eight (48) hours prior to the time of the disciplinary hearing.

The decision of the Disciplinary Hearing Officer may be appealed by submitting a written notice of appeal to the Principal within twenty (20) calendar days from the date the decision is made. The record and documentary evidence shall be kept on file by the Principal or designee for a period of twenty (20) days after the date of the decision of the Disciplinary Hearing Officer. If no appeal is filed within twenty (20) days of the date of the decision of the Disciplinary Hearing Officer, the record and documentary evidence may be destroyed. If an appeal is filed, the record and documentary evidence will be kept until thirty-one (31) days after the appeal(s) become final at which time the record and documentary evidence may be destroyed.

Parents/guardians should contact the school if they would like the notice and other documents related to the hearing in a language other than English. Language interpreter services are also available upon request for a student disciplinary hearing.

All student disciplinary proceedings and hearings conducted by either the Disciplinary Hearing Officer or the ICAGeorgia Governing Board are confidential and are not subject to the open meetings law. Only the following persons are permitted to attend a school disciplinary hearing conducted by a Disciplinary Hearing Officer: the accused student, parents or legal guardians of the accused student, legal counsel, a provider of interpretative services, school staff, and witnesses. Any written records, transcripts, exhibits or other documents assembled or used in any manner with regard to the conduct of any student disciplinary hearing are not public records and are not subject to public inspection.

When a hearing is appealed, the ICAGeorgia Governing Board will review the transcript of the hearing, make a decision based solely on the record, and notify students and parents in writing of the Board's decision. For the hearing before the Board, students have the right to be represented, at the students' and parents' expense, by an attorney. The attorney will not, however, be allowed to speak at the disciplinary hearing appeal. Students and parents may appeal the Board's decision to the State Board of Education by giving the Principal written notice within thirty (30) days of the decision of the Board.

Disciplinary Hearing Procedures for Students Who Receive Services Under Section 504 or IDEA

If a disciplinary hearing is called for a student who receives services under Section 504 or IDEA, the school will comply with the notification provisions for regular education students. The student will be suspended from school, no more than ten (10) days, until a manifestation determination hearing may be held, and a decision is rendered by the manifestation team as to whether the alleged behavior was a manifestation of the student's medical condition or disability. If the manifestation team determines that the behavior was a manifestation of the student's medical condition or disability for which the student is receiving services or accommodations, the disciplinary hearing will be concluded, and the manifestation team will determine the appropriate measures to insure that the student does not engage in the prohibited behavior. However, if the manifestation team determines that the alleged behavior was not a manifestation, the disciplinary hearing will proceed as set forth above.

Violence Against Teachers Or Other School Officials or Employees

ICAGeorgia will have zero tolerance of any kind of intentional violence or inappropriate touching inflicted on a ICAGeorgia school official or a ICAGeorgia employee. Students shall not inflict violence or inappropriate touching on ICAGeorgia or other school officials or employees. Physical violence shall include:

- Intentionally making physical contact of an insulting or provoking nature with the person
- Intentionally making physical contact which causes physical harm to another unless such physical contact or physical harm was in defense of him or herself.

Consequences for committing physical violence or inappropriate touching against a school official:

In the event a student is charged with violence or inappropriate touching against a school employee the student may be subject to suspension, expulsion and/ or criminal charges.

Weapons

Students are prohibited from possessing firearms (as defined by O.G.G.A. 16-11-127.1), dangerous weapons (as defined by O.G.G.A. 16-11-127) or hazardous objects (as defined by H.B. 826), while on school property or at school functions. Students who possess firearms on campus shall be expelled and will be referred to law enforcement officials. No person other than licensed police personnel will be allowed to carry a gun/weapon onto the property of ICAG or to any school function off or on the campus.

Additional Resource:

- For more information on progressive discipline in Elementary Schools, please read page 11; pages.24-26 and 30-32 in the Georgia Department of Education Guidelines

Inappropriate Behavior

International Charter Academy of Georgia will implement and follow state mandated process for students to follow in reporting instances of alleged inappropriate behavior by a teacher, administrator, or ICAGeorgia employee toward a student which will not prohibit the ability of a student to report the incident to law enforcement authorities as stated in O.C.G.A. § 20-2-751.7(a).

Student Reporting of Alleged Sexually Inappropriate Behavior

1) Any student (or parent or friend of a student) who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator or ICAGeorgia employee is urged to make an oral report of the act to any teacher, counselor or administrator at his/her school.
2) Any teacher, counselor or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator or other employee will make an oral report of the incident immediately by telephone or otherwise to the Principal or Principal's designee, and will submit a written report of the incident to the Principal or Principal's designee within 24 hours. If the Principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the Board Chair or the Board's designee.
3) The Principal or Principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 will make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services, as designated by the Department of Human Resources, or, in the absence of such agency, to an appropriate police authority or district attorney.

Reports of acts of sexual misconduct against a student by a teacher, administrator or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 will be investigated immediately by school personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the Principal or Principal's designee will make an immediate written report to the Board Chair or the Board's designee and the Professional Standards Commission Ethics Division. "Sexual abuse" means a person's employing, using, persuading, inducing, enticing, or coercing any minor who is not that person's spouse to engage in any sexual act as defined in O.C.G.A. 19-7-5.

ADULT-STUDENT BOUNDARIES

APPROPRIATE	INAPPROPRIATE
Maintaining appropriate personal space	Invading personal space; too close
Reasonable eye contact	Maintaining prolonged intense eye contact
Student aides perform work in the learning environment that is related to educational purpose	Student aides are assigned duties that meet personal needs of the teacher or are unrelated to any educational purpose
Conversations with students are appropriate to the school environment and support student learning and growth	Conversations with students with students become personal in nature and confidential; asking students to "just keep it our secret"
Appropriate use of student conferences in a manner consistent with educational purpose	Ongoing pattern of spending time alone with student in manner inconsistent with or devoid of educational purposes/expectations
Student-teacher relationship is centered on school events & activities and is professional in nature	Student-teacher relationship is maintained outside of school events (taking student to lunch or movie alone; giving special gifts; consistent giving rides home alone; receiving or writing secret notes) and is personal in nature
Maintain fair and equal treatment of all students with only occasional educationally justifiable expectation	Singling out a particular or students for personal attention and friendship beyond the professional staff-student relationship (e.g. covering for providing excuses for special student privileges, writing pass repeatedly for favored students to cover tardiness or absences)
Student-teacher communication is appropriate to the educational purpose and understood by general school population	Student–teacher communication has implied message, inside understanding, jokes or innuendos, of the sexual nature that are not commonly understood by general school population

Leaders of extracurricular activities maintain clear standards around gender issues and harassment	Leaders of extracurricular activities encourage atmosphere of loose and inappropriate boundaries around gender and harassment issues
A pat on the back, or shoulder or arm	Shoulder massage, lingering touches, requesting affection “give me a hug,” “give me a kiss”
Exercising good judgement on whether to, and under what circumstances it is appropriate to, touch students	Touching students inappropriately or in ways that may lead students to misinterpret the intent due to their individual circumstances, cultural standards, or their development stage
Teachers are aware of student needs and referring them to appropriate guidance/counseling or school related support services (nurse, etc.)	Teachers (without appropriate training in effective advising) acting as helpers for serious student problems
Maintaining contact for educational purposes via district authorized e-mail, phone service, or on-line learning sites	Maintaining personal contact via private phone, e-mail, texting or other social networking websites

This list is not an exhaustive list. If a staff member engages in such behaviors, there may be great cause for concern based on the profiles of educators who become sexual abusers. The bottom line is that such behaviors cross the line from professional and caring into personal and dangerous and with rare exceptions are not acceptable.

Child Find

Child Find Procedures
State Rule: 160-4-7-.03

Notification
Child Find is a process that the State of Georgia uses to identify, locate, and evaluate all children, birth through 21, who are suspected of having disabilities, including those who are homeless, are wards of the State or are attending private schools, regardless of the severity of their disability, and who are in need for special education and related services. Georgia schools have policies and procedures in place to ensure the identification, location, and evaluation of these children.

International Charter Academy of Georgia serves children in grades Kindergarten through 5th grade. ICAGeorgia completes Child Find responsibilities in a variety of ways which are included but are not limited to the following:

- Child Find notice and information posted on the ICAGeorgia campus
- Child Find information posted on the ICAGeorgia School Website via Handbook link
- ICAGeorgia Student Handbook
- Collaboration with other public agencies such as the Divisions of Mental Health, Family and Children's Services, and Community Health, parent request, and our Response to Invention (RTI/SST process)

Students Services/Special Education

In accordance with state and federal guidelines, ICAGeorgia provides special education services to all qualifying students. Students with diagnosed exceptionalities receive services as outlined by their respective Individual Education Plans (IEPs). The special education team conducts re-evaluations, determinations of eligibility and individual education plans to make sure all students receive the accommodations and modifications they are entitled to under state and federal statutes. ICAGeorgia ensures that students are placed in the least restrictive environment as determined by their IEPs. Settings include small groups, interrelated, and resource. As a state charter school, ICAGeorgia operates in strict adherence to policies and procedures set forth in IDEA and the State Rules and Regulations Pertaining to Special Education. The state rules, as well as parental rights may be referred to online at the following address:
http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/SpecialEducation-Rules.aspx

Gifted and Talented

ICAGeorgia screens 1st through 5th grade students twice a year to determine gifted eligibility. At the beginning of the school year, gifted teachers review students' scores on any nationally normed tests to identify those who should be evaluated. Then, classroom teachers observe students and score them on specific traits, abilities and behaviors that may indicate giftedness. Parents also have the option of requesting that their child be referred for gifted assessment.

Currently, ICAGeorgia provides resources and support to all teachers in order to develop and nurture the gifts and talents of all of their students. Students who have been identified as gifted will receive targeted attention and be supported through the resource model. Gifted students may also be offered to take advanced classes taught by teachers in higher grades to meet their academic needs.

Identification Protocol Procedure

The following identification procedure will be followed during the school year (2021-2022):

Semester	Referrals	Screening	Individual Evaluation	Notification of Placement
1st Semester	Sept. 1 – Nov. 1	Sept. 8 – Nov. 8	Sept. 15 – Nov. 15	Sept. 30 – Nov. 30
2nd Semester	Feb. 14 – March 17	March 17 – April 17	March 30 – April 30	No Later than May 15

ESOL/ELL

What is ESOL?
ESOL is an acronym for the English to Speakers of Other Languages program. The ICAGeorgia ESOL Program offers transitional language instruction to any student who is identified as an English Language Learner (ELL).

What is an ELL student?
An ELL, or English Language Learner, is a student who (1) has a primary or home language other than English and (2) meets GA DOE's eligibility criteria for language assistance services.

How are ELs identified?
Under federal law, all students in grades K-12 who have a primary or home language other than English must be identified and potentially eligible students must be screened for language assistance. When any student enrolls in ICAGeorgia, the Home Language Survey (HLS) must be administered as part of the enrollment process. If a parent/guardian lists any language other than English on the registration form, your school's registrar or clerk should contact an ESOL teacher. An ESOL teacher will review available school records and/or screen the student's English proficiency using the W-APT or the WIDA Screener.

Why is a student screened for ESOL services?
When a language minority student enrolls in ICAG after the first month of school, federal and state regulations require that he/she be interviewed or screened for English language proficiency within ten days of registration. Under State Board of Education Rule 160-4-5.02, "all students, whose parents have indicated on a Home Language Survey that a language other than English is spoken in the home or by the student, must take an English language proficiency test to determine eligibility for the ESOL Program or alternative placement for language assistance."

When are parents and students notified of eligibility?
At the beginning of each school year, ESOL Teachers have thirty days to complete the assessment, identification, and parental notification of newly enrolled students' eligibility for language assistance.

How are Immigrant students identified?
A student who was born outside of the United States and who has been enrolled in an American school for less than a period of three years is identified as an Immigrant student. These students are reported to

the GA DOE as Title III Immigrant students when your school's data clerk or registrar (1) enters the student's birth country; (2) enters the date the student entered a US School; and (3) checks a field in the enrollment tab of Infinite Campus indicating that the student has been enrolled in an American school for less than three years.

Suicide Prevention Policy

ICAGeorgia shall provide to all personnel annual training in suicide awareness and prevention in accordance with state law and rules established by the Georgia Department of Education. The principal or designee shall develop procedures consistent with O.C.G.A. § 20 -2-779.1 to address, at a minimum, suicide prevention efforts, intervention, and post-vention. Such procedures shall be developed in consultation with school and community stakeholders, school employed mental health professionals, and suicide prevention experts. In accordance with state law, no person shall have a cause of action for any loss or damage caused by any act or omission resulting from the implementation of this policy or its implementing procedures, or resulting from any training, or lack thereof, required by state law or this policy. The training, or lack thereof, required by the provisions of state law shall not be construed to impose any specific duty of care. Neither the training nor the procedures are designed to impose ministerial duties but to provide a framework in which educators can exercise their professional judgment in the best interest of students.

Student Records

It is the policy of International Charter Academy of Georgia that the school shall comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Student Data Privacy, Accessibility, and Transparency Act of Georgia (the Act). For the purposes of this policy, a "parent" is defined as a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian. An "eligible student" is defined as a student who has reached 18 years of age or is attending an institution of postsecondary education. ICAGeorgia shall implement procedures whereby the principal is directed to provide an annual notification to parents of students currently in attendance and eligible students currently in attendance, including parents or eligible students who are disabled or who have a primary or home language other than English, of their rights under the FERPA and the Act, either through a student handbook distributed to each student in the school or by any means that are reasonably likely to inform them of their rights.

The annual notification as required by FERPA will inform parents and eligible students of, and the applicable procedures related to, the following:

1. Parents and eligible students have the right to inspect and review the student's educational records.
2. Parents and eligible students have the right to request an amendment to student educational records that are believed to be inaccurate, misleading, or in violation of student privacy rights. Parents and eligible students must give consent prior to the disclosure of personally identifiable information contained in their student's or their own educational record.
3. Parents and eligible students may file a complaint with the United States Department of Education concerning alleged failures of the District to comply with the requirements of FERPA. Generally, a parent or eligible student will be permitted to obtain a copy of the student's

education records upon reasonable notice to the District and payment of reasonable copying costs, if applicable.

Family Educational Rights and Privacy Act (FERPA)

Confidentiality of student records shall be preserved while access is provided to parents, eligible students, and school officials with legitimate educational interests, as described in the annual FERPA notification given to parents and eligible students. With the exception of directory information as defined below, personally identifiable information will not be released by the school district from an education record without prior written consent of the parent or eligible student, except to the extent authorized by the FERPA and its implementing regulations at 34 C.F.R. § 99.31 and the Act. Unless a parent or eligible student makes a timely request to the principal that such information not be designated as directory information for the individual student, such information will not be considered confidential and may be disclosed upon request.

Release of Records

Each school shall maintain a record, kept with the education records of each student which indicates all parties which have requested or obtained access to a student's records. Where the consent of a parent or eligible student is required for the release of records, it shall be in writing, be signed and dated by the person giving consent and shall give:

1. A specification of the records to be released; 2. The purpose for such release; and 3. Identify the parties to whom such records will be released.

Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) –
    1. Political affiliations or beliefs of the student or student's parent;
    2. Mental or psychological problems of the student or student's family;
    3. Sex behavior or attitudes;
    4. Illegal, anti-social, self-incriminating, or demeaning behavior;
    5. Critical appraisals of others with whom respondents have close family relationships;
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    7. Religious practices, affiliations, or beliefs of the student or student's parent; or
    8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of* –
    1. Any other protected information survey, regardless of funding;
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the

immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and

3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

- *Inspect*, upon request and before administration or use –
    1. Protected information surveys of students and surveys created by a third party;
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

ICAGeorgia has developed and adopted policies, in consultation with parents, 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. ICAGeorgia will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. ICAGeorgia 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. ICAGeorgia will make this notification to parents at the beginning of the school year if the District 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 ED.
- 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

Homeless Children and Youth

The McKinney-Vento Education for Homeless Children and Youth Act ensures certain educational rights and protections for children and youth experiencing homelessness. This law identifies any student who lacks a fixed, regular, and adequate nighttime residence as homeless. It provides legal protections for children and youth in homeless situations to immediately enroll in, attend, and succeed in school and qualifying public preschool programs. The law further provides for student records maintenance and

transfer, school of origin transportation, and appropriate resolution for homeless students. In accordance with this law, International Charter Academy of Georgia affords children and youth experiencing homelessness equal access to the same free, appropriate public education - including comparable services, such as Title I support, special education, gifted, and English Learners (EL) - as provided to other non-homeless students. Children and youth experiencing homelessness will have access to needed services to support their academic achievement as they work to meet the same challenging standards to which all students are held. Please contact the Homeless Liaison in the main office at 770-604-0007 for further information.

Boy Scouts of America Equal Access Act

The Office for Civil Rights (OCR) enforces the Boy Scouts of America Equal Access Act in public schools, LEAs and SEAs that receive Federal funds made available through the Department of Education. The Boy Scouts Act is part of the No Child Left Behind Act of 2001 that amended the Elementary and Secondary Education Act of 1965. Under the Boy Scouts Act, no such public school, LEA or SEA that provides an opportunity for one or more outside youth or community groups to meet on school premises or in school facilities shall deny equal access or a fair opportunity to meet to, or discriminate against, 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 meet at the school.

OCR is charged with enforcing the Boy Scouts of America Equal Access Act. Complaints alleging violations of this law may be filed using the OCR online complaint form or by contacting the OCR office with authority to handle complaints where the institution or entity you are complaining about is located.

Stakeholder Grievance Policies

International Charter Academy of Georgia is a multi-cultural, a multi-ethnic, multi-racial, multi-linguistic community working together to promote world peace through the exchange and mutual respect of both Japanese and American culture and languages. Likewise the mission of our school is "to promote world peace." At ICAGeorgia, we understand that at times, peace will require conflict. Though we aspire to solve our issues in a healthy, peaceful manner—we understand that a more formalized process is required for more serious matters. Therefore, our district has established a set of procedures that must be followed when parents are dissatisfied with a certain teacher, central office staff, administrator, and/or policy and vice versa when teachers, central office staff or administrators are dissatisfied with a certain parent.

Note: All parties are encouraged to solve issues at the lowest level prior to filing a formal grievance.

Student or Parent Grievance

Below are the steps parents will follow when they are dissatisfied with a certain teacher, central office staff, administrator, and/or policy

Level I
The complaint shall be presented orally or in writing to the principal within ten (10) calendar days after the most recent incident upon which the complaint is based. Any witness or other evidence should

be provided at this time. The administrator will conduct an investigation and render a written decision within ten (10) calendar days of the filing of the complaint.

Level II
A complainant dissatisfied with the decision of the principal may appeal to the principal by filing a written request to meet with the principal or principal designee. This request must be filed within ten (10) calendar days after the complainant receives the decision from the principal. The principal or designee will render a written decision within ten (10) calendar days after the meeting.

Level III
A complainant dissatisfied with the decision of the principal or principal designee may appeal to the ICAGeorgia Board of Directors by filing a written request. The appeal must be filed within ten (10) calendar days after the complainant receives the decision from the principal. The Board will act on the complaint at the next scheduled board meeting.

Teacher or Staff Grievance

Norms are parameters that help members of the school community feel safe during all communication. When members of the community fail to follow these norms, we call this occurrence a "culture break." Examples of culture breaks include sharing your concerns with the wrong staff members, gossiping, refusal to follow safety procedures for early dismissal or carpool, aggressive behavior toward staff and so on. In an effort to support open-two way communication between our families and staff, please review and follow the ICAGeorgia stakeholder meeting and conflict norms. Below are the steps the school will follow when teachers, central office staff or administrators are dissatisfied with a certain parent.

Meeting Norms	Conflict Norms
• Take turns talking • Respect the time parameters • Respect others comments or concerns • No side bars/One mic • Active Listening • Follow up and follow through • Advocate for yourself and others openly and respectfully • Step outside of your comfort zone • Don't assume	• Time and Place • Choose your words carefully • Be Calm • Be transparent (open and honest) • Take turns speaking and listening without interruption • Ask for help • The power dynamic is equal and confidential during conflict • Support and hold teammates accountable • Forgive

STEP I

The complaint shall be presented orally or in writing to the principal within 10 calendar days of the most recent incident. Any witness or other evidence must be provided at this time.

STEP II

The principal or principal designee will conduct an investigation (review of previous incidents), evaluate and render a written decision regarding the appropriate level within ten (10) calendar days of the filing of the complaint.

Levels include but are not limited to the following:

I. Parent-Teacher mediation
II. A request for PTO support (i.e., board member meeting invite)
III. A request via memo of concern to limit one-on-one staff-parent interaction (administrator or lead teacher must be cc'd on all communication and/or present during all meetings)
IV. A request via memo of concern to cease all one-on-one communication and schoolwide participation in non-essential/non-academic events.
V. A recommendation for loss of enrollment

STEP III

A complainant dissatisfied with the decision of the principal or principal designee may appeal to the principal or principal designee by filing a written request to meet with the principal or principal designee. This request must be filed within ten (10) calendar days after the complainant receives the decision from the principal. The principal or designee will render a written decision within ten (10) calendar days after the meeting.

STEP IV

A complainant dissatisfied with the decision of the principal or principal designee may appeal to the ICAGeorgia Board of Directors by filing a written request. The appeal must be filed within ten (10) calendar days after the complainant receives the decision from the principal. The Board will act on the complaint at the next scheduled board meeting.

Authority of School Leadership

For culture breaks and/or norms not covered by this handbook, the ICAGeorgia's administrative team will collectively determine and impose corrective measures that they believe to be in the best interest of the school. The procedures for filing a grievance are designed to remove the communication barriers that impact morale and disrupt the school environment. Based on the circumstances, principals have the authority and discretion to determine interventions listed and not listed within the levels provided.

Grading Policy

Parents at ICAGeorgia will receive updates on students' academic progress approximately every 9 weeks throughout the school year. Families will receive a report card at the end of each semester in December and May/June, and progress reports in October and March. Japanese and English grades will be separate to correlate with their respective curricular standards. All classes will be represented on the report card, however, only core content courses including Math, Science, Social Studies and Language Arts will receive letter grades.

Students in Kindergarten are assessed using the following Performance Levels based on the Georgia Kindergarten Inventory of Developing Skills (GKIDS):

P	Proficient
AP	Approaching Proficiency
DV	Developing
BA	Below Average Progress
N	Needs Improvement

Students in grades **1st – 5th** are assessed using the following Grading Scale and Grading Categories to determine letter grades/performance level based on the Japanese Ministry of Education and Georgia Standards of Excellence:

	PERFORMANCE LEVEL	**GRADE**	**GRADING SCALE**
EP	Excellent Progress	**A**	100-90
AA	Above Average Progress	**B**	89-80
AP	Average Progress	**C**	79-74
BA	Below Average Progress	**D**	73-70
UP	Unsatisfactory Progress	**U**	69 and below

GRADING CATEGORIES	
Homework	**5%**
Participation	**5%**
Classwork	**25%**
Quizzes	**25%**
Tests & Projects	**40%**

Promotion Policy

Kindergarten, First, and Second Grade:

First and second grade students must demonstrate approaching proficiency on the Language Arts and Math standards to be promoted to the next grade. Readiness will also be determined by students' class and schoolwide assessments, and/or input from the school's Student Support Team (SST).

Third, Fourth and Fifth Grade:

International Charter Academy of Georgia is a state charter school. Accordingly, The Georgia Department of Education (GaDOE) has determined that under the broad flexibility waiver, state charter schools are not required to retain all students in grades 3, 5, and 8 who did not obtain the required scores in particular subject areas on the Georgia Milestones assessment. However, 3rd and 5th grade students who do not score Grade Level or Above on the Reading and Vocabulary domain of the Language Arts Georgia Milestones EOG Assessment and/or who do not achieve the performance level of Developing or higher on the Mathematics Georgia Milestones EOG may have the opportunity to participate in targeted instruction and may also be required to retake the test.

Retention Policy

The decision to promote or retain a student shall be made using a variety of assessments as well as student effort and socio-emotional readiness. In general, retention should be used only after students have been supported through early diagnosis and intervention including the Response to Intervention (RTI) process, and the Student Support Team (SST). Documented exceptions to these procedures may be made in special situations (e.g., special education students) with the approval of the building principal, and Special Education Coordinator. If a student at ICAGeorgia is not making adequate progress, the parents must be notified of concerns to ensure urgency, cooperation and support. We will use the following guidelines to promote effective home and school communication for retention:

- The teacher shall utilize the Student Support Team
- The child shall move through the RTI tiers
- The teacher shall discuss possible retention with the school principal prior to discussion with the parent
- A student retention worksheet and signed parent letter shall be on file at the
- school for potential retentions
- Parent notification of the recommendation to retain shall be given as early as possible in the school year, but no later than the second progress reports.

If a teacher determines that a student is in danger of failing or has not made adequate progress, a mandatory conference will be scheduled. The conference may be in-person or over the phone. The purpose of the conference will be to discuss strategies that may be implemented to help the student be successful. Finally, the promotion and retention of students are administrative matters and will be made by ICAGeorgia teachers and principals.

Homework Policy

At ICAGeorgia we assign homework to practice new skills, apply previously learned skills in new contexts, and/or foster productive study habits and independence. Our goal is to assign homework that is purposeful, age appropriate, and tailored to the needs of our students' and their families. ICAGeorgia will use the following guidelines to help ensure that homework is both beneficial and balanced:

A maximum of 40 minutes of homework per night allocated as follows:

- ➔ A minimum of 20 minutes spent reading from self-selected and/or teacher assigned texts either independently or with an adult is a nightly homework requirement.
- ➔ A maximum of 15-20 minutes total spent working on learning math facts and/or sight words in addition to assignments provided by the teacher that are relevant to the

Re-test Policy

ICAGeorgia will not provide retesting for and district benchmarks including but not limited to the Map Test, Avant, etc. A third or fifth grade student may receive the opportunity to retest if he/she/they fails.

If a child receives a failing score on an end of unit test, he/she/they may have the option to retake the test. The final grade on the unit test will be the average of the initial grade and retest.

Make-up Work After Absences

Teachers must permit students to makeup work missed during absences for any of the following reasons: A. Participation in school-sponsored activities such as field trips or other designated events, B. Personal illness, C. Medical requirements, D. Family illness, E. Death of a family member, F. Observance of a religious holiday, G. Orders of government agencies, H. Hazardous conditions, I. Suspension (ISS and OSS) Any assignments or projects given prior todays of absence are due immediately upon the first day a student returns. However, in extenuating circumstances, this may be extended.

Extra Credit

Teachers may assign students extra credit projects/assignments. These projects/assignments must be directly related to instructional material for improvement or enhancement and must be made available to the entire class.

Note: If it should become necessary to amend or to delete any procedure or policy contained herein, a memo under separate cover will be issued at the appropriate time. The same will occur if it is necessary to include a procedure or policy not already addressed, herein. Additional information about many of the topics in this handbook, as well as information on many other topics about ICAGeorgia can be found on our website, www.internationalcharteracademy.org.

Child Abuse Prevention

ICAGeorgia will provide age-appropriate sexual abuse and assault awareness and prevention education for our K-5th grade students during health class.

Senate Bill 401 - Sexual Abuse and Assault Awareness and Prevention
Effective July 1, 2018, Senate Bill 401 requires:

- Annual age-appropriate sexual abuse and assault awareness and prevention education in kindergarten through grades 9 (O.C.G.A. § 20-2-143).
- The provision that professional learning may include participating in or presenting at in-service training on sexual abuse and assault awareness and prevention (O.C.G.A. § 20-2-200).
- In-service training programs on sexual abuse and assault awareness and prevention for professional personnel that will be providing instruction in annual age-appropriate sexual abuse and assault awareness and prevention education in K through grade 9 (O.C.G.A. § 20-2-201).

Student Handbook 2021-2022
Parent/Guardian and Student Acknowledgement Form

I, _____, as the custodial parent of a child enrolled in ICAGeorgia, my child and I acknowledge by signing this form, that we have reviewed ICAGeorgia's Student Handbook for the School Year 2021-2022. We understand and agree to abide by the policies and procedures set forth in Student Handbook.

We understand failure to sign or return this acknowledgement form does not excuse any individual from complying with school system policies and guidelines.

_____

(PRINT) Student's Last Name First Middle

_____

(PRINT) Student's Last Name First Middle

_____

Parent/Guardian Signature Date