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Tybee Island Maritime Academy 2018-2019 Calendar

Holiday for All.................................................................July 4
Teachers Return Pre-planning...........................................July 27 – Aug 1
District Planning Day.......................................................July 30
Students Return (Beginning of First Nine-Week Period)..................Aug 2
Labor Day (Holiday for All)..................................................Sept 3
Staff Planning Day (No School for Students).........................Oct 5
Columbus Day (Holiday School Staff/Students).............Oct 8
Veterans Day (Holiday for All)............................................Nov 12
Thanksgiving Break (Holiday School Staff/Students)........Nov 19-21
Thanksgiving Break (Holiday for All)..............................Nov 22-23
Winter Break (Holiday for School Staff/Students)........Dec 20 – 31
Winter Holiday (Holiday for All)........................................Dec 24, 25
New Year’s (Holiday for All)..............................................Jan 1
Staff Planning Day (No School for Students)......................Jan 2
Martin Luther King, Jr., Day (Holiday for All).....................Jan 21
Staff Planning Day (No School for Students)......................Mar 8
Spring Break (Holiday School Staff/Students).................Mar 18 - 22
Spring Holiday (Holiday for All)........................................Apr 19
Last Day of School (End of Fourth Nine-Week Period)................May 17
Staff Planning / Post Planning...........................................May 20-22
Memorial Day (Holiday for All)...........................................May 27

Tybee Island Maritime Academy’s Activities and Events can be found on the calendar on the website www.tybeeislandmaritimeacademy.com.
“Who to Go to When”
In most cases, the primary point of contact for families with the school should begin with the student’s classroom teacher. If there are questions or issues that cannot be addressed by the student’s classroom teacher, please refer to the chart below for a list of contact regarding various issues. All faculty and staff contact information can be found on the school’s website at www.tybeeislandmaritimeacademy.com.

<table>
<thead>
<tr>
<th>See this person ...........</th>
<th>If you have questions about.......</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patrick Rossiter, Principal, <a href="mailto:Patrick.Rossiter@sccpss.com">Patrick.Rossiter@sccpss.com</a> 912-395-4060</td>
<td>School/student issues or questions not addressed or resolved elsewhere</td>
</tr>
<tr>
<td>Marie Burke-----Special Education Coordinator <a href="mailto:Marie.Burke@sccpss.com">Marie.Burke@sccpss.com</a> 912-395-4060</td>
<td>Special Education questions or issues</td>
</tr>
<tr>
<td>Jennifer Fleming –Secretary <a href="mailto:Jennifer.Fleming@sccpss.com">Jennifer.Fleming@sccpss.com</a> 912-395-4060</td>
<td>Student records; enrollment; Daily student attendance; student medication;</td>
</tr>
<tr>
<td>Carolyn Jurick—President, Governing Board. <a href="mailto:tybeeislandcharterschool@comcast.net">tybeeislandcharterschool@comcast.net</a> 912-395-4060</td>
<td>The TIMA charter; Governing Board Members</td>
</tr>
<tr>
<td>Perb Fortner—CFO, Governing Board. <a href="mailto:tybeeislandcharterschool@comcast.net">tybeeislandcharterschool@comcast.net</a> 912-395-4060</td>
<td>Overall finances; facilities and grounds questions; Insurance</td>
</tr>
<tr>
<td>Kay Fortner-Treasurer, Governing Board <a href="mailto:tybeeislandcharterschool@comcast.net">tybeeislandcharterschool@comcast.net</a></td>
<td>School finances; Budget; Financial Policies and Procedures</td>
</tr>
<tr>
<td>912-395-4060</td>
<td></td>
</tr>
</tbody>
</table>
History of Tybee Island Maritime Academy (TIMA)

When St. Michael’s Catholic School closed on Tybee Island in 2010, the community expressed concern that there was not a school on Tybee Island. TIMA is a response to a broad community grassroots effort based on a desire for Tybee children to have an opportunity to be educated on the island where they reside. With its unique curriculum and instruction, TIMA will attract and benefit students from all of Chatham County.

Since 2010, community support for TIMA has been built through surveys of parents and community members, weekly emails with updates and requests for input, a series of public educational meetings, input into the draft of the petition, monthly meetings, and monthly articles describing different aspects of the charter in the Tybee Breeze and other publications. The community has supported TIMA through many successful fundraisers. TIMA is open by lottery admissions to students in kindergarten through fifth grade living in Tybee Island as the primary attendance zone and all of Savannah-Chatham County as the secondary attendance zone. The website for TIMA is www.tybeeislandmaritimeacademy.com. The Facebook page for TIMA is Tybee Island Maritime Academy.

Mission and Vision

Mission
Tybee Island Maritime Academy’s mission is to create a supportive, highly involved, learning community which will promote the highest academic achievement through a maritime, career focused, project based curriculum centered on the natural and historical context of Tybee Island and the surrounding Savannah area.

Vision
Our vision is a safe, secure environment where each individual is accepted, supported, valued and challenged to excel.

TIMA seeks to create a vibrant, dynamic and unique learning experience that seeks to engage every student, stimulate intellectual curiosity, and facilitate academic excellence and achievement. Fulfilling our mission means the following details of our vision will be accomplished:

• TIMA will guide students in the development of character and academic potential through a rigorous, content-rich, hands-on project-based curriculum.
• TIMA will include character-enrichment combined with a focus on skill development leading to successful career opportunities.
• The school’s educational philosophy stems from the value that every learner is a teacher and every teacher is a learner, and each individual’s perspective and voice are important.
• K-5 curriculum and instruction should be meaningful, personalized, connected, relevant and student-centered.
• Through real-life projects and activities, students not only embrace traditional concepts, but also hone their ability to think critically and creatively, to solve problems and to work together. Students learn how to succeed not only in the classroom, but also in the real world.
• Students, faculty and staff are supported by visionary leaders who have deep connections and partnerships in the local, state, national and global communities.
• The key constituents—students, parents and families, faculty and staff, the governing board, and the community and local partners—share a spirit of appreciation, valuing and encouraging diversity and inclusion, and building social cohesiveness within the neighborhood and beyond.
• The facilities and grounds are safe, welcoming and encourage the learning process for each student.
• There are sufficient resources—human and financial—that ensure operations are functioning effectively.
• A visit to the school leaves the impression that you have experienced education at its best and learning at its deepest.

Tybee Island Maritime Academy Charter

Georgia law grants groups the right (or “charter”) to start new public schools that report to the state Department of Education and to their own independent governing boards. By freeing charter schools from many of the constraints of traditional public schools, charter school law in Georgia intends for charter schools to “increase student achievement through academic and organizational innovation”. Charter schools are funded through state and local sources. The charter petition for Tybee Island Maritime Academy (TIMA) was formally approved by the Georgia State Board of Education in October, 2012 after receiving approval from the Savannah-Chatham County Board of Education. TIMA operates as a charter school within the Savannah Chatham County Public Schools and serves students in kindergarten through fifth grade living within the boundaries of the school district. The TIMA charter agreement runs from July 1, 2013 until June 30, 2018. Please visit our website at www.tybeeislandcharterschool to view the complete charter agreement. In exchange for TIMA’s agreement to meet or exceed the performance-based goals and measurable objectives set forth in its charter agreement, the Georgia State Board of Education granted the school the maximum flexibility allowed by law to charter schools. Pursuant to O.C.G.A. § 20-2-2065(a), TIMA is entitled to the maximum flexibility allowed by law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the State Board of Education, or the Georgia Department of Education. Notwithstanding this maximum flexibility, TIMA must comply with the terms of its charter agreement, the Georgia Charter Schools Act (including the provisions set forth in Section 15 of the school’s charter agreement), and any rules, regulations, policies, or procedures established by the Georgia State Board of Education consistent with the Charter Schools Act.
Tybee Island Maritime Academy Governing Board

TIMA is governed by a non-profit Governing Board. The Governing Board will be subject to the control and management of the Savannah-Chatham County Board of Education. TIMA adheres to all provisions of O.C.G.A. §50 -18 -70 et seq., also known as the "Open Records Act". All records of TIMA will be open for personal inspection by any citizen of the state of Georgia at a reasonable time and place and individuals in charge of those records cannot refuse this privilege to any citizen. Only records which are excluded by court order or by law prohibited or specifically exempt from being open records will not be deemed open. Reasonable time shall be given to TIMA to determine if requested records are considered open and to provide these open records to the requesting party. This process shall not exceed 3 business days. Upon request and when practical, records maintained by computer shall be made available by electronic means.

TIMA adheres to all provisions of §50-14-1 et seq., also known as “Open Meetings Act.” Unless provided by law, all meetings of TIMA will be open to the public. Any resolution, rule, regulation or other official action adopted by TIMA at a meeting which is not deemed open to the public will not be binding. TIMA will post meeting locations, times and dates in a conspicuous area available to the public. Any changes to location, time or dates of meeting will be advertised at least 24 hours prior to the scheduled meeting. Prior to a meeting, an agenda will be made available of all matters TIMA feels will be discussed.

Duties of the Governing Board will include:
1. Planning-The Governing Board’s most critical role is to set the vision, long-term goals and strategies for TIMA including the development of long-range and strategic plans.
2. Policy-The Governing Board will be a “Policy Governing Board.”
3. Budget and Finance-It is the Governing Board’s responsibility to develop the resources necessary to keep TIMA a viable, professionally staffed, well-functioning organization.
4. Support and Evaluation of Principal
5. School contracts
6. Represent the Organization
7. Uphold the TIMA Mission and Vision

Additional important duties of the Governing Board include:
• Improve, update the TIMA bylaws regularly
• Adhere to Open and Public Meetings and Inspection of Public Records
• Develop procedures for responding to complaints
• Comply with required insurance coverage
• Ensure that the school’s five-year charter is renewed by the SCCPSS and the state.
For more details about the Board, including current members, by-laws, meeting minutes and reports, visit our website at www.tybeeislandmaritimeacademy.com.
Description of the Educational Program

Tybee Island Maritime Academy (TIMA) is the first and only elementary school in the state of Georgia with an educational program focused on helping students develop career skills with emphasis on maritime education integrated with the Common Core Georgia Performance Standards (CCGPS). TIMA will implement all components of the CCGPS for all subjects in each grade.

The state of Georgia’s Career Pathways requires all students to select one of 17 broad career pathways during their freshman year of high school. Chatham County’s Groves High School will include maritime studies as one pathway.

Nationally recognized maritime education authority, Arthur H. Sulzer, states that K-5th grade is where education problems take root and it is often too late to fix problems in high school. One goal for TIMA will be to prevent possible educational problems before they start.

TIMA is the second maritime focused elementary school in the U.S. The academic program of TIMA will be modeled after the original and highly successful public charter school, Palm Beach Maritime Academy (PBMA) located in Palm Beach, Florida. PBMA is an A rated Florida public chartered kindergarten through eighth grade school founded in 1999. PBMA was recognized as an A rated school by Arthur H. Sulzer in testimony before the U.S. House of Representatives committee on Coast Guard and Maritime Transportation on October 17, 2007.

In addition to an integrated approach to maritime studies, TIMA’s curriculum will focus on the Project Approach. The Project Approach, a constructivist-based theoretical framework, evolved from a desire to help students participate in and contribute to a democratic society. Studies indicate that democratic societies are more likely to flourish when citizens seek an in-depth understanding of the complex issues they must address and about which they must make choices and decisions.

TIMA teachers are developing curriculum in teaching career building “soft skills” that can be shared with other educators. TIMA teachers wrote and published books as there are very few books for children dealing with maritime studies.

**SCIENCE** - TIMA implements all components of the Georgia Performance Standards for all grades. At TIMA, science is considered to be the process of actively exploring and discovering the world around us. A child’s understanding of a scientific concept requires direct experience. Children come to understand concepts best when they have “discovered” ideas for themselves through a project based approach to teaching.

**READING**—In addition to implementing all components of the The Georgia Standards of Excellence (GSE) for each grade level, TIMA follows the guidelines established by the National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) which summarizes several decades of scientific research that clearly shows effective reading instruction addresses five critical areas: Phonemic awareness, phonics, fluency, vocabulary and comprehension.
These five critical areas are taught using systematic and explicit instruction. Explicit instruction means the teacher states clearly what is being taught and models effectively how it is used by a skilled reader. The reading program at TIMA utilizes valid and reliable assessments that help teachers know what skills students have acquired, which students are experiencing difficulty, and how much progress students have made. This is accomplished through the use of screening, diagnosing, progress monitoring, and outcome assessments. Kindergarten and first grade students are assessed individually every four weeks.

**Differentiated Instruction in Reading** - TIMA teachers implement the following differentiated strategies, programs, and models to meet individual student needs: Systematic and explicit instruction, direct teaching, tutoring, curriculum integration across academic disciplines, flexible grouping, lower pupil teacher ratio, appropriate materials/texts, looping classes, one-hour weekly whole faculty study groups, cross curricular and grade level collaboration, collaborative scoring of student work, balanced literacy, performance based instruction, inclusion, and co-teaching.

**WRITING** – TIMA implements all components of the GSE for all subjects in each grade. TIMA teachers have been trained in the use of the 6+1 Traits of Writing. TIMA staff implements the following differentiated strategies, programs, and models to meet individual student needs: Power Writing, journaling (reading, math, etc.), 6 + 1 Traits of Writing, research, projects, portfolios, technology applications, Whole Faculty Study Groups (Professional development that directly impacts student learning), cross curricular and grade level collaboration and student led conferences.

**MATH** - TIMA implements all components of the GSE for all subjects in each grade. The emphasis is on developing an understanding of mathematical concepts through use of manipulative materials and on problem solving in realistic situations. Math is seen as a tool with which children can sort, measure, compare, quantify, and calculate anything with which they are working.

**SOCIAL STUDIES** – TIMA implements all components of the Georgia Performance Standards in each grade. The Standards for Social Studies were designed to develop informed Georgia citizens who understand the history of the United States and our place in an ever-increasing interconnected world. It is essential that students understand their past and how that past influences the present day and the future. TIMA follows all Georgia Performance Standards in social studies. Children undertake many cooperative projects and have frequent interactions with peers. These situations provide opportunities to practice group problem-solving, democratic decision-making, consensus building, conflict resolution, and respect for others. Emphasis is placed on building understanding and appreciation of diverse ideas and backgrounds.

One unique educational program identified for TIMA focuses on the Tybee Lighthouse and forts that are within twenty miles of Tybee Island. These historical forts include Fort Screven, Fort Pulaski and Fort Jackson. TIMA also uses curriculum developed by the U.S. Lighthouse Society. This curriculum was written to furnish teachers with basic information about lighthouses, their purpose, history, operation and technology in a form presentable to young students.
Academics at TIMA

**Kindergarten:**
**Reading/ELA** - Basic Phonics Skills, Sight Words, and Emergent Reader Skills, basic features of print, use a combination of drawing, dictating, and writing to compose opinion, informational, narrative pieces

**Math:** Counting, quantity, and basic operations, shapes, and basic measurement

**Science:** Our Earth, time patterns, physical properties, motion, compare/contrast organisms

**Social Studies:** Our Community

**First Grade:**
**Reading/ELA** - With prompting and support, read prose, poetry and informational texts appropriately for grade 1, print concepts, phonemic awareness.

**Math** - Counting to 120, use strategies to add and subtract, comparing numbers, understanding the meaning of the equal sign, mental math, measurement, telling time, graphs, shapes and fraction

**Science:** weather patterns, seasons, sound, shadows, magnets.

**Social Studies:** Historical people, landforms, oceans, continents, personal finance

**Second Grade:**
**Reading/ELA** – read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

**Writing** - Write opinion pieces informative/explanatory texts and narratives

**Math** – Use addition and subtraction strategies within 1,000, Model multiplication and find simple area using arrays, place values through 1,000, skip count, 5,10,100’s to 1,000, express numbers in word form and expanded form, compare two and three digit numbers, measurement length, area and perimeter, telling time, geometry, and fractions

**Science** – Stars, Physics, Life Cycles

**Social Studies** - Historical figures in Georgia history, describe the Georgia Creek and Cherokee cultures, concept of government, identify the roles of the following elected officials, Economics, map and globe skills.

**Third Grade:**
**Reading/ELA** - Emphasis on reading comprehension, main idea, cause-and-effect, summarization, and making inferences. Students will read fiction, nonfiction, poetry, and plays. Students will also focus on grammar concepts as well as informational, persuasive, narrative, and letter writing.
Math- Students will study place value, rounding, addition and subtraction with regrouping, multiplication and division facts and concepts, graphing, fractions, elapsed and telling time, measurement, real world and word problem solving skills, and the basic concepts of algebra.

Social Studies- Ancient Greek influences, major concepts of U. S. government, influential American historical figures, economics, and map skills.

Science- Scientific method, rocks, minerals, and types of soil, fossils, heat, magnetism, animal adaptations, and environmental concepts.

Fourth Grade:
Reading/ELA - read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. Writing- write opinion pieces, informative, explanatory, and narrative pieces, produce clear and organized writing.
Math: Work with whole numbers, place value and rounding in computation, Fractions, measurement conversions, and angles
Science: stars and planets, the phases of the moon, states of water, analyze weather, Investigate nature of light, demonstrate how sound is produced, demonstrate application of force, Identify factors affecting the survival or extinction of organisms
Social Studies: Native American Cultures, European Exploration of North America, the Colonization of North America, American Revolution, Constitutional Convention.

Fifth Grade:
Reading- read and comprehend literature and informational texts, at the high end of the grades 4-5 text complexity band independently and proficiently. Writing - Produce clear and coherent writing, write routinely over extended time frames for a range of discipline specific tasks, purposes, and audiences.
Math: Powers of 10, order of operations, fluently multiply and divide, use all operations to solve problems with fractions, measurement conversions, volume, 2-deminsional figures, coordinate plane
Science: animal/plant classification and cells, genetics, electricity and magnetism, physical and chemical changes of matter, constructive/destroyed process of earth’s features.
Social Studies: United States history: Civil War to present day

Art:
Art Production: Understanding and applying media, techniques, and processes
Aesthetics: Using knowledge of structures (elements) and functions (principles)
Personal Expression: Choosing and evaluation a range of subject matter, symbols, and ideas (content)
Art History: Understanding the visual arts in relation to history and cultures
Art Criticism: Reflecting upon and assessing the characteristics and merits of their work and the work of others (evaluation)

Integration: Making Connections between visual arts and other disciplines
Music:
• Singing alone and with others, a varied repertoire of music
• Performing instruments along and with others, a varied repertoire of music
• Reading and notating music
• Improvising melodies, variations and accompaniments
• Composing and arranging music within specified guidelines
• Listening to, analyzing, and describing music
• Evaluating music and music performances
• Understanding relationships between music, the other arts, and disciplines outside the arts
• Understanding music in relation to history and culture
• Moving, alone and with others, to a varied repertoire of music

Physical Education:
Standard 1 - Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
Standard 2 - Demonstrates understanding of movement concepts, principals, strategies, and tactics as they apply to the learning and performance of physical activities
Standard 3 - Participates regularly in physical activity
Standard 4 - Achieves and maintains a health-enhancing level of physical fitness
Standard 5 - Exhibits responsible personal and social behavior that respects self and others in physical activity settings
Standard 6 - Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction

College and Career Readiness Performance Indicators (CCRPI):
Students in grades 1 -5 will participate in the elementary career awareness activities. These lesson will assist the students to develop a sense of self interest, positive attitudes, and career interest.
Assessment- teachers at all grade levels utilize a variety of tools to assess student academic performance including: diagnostic assessments in the first weeks of school; informal and formal assessments from class (including projects); universal screeners; student work portfolios; and standardized tests, such as the Georgia Milestones Assessment System, the Iowa Test of Basic Skills (ITBS), and STAR Reading and STAR Math. Two important features of student assessment at TIMA are the use of portfolios and projects. TIMA uses student portfolios as a way to gather a wider array of information about student learning and growth. This system of assessment is tailored appropriately to match developmental and academic performance expectations at each grade level. In grades K-5, students maintain one portfolio of their work which is passed to the following grade level. Student and class projects are presented in a variety of ways at the end of each project.

TIMA has tangible performance goals that require the charter school to exceed performance of comparable schools on significant school-wide measures and will exceed performance of comparable students on significant student achievement measures. The actual achievement of these performance goals are also material terms of the charter petition.
In exchange for the use of the broad flexibility from law, rule, and regulation permitted by O.C.G.A. § 20-2-2065(a), TIMA will agree to exceed the following performance-based goals and measurable objectives that are designed to result in improvement of student achievement. TIMA will be accountable for the full performance of each of these academic goals. TIMA will ensure success for every student by meeting high standards of performance. The requirements of each goal are independent of and do not supersede the requirements of any other goal.

**Goal 1:** TIMA will meet standards as defined by the state of Georgia requirements and the requirements of NCLB or any other state or federally mandated program that may be implemented. Students in all subgroups will demonstrate proficiency and improvement over the prior years’ performance.

**Goal 2:** Each year students enrolled in grade levels (3 and 5) will show growth Reading and Math on the ITBS.

- **Measure 1:** On the ITBS or another similar national norm-reference d test, each currently enrolled grade level of students will, at minimum, have an average percentile score in the 60th percentile in Reading and Math.
- **Measure 2:** On the ITBS each currently enrolled grade level of students will have an average minimum growth year over year of 3% until the currently enrolled grade level reaches an average score of the 75% in Reading, and Math.
- **Measure 3:** On the ITBS if the currently enrolled grade level’s average percentile score is 75 of above, the currently enrolled grade level will show year over year growth of 2% in Reading and 1% in Math.

**Goal 3:** Students’ will develop skills in English Language Arts, Math, Science, Social Studies, and Personal/Social Development.

- **Measure 1:** Using the Georgia Kindergarten Inventory of Developing Skills (GKIDS), a year-long, performance-based assessment, teachers will collect and assess information about the level of instructional support needed by individual students entering kindergarten and first grade. Using GKIDS, teachers assess student performance during instruction, record student performance in an on-line database, and generate reports for instructional planning, progress reports, report cards, SST, and/or parent conferences. Throughout the year, teachers will assess students and record GKIDS data based on the report card schedule. At the end of the year, summary reports and individual student reports will be generated based on the data the teacher has entered throughout the year.
- **Measure 2:** In grades 1 through 5 students will show growth in reading as measured by the STAR Reading Inventory, a research-based computer adaptive reading assessment program that measures reading comprehension on the Lexile.

**Goal 4:** Students will be proficient in Writing.

- **Measure 1:** TIMA will meet or exceed all objectives for writing and all other requirements as established by the GDOE each year.

**Assessment**

Teachers at all grade levels utilize a variety of tools to assess student academic performance including: diagnostic assessments in the first weeks of school; informal and formal assessments from class (including projects); universal screeners; student work portfolios; and standardized tests, such as the Georgia Milestones Assessment System, the Iowa Test of Basic Skills (ITBS), and STAR Reading and STAR Math. Two important features of student
assessment at TIMA are the use of portfolios and projects. TIMA uses student portfolios as a way to gather a wider array of information about student learning and growth. This system of assessment is tailored appropriately to match developmental and academic performance expectations at each grade level. In grades K-5, students maintain one portfolio of their work which is passed to the following grade level.

Student and class projects are presented in a variety of ways at the end of each project. The data generated from these multiple forms of assessments provides a comprehensive picture of each student, and this data will be used in several different ways to inform instructional programmatic decisions at the student, classroom, content team, grade, and school levels:

1. There are ten days of curriculum planning when students are not at school. The faculty-planning schedule will include time before school starts as well as over the course of the school year. In these sessions, teachers will spend time in Whole Faculty Study Groups using structured protocols to examine student performance data of students they taught in the previous year, and will be teaching in the current year, to identify trends and areas of strength and weakness in various skills and content. Out of these meetings, Whole Faculty Study Groups will set a small number of measurable, discrete goals in their work with students based on what was identified during the data inquiry sessions. Additionally, teachers will use this data to collaboratively develop the major curricular themes, topics, and strands for the year and create specific and detailed plans that guide each unit of study.

2. Within the regular school schedule, teachers will have between five to seven hours per week of planning time. Teachers will use student performance data to work collaboratively to develop and refine both the academic program and their instructional and assessment practices to better meet the needs of students.

3. In addition to planning time, teachers will engage in frequent Professional Development sessions. These sessions comprise a rotation of Whole Faculty Study Groups. Groups meet one-hour weekly to examine student work, teacher plans, and instructional dilemmas in a sustained professional learning community in order to make effective changes in their practice and enhance student learning.

4. Regular (2-4 per month) faculty meetings will provide opportunities for teachers to use student performance data in considering programmatic issues (give one another feedback about curriculum; consider the academic progression of the school’s curriculum through grades, vertical planning, exit skills, and promotion). Teachers will also confer in teaching teams, across subject areas and grade levels, to identify students at risk and to develop instructional strategies for these students. Teachers will examine data concerning student achievement and use that data to make decisions about the academic program.

5. In addition to teacher use of student academic performance data, several reporting structures will exist at TIMA to afford students and families frequent opportunity to reflect upon this data in order to improve student achievement. These structures include: (a) Weekly Communication Folders (grades K-5) (b) Progress Reports (grades K-5), (c) End of Term Reports, (d) Conferences, (e) Portfolio Presentations: Students (K-5), (f) Reporting of Standardized Test Scores and (g) TIMA Portfolio Assessment System. Teachers will spend an hour weekly, collecting and studying data through their Whole Faculty Study Groups. They will look for strengths and weaknesses that are in more than one grade level and use the data to inform their instruction. Assessment will be embedded in TIMA’s school culture. The students will begin each nine-week period with pretesting on standards that
will be addressed that quarter. Teachers will then analyze the test results to determine how intensively they will need to work with each standard. The principal and teachers will present testing data at the annual State of the School Address that will serve as a key reference for instructional reflection and decision-making among individuals, faculty teams, and the school as a whole. This report, a compilation of various forms of student assessment data will identify key areas of instructional strengths and weaknesses within individual classrooms, across content areas, grade levels, and the school at large. The State of the School Address will be a critical factor in policy decisions of the Governing Board, all curricular and instructional decisions, and personnel decisions regarding future use of and focus for professional development. The State of the School Address will evaluate the following data at a minimum: all student state and national test scores from the previous year including Milestones; ITBS scores; students’ grades from previous year; final assessments of students’ content area portfolios from the previous year; completed student files from previous year; updated informal reading inventory assessment of the students’ reading level; and compiled scores from writing rubrics. TIMA structures assure that student assessment will guide teacher instruction.

**Reporting of Student Progress**

While teachers use data from student assessments daily several reporting structures exist at TIMA to afford students and families frequent opportunity to reflect upon student performance information in order to grow as learners. These structures include:

**Weekly Communication:** Each week communication is sent home to parents containing updates on student performance and classroom initiatives. Often additional home enrichment materials are included as well as suggestions on how parents can collaborate with teachers in supporting their child.

**End of Trimester Reports:** Three times a year, students and families will receive a report card at the end of each trimester. Please send a self-addressed stamped envelope to the school by May 17 as final report cards will be mailed on May 24. If we do not receive a self-addressed stamp envelope, your child’s report card will be available for pick-up at the school.

**Grading:** TIMA currently uses the same grading system as SCCPSS with the exception that TIMA grades on trimesters. TIMA staff is looking at providing a more individualized reporting system for its students.

**Conferences:** Parent conferences are scheduled twice a year, fall and spring. In the spring, the conferences will involve the students and will be student-led.

**Portfolios:** Students will maintain a portfolio to reflect upon their progress.

**Standardized Test Results:** The Iowa Test of Basic Skills (ITBS) is given to all students in grades 2 through 5. A report is sent to the parents when the results are received.
Library:
All students must have a Live Oaks Public Library Card. Students currently go to the Tybee Island library every other week as a class.

Technology:
Each student will have a laptop to use at the school daily. There are also IPad’s for students to use. Each student is asked to bring a mouse and a thumb drive. Each classroom is equipped with projectors, and mimeos which make the whiteboards interactive.

Academic Assistance

Response to Intervention (RTI): TIMA uses the Response to Intervention approach to provide all students with the level and types of supports and interventions appropriate to their needs. TIMA works with students and families to meet students’ individual needs by accommodating and/or modifying curriculum, instruction, and/or assessment. The Special Education Coordinator works with a team of special education teachers to oversee the services provided to students with Individualized Education Plans (IEPs) so that students make progress towards their goals. As much as is appropriate, students with identified disabilities are included in classes with their peers, with classroom teachers working in consultation with special education teachers and/or with students working directly with special education teachers. A broad spectrum of special education services are made available to support the specific learning needs of students with IEPs.

Parent and Family

Parent Teacher Volunteer Association (TIMA CREW)
TIMA seeks to have a very strong and involved Parent Teacher Volunteer Association (The TIMA CREW). The CREW encourages communication between parents and teachers, raises parents’ awareness of all aspects of the school, and promotes parents’ involvement in school issues to raise and administer funds to support the acquisition of educational materials. Membership is open to all parents/guardians, faculty, staff, and members of the greater community. Meetings are held three times a year. The TIMA CREW’s officers are elected yearly by the parent population. Membership is $10.00.

Parent Contract
Upon enrolling a student at TIMA, parents sign the Parent’s Expectation Contract. Signing this contract signifies each family’s understanding of their commitment to the school. School staff will work with the Governing Board TIMA CREW to track and encourage each family’s participation in relation to the requirements of the contract.

Communication
The most critical way parents and families can and should be involved in their student’s school experience is through staying informed about school activities. Please read all correspondence sent from the school whether via your student, through the mail, or electronically.
TIMA’s methods of communication include but are not limited to:

- Email from the school
- TIMA’s official Facebook page is Tybee Island Maritime Academy
- TIMA’s website www.tybeeislandmaritimeacademy.com

Policies and Procedures

Attendance

According to the charter, TIMA’s average attendance rate will be 93% attendance or higher each year. Therefore, students are expected to be at school and on time daily. If a student is going to be absent due to illness or an unexpected situation, the parent/guardian will call the main office (912-395-4060) by 9:15am. When the student returns, he/she must bring a note to the teacher explaining the absence. If a student is going to be absent for medical appointments or family related reasons, the main office should be notified prior to the absence and any prolonged absences should be communicated to the office and/or the student's classroom teacher.

Attendance at school is the responsibility of the parent/guardian and child. Any child subject to compulsory attendance, who during the school calendar year has more than ten (10) days of unexcused absence, is considered truant. School days missed as a result of an out of school suspension shall not count as unexcused days for the purpose of determining student truancy. In accordance with O.C.G.A. 20-2-690.2, school officials will comply with the terms of the Chatham County Truancy Reduction Protocol. The school is responsible for informing the parent/guardian of the child’s absence and/or truancy. After a student accumulates ten (10) days of unexcused absence and is deemed to be truant, and after required parent and student notification, the school social worker may file charges in Juvenile and/or State Court against the student and/or the parent.

It is mandatory that students attend school on time and stay throughout the school day. Tardiness and leaving school early are unacceptable. If it is necessary for a student to leave school before the end of the school day, the parent/guardian with whom the student lives must send a written request or make the request in person to the principal. In cases where the right to custody is in doubt, the principal should require evidence that the person calling for the student is entitled to custody. Excessive tardiness and/or early dismissals may result in a referral to the school social worker for investigation as to cause.

All students enrolled in public schools shall be in attendance each school day, except for the following excused absences: personal illness, serious illness or death of a student’s immediate family member, observance of religious holidays, active duty military family leave, orders of governmental agencies, conditions rendering attendance impossible or hazardous to student health or safety, or participation in approved school activities. Following an absence, documentation explaining the reason for the absence must be submitted on the day the student returns to school. Only five days of absence per school year will be excused with a handwritten/typed signed parent note. Any absence beyond five days requires the submission of a physician’s or hospital statement, court subpoena, order of a governmental agency, or a
funeral notice/obituary to be deemed an excused absence. Further documentation as noted above may be required by school officials at any time for the purpose of validating that any absence is an excused absence. Students who are absent from school more than the allowable number of days as described below may be eligible for an attendance waiver if the following conditions are met. These students must (a) have made up missed work and be passing the affected class, (b) submit the required documentation for said absences, and (c) submit an attendance waiver request form. All documentation will be reviewed by the attendance committee who will submit a recommendation after review to the principal for final approval.

Students will not be given work prior to an unexcused absence(s). They will be afforded the opportunity to make up the work upon their return.

Tardy—If a student arrives late to school after 9:15 am, he/she must be signed in through the front office and get a tardy admit slip. Students who arrive on a late bus are not counted as tardy.

**Arrival/Dismissal and Transportation**

School begins at 9:15am and ends at 4:00pm
Students may arrive at school beginning at 8:45am for breakfast only. Students may go to classrooms beginning at 9:30am.
The school is not responsible for students who are dropped off outside the school before these times.
Pryme Tyme is available from 6:30 am to 8:45 am and after school from 3:45 pm until 6:00 pm. Students must be registered to attend Pryme Tyme.

Changes in Transportation
Students are dismissed each day according to the dismissal information on file with the school. **Any change from a student’s normal pick-up routine MUST be reported in writing/email, phone to the office at least 2 hours prior to dismissal.** Written permission from the parent/guardian must be provided if a student is to leave school with anyone who is not the student’s parent or legal guardian. Picture identification may be required for verification before the student is released.

**Behavior and Code of Conduct**

An important tenet of TIMA’s mission is to provide a safe, secure and healthy environment in which standards of educational excellence may be attained. The rules of the Conduct and Discipline Code will not violate constitutionally protected rights nor The Conduct and Discipline Code of the Savannah-Chatham Public School System.

For any school to operate effectively, cooperation must exist among all members of the school community, as all adults in a school’s community are role models for the students. A code of conduct provides clear guidelines for teachers, staff, parents, and students. The set of standards outlined in the code of conduct are established within the school setting to: (1) Foster respect for others and their property, (2) Develop responsibility for self-control, (3) Teach good manners and courtesy in daily living, (4) Provide a framework for developing skills to manage problems, disappointments, anger, and frustrations as well as success, accomplishments, and celebrations.
Conduct and Discipline Code

**Bullying:** In accordance with OCGA 20-2-751.4, bullying of a student by another student is prohibited.

**Sexual Harassment:** Sexual harassment is prohibited.

**Attendance:** The school year will consist of 180 student days based upon the SCCPSS calendar. A student who has 15 or more absences, excused or unexcused could be in jeopardy of retention.

**School Conduct:** It is expected that students maintain appropriate behavior at all times and that they follow all rules of conduct and discipline within the school.

**Academic Honesty:** Students are expected to be honest in academic and social activities.

**Respect for People:** All members of Tybee Island Maritime Academy are expected to show respect to one another through courteous speech and action.

**Respect for Property:** All members of TIMA are expected to respect the personal property of others as well as the communal property of the school.

**Language:** Abusive and/or profane language will not be tolerated on the campus of TIMA nor at school sponsored events off campus.

**Dress and Personal Appearance:** Uniforms will be worn unless otherwise stated. School attire is expected to be clean, neat, and modest. Clothing that bares offensive language is not acceptable dress.

**Safety and Welfare:** Students may not possess, bring, carry, or use weapons or other dangerous objects that may be detrimental to the safety and welfare of themselves, other students, or school personnel.

**Personal Items:** Personal items such as pagers, electronic games, and other items deemed by the school authorities as distracting and unnecessary may not be carried or used on TIMA campus or at school sanctioned events.

**Health:** The possession, use, sale, or trade of alcohol, tobacco, illegal drugs, or other controlled substances on Tybee Island Maritime Academy properties, at school-sponsored events, or in school vehicles is forbidden. Medication is dispensed by designated school personnel according to written instructions from parents and/or a medical authority.

**Progressive Discipline Procedures**--When it is necessary to impose discipline, the school personnel will follow an age-appropriate progressive discipline process. The degree of discipline to be imposed will be in proportion to the severity of the behavior of a particular student and will take into account the student's disciplinary history, age, developmental level, and other relevant factors, including eligibility for services under emotional behavior disorders.
parameters. TIMA Code of Conduct will take into account any disability of the student when addressing misbehavior. All discipline of students with disabilities will follow the requirements of Section 504 of the Rehabilitation Act of 1973, IDEA, and the Georgia Special Education rules.

Response to initial and minor misbehavior will provide support strategies that build on strengths of students rather than those that focus on behavioral deficits. These positive behavior management strategies will help students establish individual goals, relevant benchmarks, and a time frame for accomplishment. Tybee Island Maritime Academy will develop and integrate a character development curriculum into its program of studies at each grade level. This character education curriculum will focus on service-learning, problem solving skills development, leadership development, mentoring, peer mentoring, peer mediation, and conflict management.

The Code of Conduct provides a systematic process of behavioral correction in which inappropriate behaviors are followed by consequences. Disciplinary actions are designed to teach students self-discipline and to help them substitute inappropriate behaviors with those that are consistent with the character traits from Georgia’s Character Education Program.

Minor acts of misconduct are those that interfere with orderly school procedures, school functions, extracurricular programs, approved transportation, or the student’s learning process. Students may be disciplined by the professional staff member involved or may be referred directly to the principal. Penalties for minor acts of misconduct include, but are not limited to, the following: 1. Warning; 2. Conference with student; 3. Alternative seating; 4. Loss of recess or other free-choice activity; 5. Loss of off campus activity (beach time, field trip, etc.) Time out in classroom; 6. Time out in another classroom; 7. Isolation during lunch; 8. Conference with parent/guardian, teacher and/or administrator 9. Practice of desired behavior; 10. Development of an action plan or contract; 11. Time out in the principal’s office; 12. One day in-school suspension (ISS); 13. Participation in the cleaning/repair of any damage caused to the school-related environment; 14. Detention; 15. Any other disciplinary technique that positively promotes the student Code of Conduct and desired character trait(s).

Intermediate acts of misconduct require administrative intervention. These acts include, but are not limited to, repeated, unrelated acts of minor misconduct and misbehaviors directed against persons or property, but which do not seriously endanger the health, safety or well-being of others. Consideration of necessary behavior support services will be given if not already provided. Penalties for intermediate acts of misconduct include but are not limited to the following: Student participation in conference with parent/guardian, teacher, and/or administrator; Restriction from school programs or other activities; Time out in administrator’s office; Up to three days out-of-school suspension; Financial restitution for the repair of any damage caused to the school-related environment; Development of an action plan or contract; Detention; Any other disciplinary technique that positively promotes the student code of conduct and desired character trait(s).

Serious acts of misconduct require administrative intervention and may require use of outside agencies and/or law enforcement. These offenses include, but are not be limited to: Repeated
misbehavior that is similar in nature; Serious disruptions of the school environment; Threats to health, safety, or well-being of others or property; Possession of weapons and/or dangerous instruments; Possession of narcotics stimulant drugs, or other dangerous drugs (including alcohol and cigarettes); Leaving school without permission; Assault or fighting in the classroom, in route to or from school, and on school grounds.

Because serious acts of misconduct may result in placement in suspension or expulsion, students have benefit of due process, such as the Disciplinary Hearing, the procedural safeguards, and other requirements identified in the 1997 Federal Individuals with Disabilities Education Act and the Georgia Board of Education’s Special Education Rules. Penalties for serious acts of misconduct include, but are not be limited to, the following: Restriction from school programs and/or other activities, Out-of-school suspension for up to ten days, Participation in the cleaning/repair of any damage caused to the school property, Financial restitution for the repair of any damage caused to school-related environment, Placement in a separate alternative educational program, Expulsion.

For particularly egregious acts, which may result in expulsion, the Governing Board will make the decision. The Board will convene and make determination within ten days of the recommendation for expulsion. In the case of expulsion, students may appeal once to the board within five days of the expulsion. The expulsion will be from TIMA.

Since the first year of operation, TIMA has been exploring moving toward a more positive discipline approach using PBIS, Positive Discipline, or a similar program.

**Parental Involvement in Discipline---**This Code of Conduct is based on the expectation that parents, guardians, teachers and school staff will work together to improve student behavior and academic performance. Two-way communication through personal contacts is extremely valuable; therefore, information will be provided to parents and on-going opportunities will be established for school personnel to hear parents’ concerns and comments. Parents and students should contact the principal if specific questions arise related to the Code of Conduct. Parents are encouraged to visit the school regularly and are expected to be involved in the behavior support processes designed to promote positive choices and behavior.

The Principal may suspend students from school for a period of not more than ten (10) consecutive school days. Prior to suspension, the principal will afford the student his/her due process by following procedures: The student shall be given oral or written notice of the charges against him If the student denies the charges, he/she shall be given: an explanation of the evidence the school authorities have; and an opportunity to present his/her side of the story.

The student can appeal any suspension decision to TIMA Governing Board within 48 hours of the suspension. TIMA Governing Board’s decision is final.

**Discipline and Students with Disabilities--**Nothing in TIMA’s Student Code of Conduct will be permitted to infringe upon any rights provided pursuant to the Individuals with Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the Americans with Disabilities Act. Students with disabilities have the same rights and responsibilities as other
students and may be disciplined for the same behavioral offenses. If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policies listed.

Complaints or Grievances
Methods for resolving disputes between students and/or parents and TIMA: The parent/student first meets with the most appropriate staff member in an attempt to resolve the dispute. If satisfactory resolution is not reached, the parent/student then meets with the Principal for a decision. If that decision is not satisfactory or not resolved, the parent/student asks the Governing Board President to set a meeting with the Governing Board. The Governing Board’s decision is final.

Computer and Internet Use
TIMA offers use of school computers and/or I-pads as a privilege to students. Users of these computers and/or I-pads are expected to exercise care and follow all operating instructions, safety standards, and guidelines for their use. Any damage to or loss of a school computer and/or Ipad, caused by an individual user will be that user’s responsibility to fix, including and up to paying for the replacement of the computer/Ipad.

TIMA offers internet access to its students. All students are expected to use the computers/Ipad and the internet in accordance with the internet and computer use policy of the SCCPSS.

Dress Code
All students must wear uniforms. TIMA colors are light blue, navy blue and khaki. Tops are navy or light blue with a TIMA logo on at least one shirt. Shorts, pants, skirts, skorts, or jumpers must be khaki or navy blue. Dresses can be light blue, navy or khaki. Pants will be worn at the waist. Skirts, skorts, and dresses must be an appropriate length. Shoes should be appropriate and safe for the school setting. Students are encouraged to wear belts and tuck their shirts in daily. Tennis shoes should be worn on the days that the student has physical education. A pair of flip flops or beach shoes will be kept at the school for beach trips. Hoodies and sweatshirts worn during the school day must be uniform colors with the school’s logo. (Hoodies may not be worn on the head in any of the buildings. While school staff will enforce the dress code, ultimate responsibility for adhering to it, lies with parents/guardians and students.

Technology Cell Phones
Electronic devices can be brought to school but are the responsibility of the student and must remain in the book bag in the off position until the end of the day unless authorization has been given by the teacher.
Admission/Enrollment

As public schools, charter schools comply with state and federal regulations and their admissions are open to students in accordance with the school's charter agreement. TIMA will meet the projected enrollment for each school year it is in operation. TIMA will admit students on a space-available basis. Any student who is a resident of the primary or secondary attendance zone, and who meets the minimum age and grade requirements is eligible to attend. TIMA will not discriminate on the basis of race, ethnicity, national origin, gender, religion or disability. As a public charter school, TIMA will not charge tuition. TIMA will not accept students who reside outside of the primary or secondary attendance zone and are ineligible to attend the SCCPSS.

From January 7 through February 8 parents may submit an application for admission that will guarantee their child either provisional admission if there is no lottery or a place in the lottery if there is one. TIMA’s admission form will request the following information: student’s name; date of birth; grade level; address; names, addresses, and telephone numbers of parents/guardians; and names of siblings also applying or already enrolled. From the received admission applications, (pursuant to O.C.G.A. § 20 -2-2066(a)(1), TIMA will give enrollment preference to applicants in the following categories in the order of priority specified:

1. A sibling of a student enrolled at TIMA.
2. A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school.
3. If the school receives an admission applications from the primary attendance zone that meet or exceed the number of available spaces per grade, only students residing in the primary attendance zone will be provisionally admitted or placed in a lottery for the purposes of a waiting list. In this instance, applications from the second attendance zone will be placed in a lottery for the purposes of a secondary waiting list.
4. If the school does not receive admission applications from the primary attendance zone that meet or exceed the number of available spaces per grade, students from both the first and second attendance zone will be placed in a lottery.
5. If a lottery is necessary, then it will be conducted according to Georgia law, assuring all eligible students an equal chance of being admitted. Children not chosen through the random lottery process will be placed on the waiting list in the order their names are drawn.
6. If no lottery is necessary and spaces remain, registrations will continue on a first come, first-served basis. TIMA will continue its marketing efforts.

Students who are provisionally admitted will then be registered upon receipt of all registration forms and materials.

Admission decisions will be made by the process described above on the date set by the Governing Board. Parents/guardians will be notified by email of each child's admission status and will have fourteen calendar days on the notification to return all registration forms. If no form is returned within one week, TIMA will make three attempts to contact the family before the fourteen-day deadline. If no form has been returned by the two-week deadline, the child's
admission space will be given to the next eligible candidate. TIMA agrees to complete registration for each school year and provide the names and addresses of all accepted students to SCCPSS no later than the SCCPSS deadline.

Field Trips

Permission slips for field trips are required. If there is not a signed permission slip by a parent/guardian on file for a field trip, that student will not accompany the class on the trip. Parent chaperones are limited. They will be assigned by the teacher. Field trips are a privilege and appropriate behavior is expected.

Fundraising

Efforts to raise money within the TIMA community are carried out in order to:

1. Provide much needed funding for the school as a supplement to the state and local funding.
2. Enhance and extend student learning
3. Contribute to a sense of community

All requests for fundraising, must first go to the principal and approved by the governing board.

Health and Safety

The health and safety of all TIMA students, staff, parents, and community members are of utmost importance. To this end, the following policies and procedures have been put into place:

Security and Emergency Procedures

During the school day, the front doors at each building will be the sole entrance for students and families. Once school begins each day all doors will be locked. Visitors will need to ring the security buzzer to enter the school at the main building. All visitors must sign in and out.

Emergency exits have been identified for each room. Maps indicating these exits will be posted in the rooms. Regular emergency drills—including fire and tornado drills—will take place during the year.

Daily Health Issues

For any minor injuries, each room in the building has a kit containing Band-Aid’s and antibacterial wipes. If a student is, in the judgment of school staff, significantly injured (bleeding, concussion, sprain) at any point during the course of the day, the student will be taken to the office for evaluation. The office staff will contact the student’s parent/guardian to inform them of the situation and determine what further medical attention is needed.
**Medication Administration**

Any medication, prescription or over-the-counter, that needs to be administered during school hours, must be done so by the office staff. **No student may carry either prescription or over-the-counter medication including inhalers and Epi-pens, at school without the permission of the office staff.** Self-administration of inhalers and epi-pens are allowed when approved by the Student's Physician, Parents or Guardians, and office staff.

All medication must be brought to school by an adult, must be properly labeled, and in its original container. A doctor's order must accompany all medication brought to school. A parent/guardian must sign a Medication Permission Form filled out by the doctor with the following information:

- Name of student and date of birth
- Name of medication
- Reason for administration in school
- Dosage
- Dosage interval (i.e., every 4 hours)
- Duration of administration (i.e., one week)
- List of food or drug allergies
- Name of student's physician (or prescribing healthcare provider)
- Potential side effects (if any)
- Parent emergency telephone contact numbers.

Parents/guardians may be contacted if, in the assessment of the office staff, a student is in need of additional medical attention.

**Head Lice**

Pediculosis (head lice) represents one of the most common communicable childhood diseases. Head lice are therefore not unusual within a school for children to get head lice, but it is one we want to eliminate as quickly as possible.

TIMA has a "No Nit Policy." All children must be nit (lice eggs) free in order to return to school.

If a parent discovers lice:

Please contact the school immediately so that student's classmates can be screened. If your child is discovered to have lice, you will be asked to pick them up from school and treat them as soon as possible. The National Pediculosis Association's (NPA) Ten Tips for Head Lice and Nit Removal will be sent home with each family. (http://www.headlice.org/downloads/tipsremoval.htm) Please visit www.headlice.org for additional information. The child may return to school as soon as she/he is free of lice and nits. These students must be rechecked by school officials upon return. If lice or nits are still found, parents will be called to pick their child up. Parents need to recheck their child every 2-3 days for a two-week period to make sure re-infestation has not occurred.

Once lice are found in a classroom:
• All students within the class will be screened by school personnel.
• A letter informing families of the lice will be sent home.
• All families will be asked to screen children at home for a period of 2 weeks following the discovery of lice.
• All siblings of children diagnosed with lice will be screened by school officials. If necessary, these classrooms will also be screened.
• Infested classroom rugs, furniture, pillows, etc. will be vacuumed. Vacuuming is the safest and best way to remove lice or fallen hairs with attached nits from upholstered furniture, rugs, stuffed animals and car seats.

Abuse/ Neglect
By law, information about child abuse and neglect must be communicated by school employees and volunteers to the Georgia Department of Family and Children Services (DFACS) according to Georgia law (O.C.G.A. 19-7-5). Any school employee or volunteer who suspects a student is being neglected or abused should immediately communicate this information to the school principal and the suspected neglect/abuse will be reported to DFACS.
Potential signs of neglect/abuse of a student include:
• Often left home alone overnight in the neighborhood for long periods without supervision
• Frequently hungry
• Dressed inadequately for the weather
• Absent from school frequently
• Bruised or have other marks of physical violence
• Withdrawn or overly aggressive
• Not receiving needed medical attention

Mandated reporter training: https://www.gocftrainingonline.com
Mandated Reporter Training is available through The Governor's Office for Children and Families (GOCF) and Prevent Child Abuse of Georgia (PCAGA). Both GOCF and PCAGA has partnered with Care Solutions, Inc. to make this valuable online training available for free any time or day that you may want to use it. It is one-hour of your time to learn how to better recognize the indicators of abuse and neglect, understand your role in responsible reporting, and identify the groups of children that may be at a higher risk of being abused or neglected.

Allergy Management
Education and preparedness are necessary to keep an allergic student safe at school and at school- sponsored events. Severe allergies can be triggered by the following allergens:
• Food
• Insect stings and bites
• Chemicals
• Latex
• Other, less common allergens

Epinephrine must be readily available and on-hand immediately for all severely allergic children. TIMA staff are responsible for making sure a student's epinephrine auto injector (such as EpiPen or Auvi-Q) is with the student at all times.

School Safety Zone

TIMA is a designated school safety zone according to OCGA 16-11-127.1. Weapons are not allowed on TIMA property, or at TIMA activities. Trained police officers are the only individuals who may carry weapons on TIMA property or at TIMA activities.

TIMA is a drug-free and smoke free campus.

Inclement Weather

TIMA follows the same school closing/early dismissal decisions as all other Savannah Chatham Public Schools. Listen to the local news and follow what is reported for the Savannah Chatham Schools. For inclement weather that occurs during the school day, emergency procedures are followed to insure the safety of students. If an earlier dismissal is necessary due to inclement weather, information will be reported to families by phone, email, and on the school's website.
Meals and Snacks

MEAL PRICES

SCHOOL YEAR 2018-2019

Breakfast Meal Prices

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Lunch Meal Prices

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<tr>
<td>Adults &amp; Children not enrolled in the district</td>
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Extra Items may be purchased in addition to the school meal
All items meet the nutrient specifications for Smart Snacks in Schools
(http://www.fns.usda.gov/sites/default/files/allfoods_flyer.pdf for more information)

Meal Payments may be made at https://www.myschoolbucks.com or in the school cafeteria
and if you would like to apply for Free and Reduced Price benefits, you may do so at
https://www.applyforlunch.com/ or at your child’s school by paper application. Please return
the paper application to the School Nutrition Manager at the school or apply online to prevent
a delay in processing.

Snacks
Students may bring a healthy snack with them to school daily to eat at a time
designated by the teachers. (Candy and cookies are not healthy snacks.)
Student Records

School permanent records include all educational and disciplinary materials directly related to a student that the school maintains. TIMA will maintain student records in a confidential manner and comply with all state and federal laws regarding the privacy of these records, including the Family Educational Rights and Privacy Act (see following section).

Parents/legal guardians of a current student may review a student's records in the office, but the files may not be removed from the office. (24 hour notice must be given and the office will schedule the time for the review). All financial obligations must be met before a student's records will be transferred to another school.

All student records are maintained by and kept in an office. These files are locked during and after normal business hours with access limited as described above. The office staff and the Principal will be the only individuals with a key to these files.

The Family Educational Rights and Privacy Act
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records that they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
• Accrediting organizations;
• To comply with a judicial order or lawfully issued subpoena;
• Appropriate officials in cases of health and safety emergencies;
• State and local authorities, within a juvenile justice system, pursuant to specific State law
What is a school volunteer?
Any individual not employed by the school who performs services for the school without pay is a volunteer. Volunteers may be parents, business partners, community members or college students.

Are volunteers screened, and if so, how?
All volunteers who will be working directly with students of the school must complete a Volunteer Registration Form each year. School personnel then check the information on the form against the List of Registered Sex Offenders provided by the state of Georgia. The school does not require a volunteer to undergo a background check unless they will be staying overnight with students as a field trip chaperone. In addition, at their his discretion the principal may require any volunteer to undergo a background check.

How frequently must the List of Registered Sex Offenders by checked?
The registry will be checked annually for each volunteer, ideally at the beginning of the year or as soon as they submit a Volunteer Registration Form. The form includes a check box to indicate that the List of Registered Sex Offenders is clear for the volunteer.

How can Volunteer Registration Forms be obtained?
All parents will be provided a Volunteer Registration Form at the start of each school year. Forms will also be available in the front office.

Are there limitations on volunteers working directly with students?
Volunteers may work with small groups of students or an individual student in a tutoring capacity or assist in other ways at the principal's/teacher's discretion. A volunteer may work with an individual student only in an open area such as a hallway or in an area where they are observed by another volunteer or staff member. At no time will a volunteer be left alone and unobserved with an individual student in a private or secluded area such as an office or classroom. Persons operating in an official capacity such as a court-appointed advocate, who provide proper identification and have parental or guardian permission, may meet privately with students without being observed.

May volunteers serve as substitute teachers?
No. Only individuals who have been trained by Kelly Services and are on the approved substitute list may do this.

May volunteers help out on field trips?
Only parents of currently enrolled students may be approved to serve as chaperones by the principal. For day trips, the Volunteer Registration Form is sufficient to complete. However, any chaperone who will be participating in an overnight field trip must undergo a background check.

How does a volunteer chaperone obtain a background check?
The school principal will provide instructions to parents on how to obtain the background check once it is determined they will be used as an overnight field trip chaperone. Background checks will be arranged through the school and Tybee Island Police Department and must be completed by the volunteer chaperone no less than five days prior to the trip. This ensures results will be reported to the principal before the trip occurs.
Must parent chaperones pay the cost of the background check?
No. Costs for background checks will be incorporated into the field trip budget and covered through
student fees and fund raising.

Can parents drive students to field trips?
For field trips occurring during the school day or coordinated by school personnel, parents may drive
students other than their own ONLY if they complete a Parent Driver Waiver form and provide a copy of
a valid drivers license and automobile insurance. The Waiver Form states that the school is not liable in
the event of an automobile accident. Parents whose children will be transported by a parent driver must
also sign a Parent Driver Waiver Statement indicating they acknowledge the school has no liability in the
event of an accident in a car driven by a parent.

Are parent field trip chaperones authorized to supervise individual students?
Parent chaperones will not be alone with an individual student unless specifically directed to do so
by a staff person in charge, and then only under emergency or exceptional circumstances.

Expectations of Volunteers
Tybee Island Maritime Academy volunteers are representatives of the school community and role
models for students. As such, volunteers are expected to adhere to the school’s core values: integrity,
high ideals and expectations and sensitivity to the school environment. Volunteers must take personal
responsibility for understanding the system’s ethical standards and applying them in volunteer activities.

All volunteers are expected to:
1. Make decisions based on what is best for students in all cases.
2. Maintain honest, equitable, professional relationships with students, parents,
   staff members, community members and other volunteers.
3. Observe local, state and federal laws, policies, rules, and regulations.
5. Support cooperation between the school and the community.
6. Refrain from using school contacts and privileges to promote partisan politics, sectarian
   religious views, or propaganda of any kind.
7. Safeguard school property, equipment, and materials.
8. Implement board policies in a spirit of good faith.
9. Comply with appropriate standards of professional conduct including, but not limited
to, displaying appropriate behavior, language and attire at all times.

Mandated reporter training: https://www.gocftrainingonline.com
Mandated Reporter Training is available through The Governor’s Office for Children and
Families (GOCF) and Prevent Child Abuse of Georgia (PCAGA). Both GOCF and PCAGA
has partnered with Care Solutions, Inc. to make this valuable online training available for free
any time or day that you may want to use it. It is one-hour of your time to learn how to better
recognize the indicators of abuse and neglect, understand your role in responsible reporting,
and identify the groups of children that may be at a higher risk of being abused or neglected.

I understand that all volunteering relationships established through the Tybee Island Maritime Academy take
place with student(s) on the school campus during school hours or at other school authorized activities ONLY. I
understand that volunteering is a privilege, not a right, and the school may, in its sole discretion, decide to
discontinue any volunteer’s participation at any time and for any reason or no reason, with or without notice or
warning. All information in this application is accurate to the best of my knowledge.

Signature

Date
VOLUNTEER DISCLOSURE FORM

Tybee Island Maritime Academy volunteers are representatives of the school community and role models for students. As such, volunteers are expected to adhere to the system’s core values: integrity, high ideals and expectations and sensitivity to the school environment. Volunteers must take personal responsibility for understanding the system’s ethical standards and applying them in volunteer activities.

Name: 
Telephone: 

☐ NO ☐ YES 1. Are you presently charged with, but not convicted of, a crime? A pending criminal charge will not necessarily bar you from volunteering in the District. If yes, attach an explanation of the nature of the charge, place, date, and court.

☐ NO ☐ YES 2. Have you ever been convicted of a crime? A conviction record will not necessarily bar you from volunteering in the District. If yes, attach an explanation of the nature of the crime, place, date, court, and final disposition. You need not list traffic violations for which a fine or forfeiture of less than $150 was imposed.

☐ NO ☐ YES 3. Have there ever been any findings against you in any civil adjudications involving domestic violence, abuse, sexual abuse, neglect, or exploitation or financial exploitation of a child or vulnerable adult? Civil adjudications include a final agency finding that the applicant did not appeal or a judicial or administrative proceeding that affirms an agency finding or results in a finding. If yes, attach a detailed explanation.

☐ NO ☐ YES 4. Have you ever been convicted of any crime involving the manufacture, delivery, or possession with intent to manufacture or deliver a controlled substance? If yes, attach a detailed explanation.

I, [Volunteer applicant’s signature], certify under penalty of perjury under the laws of the State of Georgia that the foregoing is true and correct. I understand that any falsification or deliberate misrepresentation, including omission of a material fact, or failure to complete any part of this application or this disclosure form can be grounds for denial of volunteer service or continued volunteer service with Tybee Island Maritime Academy.

Volunteer applicant’s signature:  
Date: [mm/dd/yyyy]  
City and State:  

(Complete application packet, printout, sign hardcopy before submitting)