

2026-2027



ELEMENTARY

STUDENT HANDBOOK



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2026-2027 Revisions

Each year updates occur in the Parent/Student Handbook. It is the expectation that all students and families will carefully read the Handbook to prepare for a successful year at SCA. By signing the Handbook Receipt and Agreement Form, you are acknowledging you have read this handbook, and that ignorance of the school's policies is not a suitable reason for not following them.

THE HISTORY OF SCOTTSDALE CHRISTIAN ACADEMY

Scottsdale Christian Academy (SCA) has a very rich history and heritage full of many miracles and the grace of our loving Father. Scottsdale Christian Academy was founded in 1968 by Scottsdale Bible Church (SBC) and utilized the church facilities for three years. The board of deacons and charter members under the leadership of Dr. James Borrer from the inception of the church had planned for the realization of a Christian school on what was then considered the east side of the valley. The original student body consisted of 47 students in Grades PK-4. By the end of that same year the enrollment grew to 58, and by the fall of 1969 the enrollment doubled to 114. Early on Mrs. Leyboldt, the Principal, had a desire to provide children with a complete program despite the size limitations. The desire was also to draw the children and their teachers into a unit of "family" whose purpose was to grow and learn in the exciting environment that God was providing.

By the third year the enrollment had outgrown the church facilities. Because of the rapid growth, SCA became independent of SBC and began operations as an Arizona nonprofit corporation. They leased facilities for a period of time that would accommodate the enrollment. Originally, the plan was to only add one grade at a time. However, based on interest, the board decided to open Grades 9-11 all at once. At the eleventh hour, much to everyone's surprise, two seniors asked to be allowed to attend! So, the high school opened at all four levels, at which time the total enrollment was 276 students consisting of 243 elementary students and 33 high school students. The spiritual life of the school was, and remains to this day, the highest priority.

In the spring of 1974, property on 32nd Street south of Shea Boulevard became available. It was close to five acres, and two beautiful buildings with 20 classrooms and plenty of office space was built around a beautiful courtyard. An incredible dream came true, God helped build a school to school specifications which was to house the Academy! Many former students of SCA, including our own Superintendent, fondly remember this campus. The timing was tight with all the work that had to be done, and parents were at the school painting and preparing the night before school opened. That particular year school started two weeks late and only through God's grace and the parents' hearts and hard work. The families came together, each committing to a section of the outside of the buildings, which they painted throughout the second year on the new campus. How good God was!

Over the next five years enrollment continued to increase, and several buildings were added on site. The Academy grew to 486 with 118 in the high school, with the senior class growing from two to 18 students. In 1977 SCA applied and received state approval for the high school, and in 1981 became a member of the Arizona Interscholastic Association (AIA). SCA has been a member of the Association of Christian Schools International (ACSI) since 1968. By 1981 the enrollment had climbed to 625, the middle school had three sections of each grade, and modular buildings had to be added for classrooms. The size continued to grow and reached 685 in 1984.

In the early 1980s, the search began to identify a larger location for our rapidly growing school. That search culminated in 1991 when SCA relocated to the current 14-acre campus, located on the southwest corner of Tatum Boulevard and Acoma Drive. A book in and of itself could be written as to the series of miracles that occurred in relation to the property on which we reside, including the sweat and tears of many board members and SCA families who dedicated themselves to this cause.

The school's enrollment is currently over 950 students. The SCA mission as a covenant Christian family school remains intact and strong, and our dedication to Christian worldview teaching is firmly planted. We desire to continue to make our Creator proud, serve Him daily, and continue the vision of our original founders. God bless SCA!

MISSION STATEMENT

The mission of Scottsdale Christian Academy is to maximize the God-given potential of each student, preparing them to live lives of distinction, by impacting the world for Jesus Christ.

PURPOSE

Scottsdale Christian Academy is a Christ-centered, college-preparatory school committed to excellence, partnering with Christian families in training young people to love the Lord with all their hearts, minds, soul, and to love their neighbors as themselves. To this end, the purpose of Scottsdale Christian Academy is to provide for its students an excellent education in a Christ-centered environment and foster graduates who will be lifelong learners walking with Jesus.

There is an important difference between Christian and non-Christian viewpoints on a given subject. Even though knowledge is factually the same for both, no subject can be taught in the totality of its truth if the Creator is ignored or denied. Knowledge is purified by the recognition of God's place in it. No other approach to education can be entirely God honoring for parents and children as is such an approach through the Scriptures.

Parents of children in the school consider the Word of God clear in making Christian parents responsible for the education of their children. Education is not limited to the counsels of God revealed in His Word, but also in the counsels of God revealed in His world. These parents want their children to be educated at home and at school with the consciousness that all truth is God's truth, including history, geography, science, music, and the arts, and that Jesus Christ is to be central in all learning and living.

CORE VALUES

Core Values guide both the internal and external conduct of the school. They are the non-negotiable qualities that differentiate the institution as they identify, inspire, galvanize, and determine the school's highest priorities.

Christian Maturity

Preparing our students with Christ-centered experiences that by God's grace lead to spiritual transformation, which enable them to develop a maturing relationship with Jesus Christ.

Excellence

Providing a Biblically-based accredited curriculum that prepares the student for the challenges of higher education and life-long learning. We seek to serve the developmental needs of the whole student, endeavoring to maximize the student's God-given potential, which stimulates and cultivates critical thinking and the pursuit of creative expression, in the academics, arts, and athletics.

Community

Cultivating a community of believers, founded on the basis of shared commitment, common union, fellowship, and Christ's love. We value the importance of relationships, as modeled by Christ and his love for others. As we partner together to unify our body of students, parents, faculty, and staff, we extend Christ's love and grace to each other, celebrate each member's unique God-given abilities, and glorify Jesus Christ.

Service

Loving our neighbor as ourselves is reflected in an academic community that models and encourages Christ-like character, conduct, accountability, and service to our community and the world. We seek to conduct ourselves with deep care and compassion for all, reflecting faith in action, by being doers of God's word.

PHILOSOPHY AND DOCTRINAL STATEMENT

All major branches of learning include a body of underlying principles or general concepts, which denote their social significance. This is particularly true to the field of education. Teachers, to be effective, should hold an integrated view of these principles, which will provide them a basis for the general determination, interpretation and the evaluation of educational objectives, practices, and outcomes. Whether individual or institution, what one believes determines what he/she is, and what one is determines what he/she does. Our philosophy then indicates the character of our institution; and our institutional character dictates the quality of our educational program.

Scottsdale Christian Academy operates with the thought that ALL TRUTH IS GOD'S TRUTH AND IS PRACTICAL FOR TODAY. The philosophy of SCA centers around Biblical values. Each student is viewed and treated as an individual and not as a part of the mass. Our goal is the development of the whole child – spiritually, mentally, socially, physically, and emotionally. Our school is truly an extension of the Christian home, and we stand in loco parentis (in place of the parents). Parents who have fostered in their homes a respect for God's laws and a sense of individual responsibility will find these same values promoted by the Academy.

Our educational program is based upon the following beliefs and roles:

Beliefs About God

- God is the Creator and Sustainer of all things and the source of all truth.
- God maintains control over His entire universe.
- God has revealed Himself in a general way in His world and universe and in a specific way in His Word and in His Son, Jesus Christ.

Beliefs About Man

- Man was created by the direct act of God.
- Because of sin, man's relationship with God was broken and he tends to omit God and, thus, fails to relate himself and his knowledge of God as the source of all wisdom.
- Regeneration is by faith in Jesus Christ. True meanings and values can be ascertained only in light of His person, purpose, and work.
- Realization of one's potential depends upon a renewed relationship with God by personal faith in Jesus Christ and growth in grace through consistent study and conscientious application of the Holy Scriptures.
- The Christian is not to be conformed to the world but must recognize his responsibility and his role in life in our democratic society.
- The prayer of a righteous person has a powerful effect.

Role Of The Teacher

- God has given abilities to each student. It is the teacher's responsibility to challenge each child according to his ability and to seek to teach him at his academic level.
- The teacher stands in place of the parent.
- The teacher strives to maintain a positive and loving learning atmosphere built on God's love and Biblical principles.
- The teacher will share the good news of a personal relationship with Jesus Christ and make the most of each opportunity to help the student grow spiritually.

Role Of The Home, The Church, And The Academy

The home, the church, and the Academy should complement each other, promoting the student's spiritual, intellectual, emotional, and physical growth. The home should support all school policies and procedures and the authority of the Board, Administration, faculty, and staff and agree to cooperate with the discipline of their child according to the policies and procedures of SCA. The expectation is for each SCA family to attend a home church regularly.

- The student's home, church, and school experiences and training should be a preparation for life; a life of fellowship with God and service to man – the essence of learning is problem solving.
- The task of the school is to suit the learning task, the learning materials, the methods of learning and the pacing of study to the needs, capabilities, and interests of the student.

COVENANTAL STATEMENTS

Statement of Faith

1. We believe the Bible to be the inspired, the only infallible, authoritative, inerrant Word of God (II Timothy 3:15; II Peter 1:21).
2. We believe there is one God, eternally existent in three persons – Father, Son and Holy Spirit (Genesis 1:1; Matthew 28:19; John 10:30).
3. We believe in the deity of Christ (John 10:33); His virgin birth (Isaiah 7:14, Matthew 1:23; Luke 1:35); His sinless life (Hebrews 4:15, 7:26); His miracles (John 2:11); His vicarious and atoning death (I Corinthians 15:3, Ephesians 1:7, Hebrews 2:9); His resurrection (John 11:25, I Corinthians 15:4); His Ascension to the right hand of the Father (Mark 16:19); His personal return in power and glory (Acts 1:11, Revelation 19:11).
4. We believe in the absolute necessity of regeneration by the Holy Spirit for salvation because of the exceeding sinfulness of human nature, and that we are justified on the single ground of faith in the shed blood of Christ and that only by God's grace and through faith alone we are saved (John 3:16-19, 5:24; Romans 3:23, 5:8-9; Ephesians 2:8-10; Titus 3-5).

5. We believe in the resurrection of both the saved and the lost; they that are saved unto the resurrection of life, and they that are lost unto the resurrection of damnation (John 5:28-29).
6. We believe in the spiritual unity of believers in our Lord Jesus Christ (Romans 8:9; I Corinthians 12:12-13; Galatians 3:26-28).
7. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life (Romans 8:13-14; I Corinthians 3:16, 6:19-20; Ephesians 4:30, 5:18).

Position on Critical Issues

One of the strengths of Scottsdale Christian Academy (the Academy) is its place as an inter-denominational institution. The joy of sharing the person of Christ and living in unity as a body of believers is, in part, the realization that we have differences in areas nonessential to salvation and that through this recognition and acceptance we can mutually experience that which brings about patience, understanding and love among believers (Rom. 15:5). It is equally important to clearly articulate our position on certain critical issues that are foundational to the mission and values of the Academy.

1. The Board of the Academy takes a clear position in opposition to each of the following: (1) recreational drug use, drug abuse of any kind, and drunkenness (Eph. 5:18); (2) abortion (Psalm 139; Lev. 18:21); (3) premarital sex/extramarital sex (I Thes. 4:3); (4) homosexuality (Rom. 1:26, 27; Lev. 18:22); (5) pornography (Ps. 101:3a); (6) certain issues related to marriage, gender, and sexuality (see Statement on Marriage, Gender, and Sexuality).
2. We teach that man was created by God and in His image (Gen. 1:27) and believe there is compelling evidence for Creation and the Flood (Gen. 6-8); all things in the universe were created and made by God in the six literal days of the creation week described in Genesis 1:1-2:3 and confirmed in Exodus 20:11. We believe that none of the Biblical account of Creation and the Flood needs compromising. What we teach in this regard is consistent with the Biblical record.
3. The Board of the Academy takes no position relative to the following issues: (1) speaking in tongues; (2) form of baptism, i.e., sprinkling or immersion; (3) election; (4) the church and politics; (5) political endorsements by the Academy; (6) healing; (7) communion. "No position" is defined as viewing an issue to be nonessential to salvation but which has much variance among Christian evangelical groups as they interpret the Scriptures. Therefore, any formal discussions would be referred to the home and church for that individual to determine for themselves. This would not prevent an individual, if asked, from giving their own personal point of view. Please note there are other important issues not listed here that we refer to the individual, home, and church.

Statement on Marriage, Gender, and Sexuality

We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary sexes together reflect the image and nature of God (Genesis 1:26-27). Rejection of one's biological sex is a rejection of God's sovereign plan for one's life. At the Academy, any efforts to deny one's biological sex through, for example, modes of dress, chemical intervention, or surgical procedures are impermissible.

We believe the term "marriage" has only one appropriate meaning: the uniting of one biological man (man) and one biological woman (woman) in a single, exclusive union, as delineated in Scripture (Genesis 2:18-25). We believe God's design for marriage is the union of one man and one woman (Genesis 2:18-25). Marriage between one man and one woman uniquely reflects Christ's relationship with His church (Ephesians 5:21-33). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (1 Corinthians 6:18; 7:2-5; Hebrews 13:4).

We believe that any form of sexual immorality (including but not limited to adultery, fornication, cohabitation, homosexual behavior, bisexual conduct, and use of pornography) is sinful and offensive to God (Matthew 15:18-20; 1 Corinthians 6:9-10).

We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ (Acts 3:19-21; Romans 10:9-10; 1 Corinthians 6:9-11).

We believe that every person must be afforded compassion, love, kindness, respect, and dignity. (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any individual are to be repudiated and are not in accord with Scripture nor the doctrines of the Academy.

Acknowledgement of Covenantal Statements

Our Statement of Faith, our Position on Critical Issues, and Statement on Marriage, Gender, and Sexuality (Covenantal Statements) are all three to be affirmed by all custodial parents/guardians, employees/appointees, and volunteers.

If it becomes necessary at any point for the Academy to specifically articulate its religious beliefs on any of these issues, any other issues of religious belief or doctrine, or to articulate how its religious beliefs apply in any particular situation, the Board will be the final decision-maker and arbiter of the Academy's sincerely held religious beliefs and practices.

We believe that to preserve the function and integrity of the Academy as part of the Body of Christ, and to provide a biblical role model to members of the Academy and the community, it is imperative that all members of the Academy's community (including employees/appointees, volunteers, and parents/students) abide by these Covenantal Statements (Matthew 5:16; Philippians 2:14-16; 1 Thessalonians 5:22).

By signing this handbook, parents and their children of the Academy are agreeing they will live consistently with the Covenantal Statements above and will not act or advocate against them.

ORGANIZATION OF THE SCHOOL

The school is governed by the Board of Directors of Scottsdale Christian Academy, Inc., with administrators to oversee the day-to-day operations.

The school is composed of these divisions:

- Elementary, which includes Preschool-Grade 5.
- Upper School, which includes:
 - Middle School Grades 6-8
 - High School Grades 9-12

Grades PS-3 are self-contained with the teacher responsible for all academic subjects. Students in Grades 4-5 are assigned to a homeroom and change as a class to different teachers for different subjects.

SCHOOL OBJECTIVES

The concept of "quality" education is not easily defined; consequently, the product itself is not readily identified. A contemporary educator has said that education is the only product for which men buy and pay without knowing the quality of the product. The quality of education at Scottsdale Christian Academy is evaluated in terms of what we are attempting and how well we are succeeding in our endeavor. The following objectives indicate the directions of our efforts:

- To encourage spiritual growth and development through a personal experience of God's grace in Jesus Christ.
- To enhance individual ability to think rationally, study effectively, reach valid conclusions, and to develop sound values.
- To promote self-understanding for good physical and mental health.
- To develop competence in the basic arts of communication for effective writing, speaking, viewing, reading, and listening.
- To introduce the major concepts in philosophy and to promote dynamic appreciation of good literature, art, and music.
- To provide understanding of human societies, past and present.
- To develop awareness of and respect for the privileges and responsibilities of a free society.
- To provide appropriate exposure to the nature sciences and to develop competence in mathematics.
- To promote individual ability, desire, and discrimination for effective continuation of the learning process.
- To determine individual progress and achievement.
- To integrate Biblical truth into all academic subjects and relationships.

Expected Student Outcomes

Spiritual

- SP1. Students will love God with all their hearts, souls, minds, and strength.
- SP2. Students will live lives driven by Gospel-centered discipleship.
- SP3. Students will honor and respect the Bible as God's authoritative Word.
- SP4. Students will be equipped to use their knowledge and understanding of God's Word to articulate and defend their faith and their Christian worldview.
- SP5. Students will embody His heart of servant leadership both locally and globally to serve humanity as Jesus commanded.
- SP6. Students will use one's individual giftedness to seek out and serve in those areas in which they are gifted.

Academic

- A1. Students will have a dedication for intellectual inquiry and committed to lifelong learning.
- A2. Students will reason wisely, listen carefully, think precisely, and articulate persuasively.
- A3. Students will develop skills to question, investigate, problem solve and make wise decisions.
- A4. Students will have a comprehensive command of the fundamental processes used in communicating with others (speaking, listening, writing, reading, and performing).
- A5. Students will use technology to communicate and find, analyze, and evaluate information in a God-honoring manner.
- A6. Students will be equipped to make wise, life-defining choices, regarding their individual college, career, and life calling.

Social

- SC1. Students will serve compassionately with actions that recognize everyone is uniquely created in the image of God and is loved by God and therefore of great worth.
- SC2. Students will be able to communicate and collaborate effectively.
- SC3. Students will be able to resolve conflict with biblical principles and integrity.
- SC4. Students will effectively evaluate current issues and be able to engage persons of opposing perspectives or worldviews in a Christlike manner.
- SC5. Students will be willing to take on challenges and persevere despite obstacles/failures.
- SC6. Students will have a mindset of stewardship regarding resources, relationships, and opportunities which God has entrusted to them.

STANDARDS

We consider attending SCA a privilege, which is chosen by each individual family voluntarily. This choice should be made because this school has special things to offer, including quality Bible instruction, concerned and qualified teachers, an innovative curriculum, fellowship with other Christians, and higher standards of behavior.

All schools have standards for student behavior. The difference is that we at SCA have, and we believe rightly so, set our standards above those of most other schools. This means that a student and his parents selecting our school are saying, "I agree with the school's standards for my conduct." When a student, along with his parents, makes this kind of decision, he/she is not going along with the rules as much as he/she is saying, "The standards of this school are essentially the same high set of standards I have set for myself."

Standards for SCA students include:

- **Respect for other people** – every person deserves courteous, kind treatment.
- **Respect for others' belongings** – never taking anything belonging to someone else without permission; returning in good condition anything borrowed.
- **Respect for the school** – not littering, defacing, or risking damage by chewing gum or eating in unauthorized places.
- **Correct dress and grooming** – two basic principles are modesty and appropriateness. Specific dress guidelines are noted in this handbook.
- **Respect for learning** – on time for all classes; no cuts; respect for others' rights to learn by not disrupting class; refusal to lower the quality of the class by eating, chewing gum, etc.; prepared for all classes; assignments in on time and completed to the best of the students' abilities.
- **Respect for spiritual standards** – willingness to look to God's Word for guidance for behavior; refraining from unbecoming speech, i.e., profanity, coarse language, inappropriate jokes.

INSTITUTIONAL IDENTIFICATION

Scottsdale Christian Academy has adopted and utilizes very specific graphic/image identification standards. No individual, group, department, or organization associated with SCA may design, create, distribute, or sell any clothing or items that directly or indirectly represent SCA without receiving the prior written approval of the Administration.

GUIDANCE FOR COMMUNITY LIFE AT SCA

Prayer: Lord, help the school to exercise its proper authority while building and maintaining open, loving relationships with the faculty, staff, parents, and students. May it be said of the school: "Behold how they love one another." John 15:12

We are to be in the world, but not of the world (II Corinthians 10:3). The school is dedicated to proclaiming "kingdom values" and witnessing to them in its daily life. This means that the school community should have a different spirit than is present in the secular world in which most of us earn our living and spend so much of our week.

This spirit is one of love and respect between brothers and sisters in Christ. It should permit God-honoring procedures for working through the inevitable differences and misunderstandings that come up in any community. Therefore, fear should not characterize the relations between and among SCA families, faculty, staff, Administration, and the Board.

It is understandable how all of us can let fear into our relations, because that is often the way of the world. However, among Christians:

"There is no fear in love, but perfect love drives out fear, because fear has to do with punishment. The one who fears is not made perfect in love." I John 4:18 (NIV)

"For God has not given us a spirit of fear, but of power and of love and of a sound mind." II Timothy 1:7 (NKJV)

Therefore, the SCA Board, Administration, faculty, and staff are committed to honoring and respecting students and families when they bring sincere and well-founded suggestions and differences of opinions. This means that each is committed to ensuring that there is no basis for retribution or fear - for each recognizes that someday an account must be given for one's life and actions.

Harmony built on a basis of love and respect can be achieved by following those principles and steps given by our Lord Jesus and recorded in Matthew 18:15-20. We expect all to implement these principles and steps as we deal one with the other.

Principles

1. **Keep the matter confidential.** The very pattern of sharing the problem only with those directly involved establishes the principle of confidentiality. The Bible has much to say about those who gossip or malign others with their words. "A hypocrite with his mouth destroyeth his neighbor: but through knowledge shall the just be delivered." (Proverbs 11:9) Assess whether the issue necessitates bringing it forth, or is it a minor issue that is not of a magnitude that requires sharing the problem. "Fools give full vent to their rage, but the wise bring calm in the end." (Proverbs 29:11)
2. **Keep the circle small.** ". . . if thy brother shall trespass against thee, go and tell him his fault between thee and him alone. . ." The first step and often the only step needed in solving a person-to-person problem is for one of the two people involved to initiate face-to-face dialogue. Most problems are solved at the two-person level.
3. **Be straightforward.** ". . . tell him his fault . . ." Jesus tells us to be forthright and to love honestly. Sometimes it is difficult to be straightforward and tell someone the very heart of the matter. But restoration and improvement can only come when the issues are lovingly, yet clearly, presented. The Scripture says, ". . . faithful are the wounds of a friend. . ." (Proverbs 27:6)
4. **Be forgiving.** ". . . If he shall hear thee, thou hast gained thy brother." This implies that once the matter is resolved we should wholeheartedly forgive and restore the person whose fault has offended us. Galatians 6:1 reads, ". . . If a man be overtaken in a fault, ye which are spiritual, restore such a one in the spirit of meekness; considering thyself, lest thou also be tempted."

Concerns

Step 1

Student concerns should be resolved at the lowest level. By this we mean that the two parties involved should do their best to settle the differences between them. Forgiveness and restoration are the desired results. "If your brother sins against you, go and show him his fault, just between the two of you. If he listens to you, you have won your brother over." (Matthew 18:15)

Step 2

If the two parties have met, but the disagreement is unresolved, the concern should be taken to the appropriate administrator for mediation. Each person should come to the meeting in a spirit of prayer and humility, willing to submit to the Lord's will in the matter, and willing to submit to reproof and correction if needed. Those of us who bear the name of Christ should joyfully conform to the will of Christ. An open and honest discussion among people who are sensitive to Godly principles will most often reach an amiable solution. "But if he will not listen, take one or two others along, so that every matter may be established by the testimony of two or three witnesses." (Matthew 18:16)

Step 3

If the concern is still unresolved, the aggrieved party may contact the superintendent, who will determine an appropriate course of action. The ultimate goals are for the parties to resolve, correct, forgive, and wholeheartedly restore the relationship. "If he refuses to listen to them, tell it to the church." (Matthew 18:17)

In summary, the Matthew 18 principle requires that parents speak to the responsible party (teacher, coach, or staff) about student problems before they talk to administrators. If unresolved at the two-person level, the matter is prayerfully and in an orderly fashion moved upward in the school organizational structure. This is the Lord's way of solving person to person problems.

Satan would like to destroy the normal flow of harmony and good fellowship in Christian school education. That is not possible if all of us follow the Matthew 18 principle of solving school problems. Based on "The Matthew 18 Principle for Solving School Problems" by Dr. Paul A. Kienel.

Parental communication is important in the SCA community. Group text threads and social media threads are often not the best forms of communication and are an inappropriate place to air grievances. The *Guidelines for Community Life* document helps express our expectations at SCA. Please take any concerns directly to the teacher or person for which you have the concern. We also recommend not using group text threads as a homeroom class communication system or adding anyone to these threads without their specific permission to do so. We recommend instead using an app such as *BAND*.

Parents may not approach children not their own to address discipline concerns.

ACADEMIC LIFE

ACCREDITATIONS AND MEMBERSHIPS

Scottsdale Christian Academy is accredited by and is a member of Cognia and the Association of Christian Schools International (ACSI), as well as the Evangelical Council for Financial Accountability (ECFA). SCA is a candidate school for Council on Educational Standards and Accountability (CESA), and a member of the Arizona Interscholastic Association (AIA) and other organizations that help to accomplish the mission of the school.



CAMPUS HOURS

School begins at 8:00 AM. Students should not arrive before 7:35 AM, which is when supervision begins.

The school day ends at 3:00 PM and students should be picked up from school immediately thereafter, but no later than 3:20 PM. Students not picked up by 3:20 PM will be checked in to Beyond the Bell aftercare.

If the student is in after school athletics or other approved activity, they should only be in an approved supervised location with their coach or advisor from 3:00 PM until the start of practice or event.

ACADEMICS

The Academy curriculum is built around the basic core subjects, as any good school, but they are taught with a greater emphasis upon student self-motivation. These disciplines are studied and understood in their proper perspective with the revealed truth of God's Word as the foundation of all human knowledge and understanding. History, Language Arts, Math, and Science are all taught from a scriptural standpoint. This is no easy task, but the result is young people who are spiritually self-motivated and individually responsible to God.

The curriculum includes:

- A Bible program designed to give children a strong doctrinal and factual background in God's Word practically applied to life. All subjects are integrated with Biblical truth.
- The fundamentals of an excellent reading program based on phonics along with all the areas of learning: math, science, social studies, language arts, and communication skills.
- All of the above programs are enriched through technology, art, music, field trips, school programs, etc. Students in Grades 1-5 are expected to participate in performances. A physical education program geared to develop sharp minds and healthy, well-coordinated bodies.

Grades on report cards must be a true reflection of progress and learning. We have adopted the following in order to establish a consistent and uniform grading policy which will be applied in every classroom:

- If tests are to be retaken, then it is at the discretion of the teacher.
- Occasionally, extra credit activities or bonus questions may be given to *all* students. They must be challenging and appropriate and are not designed to elevate poor grades or weak study habits.

We aim to move our students toward more independence and responsibility to adequately prepare them for the next grade seriously, not only academically, but also in work habits and appropriate expectations. Students must receive a passing grade in each core area or he/she will be placed on Academic Probation.

SPECIAL CLASSES

Art

Students in Grades K-5 go to Art class once a week. Parent volunteers coordinate Art Masterpiece Program, providing students exposure to Master Artists and renowned works of art.

General and Instrumental Music

Students in Grades K-5 go to elementary music class once or twice a week. Students are given the opportunity to perform in school programs during the year. Recorder instruction begins in Grade 3. Instrumental music is available for students starting in Grade 4.

Physical Education

Students in Grades K-5 go to PE class once or twice a week.

Spanish

Students in Grades K-5 have Spanish class once a week, learning basic vocabulary and conversational phrases, along with an increased cultural awareness.

Technology

Students in Grades K-5 go to the elementary technology class once or twice a week.

Creation and Innovation Hub

Students in Grades K-5 go to HUB class once a week and receive technology instruction and participate in STEM and problem-solving activities.

Media Center and Reading Incentive

Students receive instruction by the librarian in research and author studies. Motivational emphasis is provided to encourage students to read a variety of written materials. Students in Grades 2-5 all participate in the Accelerated Reader (AR) program. Students who make their AR goals all four quarters are awarded with a celebration at the end of the year. AR is 10% of the overall reading grade in Grades 2-5.

The number of books which may be checked out varies with each grade level. If a book is lost or damaged, the student will be required to either replace or pay for the book.

In general, reference materials and periodicals do not circulate but are available for use in the library. Parents are also invited to check out books and other resources from the library.

If students wish to use the library after school, they must be accompanied by an adult or have received prior permission from the librarian. Continued use of the library is subject to appropriate behavior.

The library is open every Wednesday in June and July 8:00-11:30 AM.

CHAPEL AND BIBLE BUDDIES

Either Chapel or Bible Buddies is held most Thursdays. Chapel at SCA is not meant to replace or replicate church services, nor is it a Bible class. Each elementary classroom is assigned a Chapel day to lead the elementary students in prayer, worship, scripture reading, and a brief message. The purpose of Chapel is to allow the SCA community to participate corporately. Parents are always welcome to attend Chapel. Please try and avoid scheduling any appointments that cause your child to be absent from Chapel.

BIBLE

The New International Version (NIV) is used as the default version for Bible classes and in Chapel. Teachers are permitted the flexibility to assign memorizations using other versions, and if doing so will hand out copies of the verses to be memorized. Students are highly encouraged to bring their Bible to retreats, mission's trips, Bible class, class trips, and weekly Chapel. Digital editions of the Bible are not permitted in Chapel.

HOMEWORK AND LATEWORK

Generally, the Academy believes that younger students need a time for work and a time for play. At the primary level, homework assignments are kept to a minimum and usually will be limited to memory work such as Bible and spelling, outside reading, math reinforcement, and projects. Beginning in Grade 3, students may also have math, English, writing, reading, spelling, science, history, and vocabulary words homework. Students in Grades 4-5 should expect to have regular homework in all subjects.

All students are expected to read a minimum of 20 minutes every day toward meeting their Accelerated Reader (AR) goal. In addition, based on the academic ability of the child, the average amount of time spent completing homework assignments in the primary grades should be approximately 20-40 minutes per night. Upper elementary students can anticipate approximately 40-60 minutes of homework per night. Students should all be encouraged to manage their time wisely and not procrastinate.

While parents may assist in seeing that the work is done and help explain the work when necessary, all work must be done by the child, and he/she must take the responsibility for it. Parents should also encourage their child to bring home papers (tests, projects, etc.) for them to see.

Late homework will incur a deduction in points. Third grade students will be subject to a 10% grade deduction for work for each day late and will receive a 0% for work more than four days late. Fourth grade students will be subject to a 10% grade deduction for homework that is one day late, 50% for homework that is two days late, and 0% for homework that is more than two days late. Fifth grade students will receive a 25% grade deduction for homework that is one day late, 50% for homework that is two days late, and 0% for homework that is more than two days late.

CONFERENCES

In order for parents to know firsthand their child's progress, parent teacher conferences are held twice a year giving ample opportunity for parents and teachers to have sufficient time to discuss each child's progress. Fall Conferences for Grades PS-4 are held in individual classrooms with parents only. Fall Conferences for Grade 5 students are held in the individual classrooms, and the students are expected to attend the conferences with their parents. Students are expected to wear standard attire when attending conferences. Spring Conferences for Grades PS-2 are optional and will be conducted the same as the Fall Conferences. Students in Grades 3-5 will conduct Student-Led Conferences and will dress in standard attire.

GRADING SCALE

Kindergarten: Kindergarten students are graded on progress made using the following scale:

Academic and Development Areas

- E Exceeds Expectations
- M Meets Expectations
- D Developing

Grades 1-2: Students in the Grades 1-2 are evaluated on progress made using the following scale:

Academic, Special Subject, and Development Areas

- E+ 99-100%
- E 93-98%
- E- 90-92%
- S+ 85-89%
- S 76-84%
- S- 70-75%
- N+ 65-69%
- N 60-64%
- U 0-59%

Grades 3-5: Students in Grades 3-5 are evaluated on progress made using the following scale:

Academic Areas

- A 93-100%
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 63-66%
- D- 60-62%
- F 0% - 59%
- I Incomplete

Students in Grades 3-5 with an aptitude for math and who have been admitted into our **Advanced Math** classes must maintain 88% or higher to remain in the Advanced Math class.

REPORTING GRADES

The purpose of our reporting system is to give parents and students an indication of the progress being made. Each child's ability, attitudes, application, and achievement are taken into account in grading, but the students are marked on actual achievement as well as effort put forth.

Progress reports are given out quarterly in Grades 1-5 and are based on the work done for the preceding nine-week quarter. Kindergarten progress reports are given twice a year at the end of each semester. K – 2nd grade report cards indicate progress but do not have percentage grades. Grades 3-5 are given percentage grades.

FACTS SIS

FACTS is an online database of student information, including academic records, used by many Christian and private schools around the country. Among other things, SCA posts grades, attendance assignments, and support materials on FACTS. At the beginning of the year each family is given information on how to activate its account on FACTS. Every student and every family must activate their account by the first day of school. Although the Administration and teachers will communicate often with parents about student progress, it is the parent's and student's responsibility to check FACTS often to see grades, homework assignments, and attendance. Frequent monitoring of FACTS is the best way to know a student's grades in each class. It is the ultimate responsibility of the student to write their homework assignments down each day in class in their daily planner provided by SCA. Though we are happy to provide the FACTS service to assist parents with holding their children accountable, its purpose is a backup and does not replace the student's responsibility. **Parents of students in Grades 3-5 are encouraged to monitor grades on a regular basis.**

STUDENT RECOGNITION

Honor Roll (Grade 5)

Students must have a 3.5 grade point average (GPA) in core subject areas, with no grade below a B, during any given nine-week period.

Academic Grading

A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

Divide the total number of points by the number of core subjects to arrive at the GPA.

At the completion of Grade 5, students receiving a GPA of 3.8 in core subject areas for the entire year, with no grade below a C, will be recognized with the Academic Award for their achievement.

Bible Trophy Criteria

- **Grades 1-3:** Students must say each verse with accuracy.
- **Grades 4-5:** Students must have at least a 92% average for all four quarters.

Million Word Accelerated Reader (AR) Club

A celebration book is donated to the SCA Library in honor of every student that reads one million words.

Math Fact Benchmarks

Math fact fluency is the ability to recall the answers to basic math facts automatically and without hesitation. Fact fluency is defined as "quick recall without the use of tools." Many assessments, formal and informal, will be given throughout the year in the classroom. There are three fluency benchmarks for students to meet throughout the year: Start, Mid, and End.

Based on the benchmark assessments, all students will have a notation on the report card in the Work Habits section (see below). In some grades, there will also be a percentage grade given as part of students' math report card grade. In addition, students in grades 2-5 have the opportunity to receive an end-of-year Fact Fluency Award.

PATHWAYS PROGRAM

As a private school, SCA is not covered by the Individuals with Disabilities in Education Act (IDEA). Therefore, SCA is not required to provide an Individualized Education Program (IEP) for any student and is not required to service any IEP a student may have received from a public school. While not subject to the IDEA, SCA has a commitment to provide academic support for students to succeed. The learning support and resources program at SCA is called Pathways. Pathways services for elementary may be determined by the completion of a psycho-educational evaluation and the decisions of Pathways personnel, the advisement department and Administration. The program may provide resource and assistance based on a student's individual needs as determined by the school and within the abilities of the school. Students in the Pathways program are expected to maintain passing grades and meet the behavioral expectations required of all students. The final determination for a Pathways placement is at SCA's discretion. Failure to enroll in Pathways services, despite SCA's suggestion and/or offer to the parent(s), and subsequently, the child's insufficient educational progress or achievement at SCA may lead to potential dismissal. **See Pathways Handbook or Director of Exceptional Student Services.**

SCHOOL SPONSORED ACTIVITIES

In order for a student to accompany the group for any school-sponsored event, a parent permission form must be on file. Faculty and parent chaperones are always present. All chaperones must have completed all volunteer requirements by the start of the school year, including a background check, in order to drive or attend. Parents should wear the volunteer t-shirt on all field trips unless it is noted otherwise by the teacher. **Due to the nature of most educational field trips, siblings are not permitted to attend.**

EXTRA FEES

Parents may incur extra expenses throughout the year such as (but not limited to) selected school supplies and class parties.

ACADEMIC INTEGRITY

SCA students are expected to work independently on assessments, projects, homework, and all other assignments unless directions provided by faculty members dictate otherwise. Any cheating will not be tolerated. Cheating includes, but is not limited to, borrowing answers or material; sharing answers, material, or information about quizzes/exams during or outside of class; looking at another person's quiz or exam; unauthorized talking during a quiz or exam; using a teacher's edition of a textbook or a solutions manual; having a cellular device out during a quiz or exam; or declaring another's work (including text found on the internet) to be your own. Whenever there is a cheating incident, a grade of zero may result in addition to additional disciplinary consequences. The same penalty may be invoked for the SCA student providing the information as for the one receiving it. Any time another person's or source's text is used in an essay, paper, or project of any sort, it must be appropriately attributed to the original source, or it may be considered plagiarism (cheating). At the discretion of individual teachers, essays and research papers may be required to be submitted to www.turnitin.com.

SCA ARTIFICIAL INTELLIGENCE (AI) RESPONSIBLE USE POLICY

Core purpose

The core purpose of this policy is to equip SCA educators and students to use AI as a tool for innovation in teaching, learning, and spiritual growth while maintaining integrity and Christ-centered approaches to education. This purpose is in alignment with SCA's Philosophy of AI in Education and aims to uphold the following:

- 1) Affirm the goodness of technological advancements
- 2) Cautiously consider the effects of AI on the learning environment
- 3) Provide clear boundaries, wisdom, and warning for students
- 4) Seek the redemptive value and utilization of AI in order to impact the world for Christ

* Formed with assistance from International Society of Technology in Education (ISTE): A.I. Standards in Education

Definition of Artificial Intelligence

Artificial Intelligence is commonly defined as, "the ability of a digital computer or computer-controlled robot to perform tasks commonly associated with intelligent beings." But, there is no single, simple definition of artificial intelligence because AI tools are capable of a wide range of tasks and outputs. SCA follows the definition of AI found within EO 13960, which references Section 238(g) of the National Defense Authorization Act of 2019.

- Any artificial system that performs tasks under varying and unpredictable circumstances without significant human oversight, or that can learn from experience and improve performance when exposed to data sets.
- An artificial system developed in computer software, physical hardware, or other context that solves tasks requiring human-like perception, cognition, planning, learning, communication, or physical action.
- An artificial system designed to think or act like a human, including cognitive architecture and neural networks. A set of techniques, including machine learning that is designed to approximate a cognitive task.
- An artificial system designed to act rationally, including an intelligent software agent or embodied robot that achieves goals using perception, planning, reasoning, learning, communicating, decision-making, and acting.

Responsible student use

The default student use policy of any AI tool for school-related work at SCA is zero (no usage). AI may only be used as authorized by individual class teacher(s). Teachers will establish the usage level as outlined in the SCA AI Integrity Levels Policy that pertains to their class.

Classes K-5:

- Unless explicitly approved by a homeroom teacher for a specific assignment, the use of AI for any writing, research, image/video creation, note-taking, or any other purpose is not allowed.
- If a teacher allows AI use, students must give credit following the SCA AI Citing Policy (below) and/or teacher's specific instructions.
- Approved tools (SCA login only): Magic Student, Khan Academy, Canva
Can only be used if instructed by teacher, teachers may request use of additional tools with IT approval

Recognizing Inaccuracies and Biases

If the use of AI is permitted, students are to:

- Be proactive in recognizing the biases and inaccuracies in AI results and critically correct any false information.
- Never assume AI results are 100% correct.

Citing Use of AI

The SCA standard citation and reference to an AI source format is below. Each class teacher might have specific citing practices; student is responsible for citing per teacher instructions.

APA

- Format: Author. (Year). Title (version) [Description]. URL of chat conversation(s) used.
- Example: OpenAI. (2023). ChatGPT. <https://chatgpt.com/share/e/6944672b-7764-8000-906a-2c5af7e67ef9>.

MLA

- Format: Author. Title of the Tool or Conversation. Version, Publisher, Date, URL.
- Example: OpenAI. ChatGPT. OpenAI, 2023, <https://chatgpt.com/share/e/6944672b-7764-8000-906a-2c5af7e67ef9>.

Use of Deepfake Technology

Deepfake Technology (digitally altering or fabricating images, videos, or audio recordings that manipulate the likeness, voice, or actions of any individual within or outside the school community to misrepresent reality) is strictly prohibited. This prohibition includes, but is not limited to, fabrications of deception, harassment, bullying, defamation, or any other inappropriate behavior. Students who violate this policy will be subject to disciplinary action.

Compliance with AI tool terms and conditions

All faculty, staff, and students are required to adhere to all terms and conditions set forth by AI tools when permitted to be used. This includes but is not limited to:

- Complying with any licensing agreements or usage restrictions
- Abiding by age requirements determined by each individual tool
- Using the tools for educational purposes only
- Refraining from sharing any type of PII (Personally identifiable information - this includes names, school names, birthdates, addresses, etc.) of yourself or others in compliance with Family Educational Rights and Privacy Act (FERPA). Academic records such as examinations and course assignments are considered student records and protected by FERPA. (i.e. a student prompting, "I'm Emily Rodriguez, a student at Scottsdale Christian Academy. I was born on March 12, 2007. Here is my math final exam with my teacher's comments and grade (78%). Can you explain why I lost points and help me write an appeal to my teacher?")

AI detection tools and determining infractions

SCA teachers are advised to become familiar with each student's "voice" (through in class, written work) to best evaluate whether AI was used. Below is a sampling of tools that may be used to help determine AI detection and use.

- Teachers must follow "Proper Use of AI: Verifying Creative Voice" step-by-step to verify proper use.
- Student work may be subject to teacher use of AI detection tools to evaluate the likelihood of AI tool usage. This would be used by faculty/staff only as a guide and not final determination of AI use.
- Students may be subject to teacher inquiry and discussion over suspected use of AI.

If AI is used inappropriately or without teacher approval and notification at time of submission, the incident will be documented and the Discipline Policy in the handbook will go into effect.

Threats and limitations of improper use

All AI tools used for educational purposes must be vetted and approved by IT. Any information put into tools outside of approved SCA tools (below) may become available to public use and pose significant risk to personal and institutional data.

AI tool vetting process will include review of relevancy, data privacy, ease of use, and educational application

SCA-approved safe AI tools with SCA e-mail login through IT approval and/or Single Sign On (SSO - no personal email logins for school-related work):

- Microsoft CoPilot
- Google Gemini
- Google NotebookLM
- ChatGPT
- Magic Student
- Khan Academy
- Canva

Teachers may use additional tools for work purposes. If tools above are accessed with non-SCA email profile or as guest, information is subject to exposure to public access.

Instruction and Professional Development

SCA is committed to the ongoing education of all students, faculty, and staff regarding the use of artificial intelligence to enhance learning in purposeful and innovative ways. Professional Development training will keep teachers/staff informed about advancements in AI and best practices for determining the role AI might play within their professional responsibilities both in and out of the classroom.

Artificial intelligence curriculum for students grades 3-12 builds year upon year to ensure students are receiving foundational understanding and practice of this technology.

Ongoing review

SCA acknowledges the rapidly changing landscape of AI and is committed to periodically reviewing and updating this document based on advancements in technology, educational practices, and faculty/student wellness. Feedback from administrators, teachers, students, and parents will be sought out to ensure the policy remains relevant, effective, and alignment with SCA's mission and vision.

COMMUNITY EXPECTATIONS

DRESS STANDARD

SCA endeavors to promote excellence in all areas of education – including dress. The focus of our students and faculty is to foster academic excellence, the formulation of Christian character and training “lifelong learners walking with Jesus.” To accomplish these purposes, careful consideration has been given to the formulation of the Dress Standard Policy. SCA students are expected to live and conduct themselves in a manner that is pleasing to God and glorifying to the name of Jesus Christ (II Thessalonians 1:11-12).

The cooperation of students, parents, and teachers is necessary to maintain the dress standard. It is very important that the dress standard is accepted fully and is enforced consistently. **Enforcing the dress standard is not the sole responsibility of the school. Parents are expected to cooperate with the school in monitoring their child’s daily attire.**

If, at the discretion of the Administration or the teacher, the attire is immodest or inappropriate, corrective action will be taken. SCA has the discretion to not allow anything relating to dress or appearance of a student not specifically mentioned in this policy and considered inconsistent with school policy. **Clothing that does not meet dress code requirements will result in the student being sent home with an unexcused absence.** Extreme fads will not be allowed. It must be understood that hair, clothes, and jewelry styles that are clearly identified with a segment of culture that is not consistent with the biblical teachings or is unwholesome will not be allowed.

SCA students (K-12) must wear the prescribed standard attire clothing. (Please note that Preschool and Pre-Kindergarten students are not required to wear standard attire.)

DRESS STANDARD GUIDELINES

Shirts

- Solid color polo-type shirts may be purchased from any vendor, but only the following colors may be worn: red, white, navy blue, light blue, and light pink.
- **Shirts may have a logo on the front, but it must not be larger than a two-inch square.**
- Students are not required to tuck in their shirts. Untucked shirts must be neat, straight across the bottom, and must not reveal midriffs or undergarments. Any garment worn under the outer polo must at all times be tucked.
- Students may wear approved spirit/SCA special event shirts on approved spirit days.
- No printing of any kind should be visible on or through clothing. Solid white, navy, or red t-shirts or long-sleeved shirts under short sleeved shirts are permissible.
- Students are expected to purchase navy and red logo shirts from Anton Uniforms to be worn on field trips, Chapel days, and other special events.

Pants and Shorts

- Shorts and long pants must be navy or khaki and may be purchased from any vendor as long as they conform to SCA dress code regulations.
- Pants and shorts must be worn above the hip bone and must not be greatly oversized. Underwear is not permitted to show below or above short lines. Shorts must be no shorter than 4 inches above the top of the kneecap.
- For field trips, teachers will use their discretion regarding whether students should wear uniform bottoms or jeans.

Skirts, Skorts, Jumpers, and Dresses

The official plaid for the elementary school is the Anton Elementary Plaid (primarily red and blue). These plaid items must be purchased from Anton Uniform Company, our SCA Eagle Shoppe, or a vendor selling used Anton uniforms.

- Navy and khaki skirts, jumpers and skorts may be purchased from any vendor as long as they conform to SCA dress code regulations.
- Skirts, skorts, jumpers, and dresses must be no shorter than 4 inches above the top of the kneecap.
- Solid color polo-type dresses may be purchased from any vendor, but only the following colors may be worn: red, white, navy blue, light blue, and light pink.
- Female students should wear solid-colored shorts under skirts as long as the hem does not go below the hem of the skirts.
- If a skirt or skort is deemed too short, parents will be called to bring proper clothing that meets SCA’s dress code.

Outerwear

- All outerwear (jackets, sweaters, and sweatshirts) must be solid (one color) navy, red, or white and may be purchased from any vendor. Outerwear purchased in the Eagle Shoppe can be any color.
- Any logo on outerwear may not be larger than a two-inch square.

Shoes and Socks

- Shoes must be P.E. appropriate, either tennis shoes or sandals with a closed toe or a back strap.
- **Tennis shoes are needed for PE days.**
- Shoes may not be any form of a slipper for slipper-type shoe (e.g. Uggs, Birkenstocks).
- Shoe heels must not exceed 2 inches in height.
- Socks may be any color but must be a matching pair.
- Girls may wear any color tights or leggings under skirts, skorts, dresses, and jumpers.

Jewelry

- Jewelry with pagan religions, occult, or new age symbolism is not permissible.
- Pierced ears are permissible for girls only. No other piercing is allowed.
- Boys are not allowed to wear studded bracelets, etc.

Accessories

- Tattoos must be covered at all times.
- Pocket chains are not permissible.
- Elementary students may wear SCA hats (with bill facing forward) at recess or outdoors PE class and sunglasses outside, but these items may be confiscated if worn indoors anywhere on campus. Hoodies, hats, and beanies may not be worn indoors or during class at any time.
- Any clothing, book bags, hats, belt buckles, notebooks, jewelry or other paraphernalia with sexual innuendo, inappropriate messages or pictures, rebellious stunts, occult symbols, skulls, alcohol, beer, drugs/substance abuse or other questionable pictures which draw attention to oneself are not allowed.
- SCA students should not wear clothing, hats, pins, or similar items that display support for any specific political party or candidate on campus or during SCA events.

Grooming

- Hair should look neat and *natural* and be styled with an *emphasis on cleanliness and moderation*.
- Hair styles or hair colors that draw undue attention are not allowed.
- Boys' hair should not extend below the middle of the ear, over the eyebrows or onto the collar. For boys, ponytails or man buns are not allowed.
- **Elementary students are not allowed to wear make-up, fake nails, or perfume/cologne.**

Special Dress Days

- Jeans Pass Days are a privilege. Students may wear jeans or longer sport shorts. Ripped jeans, jeggings, leggings, sweatpants, pajama pants, or short shorts are not allowed.
- On special dress up days and school spirit days, students should dress modestly and appropriately. Props, face coverings, face painting, or any clothing that would be distracting, offensive, or impede sitting, playing, or learning is not allowed.

Additional Information

- Uniforms must be worn on campus during school hours. Any exceptions must be approved by the Principal.
- Students not complying with dress code policies may be sent to the office and parents may be required to bring appropriate clothing before the student may return to class.
- Examples of other vendors to purchase solid-colored uniform items other than Anton Uniforms would be Target, Costco, Amazon, Gap Inc.

STUDENT CODE OF CONDUCT

SCA expects its students to behave in a manner that is glorifying to God, hopefully resulting in a safe, secure, and orderly school environment for all of our students. A reality of school life, however, is that some students will occasionally act in ways that cross the lines between expected behavior and unacceptable behavior. The Student Code of Conduct has been developed to deal with situations when those lines have been crossed. All SCA students and parents/guardians are expected to be familiar with the following conduct policies and to willingly abide by them.

General Student and Family Expectations

SCA students and parents should not engage in any immoral, unethical, or illegal activities or any other activities that have a negative effect on the name of the Lord Jesus Christ, other students, the Academy, faculty or staff members, or the community. The Code of Conduct is designed for the benefit of all and will be enforced.

Student, Teacher, and Administration Meetings

Teachers, counselors, the Dean of Discipline, and Administrators may meet with a student or students without prior parental approval at SCA's discretion. It is not reasonable for parents to assume they will be called in advance when a SCA employee needs to meet with a student.

Desired Characteristics of an SCA Student

Appropriate behavior is expected at all times from SCA students. Violations of school rules should be behavior that is out of the ordinary. The SCA student should be characterized by his/her respect for him/herself as a creation of God, respect for others, and respect for creation and property. A SCA student should:

- Pray and worship sincerely and respect others while they pray and worship.
- Tell the truth and demonstrate integrity.
- Speak kindly about others, hold confidences, and not gossip.
- Respect all adults, obeying them, calling them by their proper title, and making eye contact when speaking to them, including members of the staff and facilities teams.
- Take responsibility for their own actions.
- Be polite and use proper social manners, saying please and thank you, opening doors for others, saying hello when passing someone, using one's name when speaking to other students and adults.
- Listen attentively.
- Be diligent with all responsibilities, whether in the classroom or during activities.
- Appreciate the efforts of others, whether in academics, athletics, the arts, or leadership.
- Encourage teamwork and community and not sow discord.
- Accept direction and correction from any authority without being defensive or evasive and without quibbling.
- Put others before themselves and show respect to all.
- Encourage others to seek out their gifts, reach their potential, and grow to be more Christ-like.

Guiding Principles

Discipline addresses the areas of prevention, correction, and restoration. Discipline decisions must consider the good of the individual and the good of the whole school community. This handbook addresses many rules and consequences but is not exhaustive. The Administration will use its best judgment in all cases of misconduct. SCA has an Academic and Disciplinary Review Committee (ADRC) to address more serious issues concerning social, behavioral, or academic fit at SCA.

Student Disciplinary Files and Student Records

Disciplinary files at SCA are for internal recordkeeping purposes and are private to SCA. These are not released to other schools or to families. Confidential student records are kept in a safe and secure location in our school office and are accessible only to appropriate personnel.

Off-Campus Misconduct

The Student Disciplinary Code and all SCA penalties may apply to conduct off school grounds, particularly those that may endanger the health or safety of SCA students within the school setting or substantially interfere with the educative process.

Examples of off-campus misconduct that may be subject to SCA discipline include, but are not limited to, illegal activity, threats of violence, alcohol possession/use, fighting, hazing, drug possession/use or sales, firearm possession, violent offenses, robbery, burglary, arson, and sexual assaults.

SCA considers a student an official member of the student body from their first day of acceptance at SCA until withdrawn, removed, or graduated. There is a "24-7-365" aspect to the SCA Code of Conduct. The Academy reserves the right to discipline for both on-campus and off-campus misbehavior during the student's tenure at SCA.

When deemed necessary and/or required by law, certain acts of student misbehavior, whether on-campus or off-campus, will be reported to appropriate authorities.

SCA parents or guardians shall not knowingly facilitate or allow the violation of rules of SCA or the law; such as the failure of parents to adequately safeguard any alcohol or drugs they possess, or to provide reasonable supervision standards in order to significantly minimize the possibility of alcohol or drugs being brought into the home, another location of social gathering, or to school functions or property. When parents or guardians knowingly facilitate or allow the violation of rules of SCA or the law, the result may include the immediate termination of the relationship between the family and SCA.

It is not the responsibility of the school, nor does it have the resources or ability to police a student's behavior off campus during non-school hours or days. It is the parents' responsibility to monitor student's time online and social media. Members of the SCA family who become aware of violations of school policies that occur beyond school property, school activities, or school hours should first consider speaking directly to the other families involved, as SCA often is not in the best position to do anything about the concern under such circumstances.

Student Responsibilities When Wrongdoing Occurs

Occasionally, a SCA student may find him/herself in a situation when clear violations of the Code of Conduct (e.g., consuming alcohol, taking drugs, immoral behavior, etc.) are occurring. It is the responsibility of that student to take immediate and reasonable steps to remove him/herself from the location of the wrongdoing. If such steps are not taken, the student may be subject to disciplinary action. When SCA employees request truthful answers from a student regarding allegations about their own actions or the actions of others, it is done with a presumption of full disclosure.

Relational Conflict Among SCA Students

At Scottsdale Christian Academy, we know that students are still learning how to interact with one another in healthy, Christ-like ways. Relational conflict is a normal part of growing up, and our role as a school is to partner with parents to help students learn, grow, and be restored when conflict arises.

Defining the Difference Between Inappropriate Behavior and Bullying

It is important to distinguish between unkind or inappropriate behavior and bullying. This section is to assist in defining the difference of behaviors. In a later discussion we will discuss how they are handled.

- Inappropriate behaviors include hurtful comments, poor choices of words, or unkind, mean, or thoughtless words or actions.
- Bullying can be physical, verbal, or psychological and include all three of the following:
 1. **Intentionally Harmful Behavior:** Unwanted, deliberate, and aggressive behaviors that cause fear, distress, or harm; and
 2. **A Power Imbalance:** More power or status than their target (such as physical strength, access to embarrassing information, popularity) used to control or harm others. Power imbalances can change over time and in different situations; and
 3. **Repetition over Time:** Repeated actions or threats of action directed toward a person by one or more people.
- All bullying is inappropriate behavior. Not all inappropriate behavior is bullying.

How We Handle General Inappropriate Behavior

At SCA, we believe both love and consequence are essential. Conflict is never handled with one and not the other. Love reflects Christ's call to extend grace, seek restoration, and remember that each child is created in God's image. Grace is not synonymous with no consequence, and in fact, providing a consequence can be an example of love and grace. Consequence teaches accountability, corrects behavior, and protects the community. Certain behaviors may result in immediate and serious consequences consistent with the handbook.

How We Handle Bullying

In addition to the above, bullying is addressed seriously at SCA. Our approach blends prevention, education, and intervention. We help students learn how to use their bodies and voices appropriately, while differentiating between teachable moments, zero-tolerance behaviors, and everything in between. Certain behaviors may result in immediate and serious consequences consistent with the handbook.

Reporting and Responding

When suspected bullying is reported, SCA follows a clear process:

- **Reporting/Incident Report:**
When suspected bullying is reported to an SCA employee, they should notify a supervising Principal,

counselor, Dean of Discipline, or another trusted adult. To be acted upon, a complete report needs to include specific details including names and incidences to be effectively investigated. A student incident report should be filled out by the reporting party, and an inquiry begins.

- **Inquiry process:**
Through the inquiry process, interviews of other parties may take place, and details are documented.
- **Involve any appropriate support staff:**
A social/emotional counselor may join to help assess and support those involved.
- **Determine outcomes:**
The appropriate disciplinary actions and/or restorative steps are taken relative to whether the three tenets of bullying may appear to exist (see above). See our levels of disciplinary consequences in the handbook.

It is important to acknowledge that each situation is unique. It is important parents support SCA in making decisions based on the collective experience of the school and the information obtained, acknowledging they may not be aware or privy to all the details.

Having all the information is important. We welcome all reports of concerning behavior, including anonymous reports, however, families should understand that anonymity may limit the school's ability to investigate or respond fully.

The school's ability to appropriately address concerns may be limited if one or a combination of the below exists:

- The report is made anonymously without the ability to validate the information.
- Sufficient details are not provided (for example who is being accused or other details behind the accusation are withheld).
- A report is made with details, but the reporter requests specifically we not address it with the accused, or other requests are made to limit the investigation.

Once reported, the school will follow appropriate protocols to begin investigating. While confidentiality cannot be guaranteed, we will inquire on the report with appropriate discretion.

Timely reporting is critical. Bringing up incidents weeks, months, or years later makes resolution difficult at best. Please notify the school as soon as concerns arise to enable the school to appropriately follow the steps necessary to investigate and respond.

Approaches to Courage

God calls us to courage, not fear. It is important for students to be equipped with practical tools to act with courage:

- Teach simple responses: "Stop it" or "Leave him/her alone."
- Provide safe opportunities for apologies and reconciliation.
- Encourage the 'power of two'. Standing together builds courage.
- Explain the difference between tattling (trying to get someone in trouble) and reporting (trying to get someone out of trouble).
- See something, say something to a trusted adult on campus.

Roles Students Play and Not Labeling Students

Students may experience conflict in different ways:

- Mistreating others
- Being mistreated
- Witnessing mistreatment

Roles are fluid. A student may be mistreated in one situation and mistreat someone else in another. Witnesses may assist, reinforce, remain passive, or step in to defend. Understanding these roles helps prevent and address mistreatment effectively.

Labeling students as 'bullies' or 'victims' can do harm:

- It may imply a child cannot change.
- It may ignore the multiple roles a child plays over time.
- It may overlook contributing factors like peer influence.

We address behavior, not identities, and always hold out the hope of change, growth, and redemption.

Training and Support

SCA invests in training and resources to respond to relational conflict:

- Faculty and staff are trained in the definitions of inappropriate behavior versus bullying, disciplinary procedures, and reporting responsibilities.
- Students are educated about roles in conflict and biblical approaches to kindness.
- Resources include two full-time social and emotional counselors, two full-time Student Support Officers (SSO), a Dean of Discipline, and multiple administrators who support both prevention and intervention.

Restoration and Redemption

As a Christian school, we seek a student growth mindset that balances justice and mercy. We work toward outcomes that may include important consequences, and are aligned with Christ's call to forgive, reconcile, and grow stronger in community.

Forgiveness, grace, redemption, and restoration are *not* mutually exclusive with disciplinary consequences to actions.

Discipline

At Scottsdale Christian Academy we follow a progressive discipline plan where discipline interventions begin at the least intrusive and lowest levels and move up to more restrictive levels as students continue to repeat poor choices and poor behavior.

Level One

Misbehavior on the part of the student, which impedes orderly classroom procedures or interferes with the orderly operation of the classroom. Most of these offenses can be handled effectively by the teacher through normal classroom discipline. They should be dealt with fairly and as soon as possible.

Level One misbehaviors include but are not limited to:

- Aggressiveness (Prov. 29:11)
- Being in an unauthorized area (Heb. 13:17)
- Bothering others (Prov. 5:23)
- Cafeteria misbehavior (Prov. 5:23)
- Cell phone or smart watch violation (Heb. 13:17)
- Chewing gum (Heb. 13:17)
- Constant talking/blurting out (Prov. 12:15)
- Disobeying general school rules (Heb. 13:17)
- Disobeying teacher or authority (Heb. 13:17)
- Disturbing the classroom/others, such as being out of seat, horseplay (Prov. 5:23)
- Dress code infraction (Heb. 13:17)
- Eating in class (Heb. 13:17)
- Failure to follow established procedures (Heb. 13:17)
- Inattentiveness (Prov. 12:15)
- Irresponsibility (I Cor. 4:2)
- Littering (Luke 16:11)
- Misuse of materials/equipment (Luke 16:11)
- Note passing (Heb. 13:17)
- Not returning information/homework/signature (I Cor. 4:2)
- Persistent tattling (I Timothy 5:13)
- Playground behavior, such as horseplay, playing in the walkways, etc. (Prov. 5:23)
- Tardiness (Prov. 5:23)
- Throwing objects (Prov. 5:23)
- Unacceptable social behavior, such as arguing or leaving others out (II Tim. 2:24)
- Unprepared for class (I Cor. 4:2)
- Dismissal Zone behavior (Heb. 13:17)

Disciplinary Options for Level One Misbehaviors:

- Discipline report or detention
- Turning card or noted in the student planner
- Re-teaching, modeling, and reinforcing expected behaviors

- Loss of recess and loss of privileges
- Verbal reprimand or warning
- Private conference with student
- Special assignment related to problem, such as cafeteria clean up
- Time-out space in classroom
- Behavior or teacher/parent contract
- Parents notified
- Meeting with or consulting school counselor and/or Principal or Assistant Principal

Level Two

Misbehavior whose frequency or seriousness tends to disrupt the learning climate of the school. These are greater offenses.

Level Two misbehaviors include but are not limited to:

- Abuse of others - verbal or physical; threatening/harassment (Matthew 22:39b)
- Cheating (Eph. 4:25)
- Continuation of unmodified Level One misbehaviors (Prov. 26:11)
- Defiance/rebellion (I Peter 3:8)
- Destruction of property (Luke 16:11)
- Profanity
- Disrespect/defiance of authority
- Discrimination due to race, gender, academic abilities, social, financial status, etc.
- School or classroom aversion

Disciplinary Options for Level Two Misbehavior (in addition to Level One options):

- Behavioral modification
- Restitution
- Referral to outside agency
- Suspension (1-3 days)

Level Three

Misbehavior which results in violence to other person or property, or which poses a threat to the safety of others in the school. These are serious offenses. Parents and an administrator will be notified of all Level Three misbehaviors.

Level Three misbehaviors include but are not limited to:

- Alcohol or tobacco use (I Cor. 6:19)
- Assault and battery (Matthew 22:39b)
- Arson/false alarms (I Peter 3:10-12)
- Bomb threats (I Peter 3:10-12)
- Continuation of unmodified Levels One, Two, and Three misbehaviors (Prov. 26:11)
- Extortion (Eph. 4:18)
- Furnishing/selling/possession of unauthorized substances or paraphernalia (includes vitamins, prescription medication, and over-the-counter medication) (I Cor. 6:19)
- Injurious fighting (Matt. 22:39b)
- Possession of knives/guns, pepper spray, or other weapons (I Peter 3:8)
- Possession of matches/lighter/firecrackers (I Peter 3:8)
- Possession/use of dangerous weapons (I Peter 3:8)
- Repeated acts of discrimination
- Theft/possession/sale of stolen property (Eph. 4:28)
- Vandalism which might harm the safety of others or personal property (Luke 16:11)
- Violent threats (Matt. 22:39b)

Disciplinary Options for Level Three Misbehaviors (Parents and the Principal/Assistant Principal will be notified of all Level Three misbehaviors):

- Any options from Levels One, Two, or Three
- Expulsion or indefinite suspension

If a student receives two detentions in one semester or three detentions in the year, then the next detention will result in an after-school detention. After an after-school detention, the student may be given in-school or at-home suspension. If a student is sent home due to behavior two times or has a second suspension at any time during the student's tenure at SCA, it will initiate an Academic and Disciplinary Review Committee (ADRC) meeting to determine next steps and discuss enrollment status. Continued poor behavior may also result in increased days of suspension or expulsion from SCA.

Students suspended from school may not attend classes, school events and/or participate in school activities on the day(s) of suspension. The decision for a suspension is made by the Principal. Suspension may be given for the following (but not exhaustive) behaviors: repeated Level One or Level Two behaviors, improper language, multiple detentions, physical altercations, academic dishonesty, off campus activities, violation of, use and/or possession of tobacco products including vaping, alcohol, illicit drugs, contraband on or near the school campus, and other behavior that in the view of the school's Administration may adversely affect the successful implementation of the school's mission.

When a student is suspended, the number of days of the suspension required by the school will be counted in the student's total absences. The student is not able to participate in SCA activities or sports and may receive zeros or partial credit in all work due during the time of the suspension, not including exams. Individual teachers may require any missed work to still be completed, but no credit for the work may be given to the student. Discretion in this policy is permitted in rare and unusual circumstances with the agreement of both the teacher and the Principal.

Probation

Probation may be invoked when a student has serious academic concerns (one "F" or two "Ds" on a report card), attendance issues, excessive tardies, or attitude and behavior problems to give the student an opportunity to correct his/her problem. Student activities will be limited during the probation period and all positions of trust and responsibility must be relinquished for the remainder of the year. If there is not improvement to a satisfactory level, the student may be asked to withdraw from the school. This decision will be determined by the Academic or Disciplinary Review Committee.

Determination Not to Offer a Re-Enrollment Contract

When it is no longer in the best interest of the student or school to continue the formal educational relationship at SCA, a decision will be made by the Principal, with concurrence of the Superintendent, to not offer a contract for the subsequent school year. This decision may be based on, but not limited to, the academic, behavioral parameters of students and parents, attendance concerns, and/or family financial obligations to the school.

General School Rules

- Students should adhere to the 3R's: Be Responsible, Be Respectful, Be Ready.
- No iPad, tablets, PSPs, MP3 players, video games, cell phones, smart watches, computers, or other electronic devices are allowed in school except for a specific class project with teacher approval. Students are not permitted to use personal hot spots on campus to connect to the internet.
- Any electronic devices such as cell phones and smart watches must be kept in the Elementary Office and powered off and are not permitted to be used during the school day. They may be used briefly after school for pick-up information only. If students choose to use an electronic device during school hours, it will be confiscated and taken to the Elementary Principal/Assistant Principal for parent pick up.
- Toys are at the discretion of the teacher. Toys with multiple pieces should not be brought on campus unless special permission is given by a teacher. Collectable toys or cards that represent unbiblical character traits and activities are not allowed.
- Balls brought from home will only be retrieved from the roof when the custodian routinely checks the roof. To avoid problems, it is best if school balls are used.
- Members of the SCA community should use great discretion when using social media. Students and parents represent SCA on and off campus, and violations of school expectations off campus and during non-school hours can lead to disciplinary consequences. Make certain that student and parent posts do not conflict, or lead to the perception of a conflict, with the positions of SCA. Do not tag other people in social media posts that they might find offensive. Do not do anything on social media that could put you or a school employee in

a compromising position. **It is the parents' responsibility to monitor student's social media activity, including the student's personal chats on the SCA TEAMS portal and personal devices.**

Students should not "friend" teachers or other school employees. Even parents should be extremely cautious in friending their students' teachers. Both these situations can be potentially damaging to the professionalism and integrity of the employee. Students should avoid personal, casual conversations with teachers and school employees via text messaging, Facebook Messenger, etc.

- Students are not to chew gum on school property.
- The use, sale, or distribution of tobacco (including vaping), alcohol or drugs (including marijuana and any unsubscribed prescriptions), either at school or outside of school, is grounds for suspension or expulsion. Additionally, furnishing, selling or possession of unauthorized substances or paraphernalia (including vitamins, prescription medication and over-the-counter medications) is prohibited.
- SCA is committed to maintaining an academic environment in which all individuals treat each other with dignity and respect, and which is free from all forms of intimidation, exploitation and harassment, including sexual harassment, and discrimination on the basis of race, color, biological sex, national origin, age, disability, or genetic information. Please note any student-on-student contact (public displays of affection) are prohibited. This school is prepared to address any situation related to sexual harassment and/or sexual misconduct. Anyone who violates this policy may be subject to discipline, up to and including expulsion.
- The use of improper language (vulgarity, obscenity, profanity) will not be tolerated and could be grounds for immediate suspension. This includes inappropriate use of social media (i.e., "sexting").
- Gambling is not permitted at any time.
- Students should keep their hands off others, which would include pushing, hitting, holding, wrestling, horseplay, etc.
- Students are to speak to peers and all adults with a respectful tone and attitude. Good manners are expected at all times.
- Weapons of any type are not permitted. Guns, knives, pepper spray, magnifying glasses, firecrackers, laser pointers, and squirt or toy guns are not to be brought on campus.
- SCA is not responsible for any lost, stolen, or damaged goods or money brought onto campus by students. Students should keep all items of value on their person, in their backpacks, or in a place designated by the homeroom teacher. Students should not bring any items that are distractions to school that are not specifically related to instruction or requested/permitted by a teacher.
- Students are not permitted to ride skateboards, roller blades, or scooters on campus at any time. "Wheelies" (roller shoes) are also not permitted.
- No buying/selling goods on campus to students (by students or parents) is allowed without expressed written permission by an administrator.

3R's Examples of School-wide Rules/Expectations

	I AM RESPECTFUL	I AM RESPONSIBLE	I AM READY
CLASSROOM AND ALL SETTINGS	<ul style="list-style-type: none"> • Enter classrooms quietly • Listen politely • Raise hand to speak • Speak respectfully • Use kind, polite and encouraging words • Ask permission to use things • Participate positively • Respect others' privacy & property 	<ul style="list-style-type: none"> • Follow directions • Make good choices • Accept consequences without arguing or complaining • Study daily • Complete all classroom and homework assignments on time • Return books and borrowed materials promptly • Use technology appropriately • Use best work 	<ul style="list-style-type: none"> • Come prepared • Work carefully • Complete work • Do your best • Be on time • Take seat promptly • Start assignment immediately
WALKWAYS	<ul style="list-style-type: none"> • Walk quietly • Keep walkways neat and clean • Keep hands off things outside the classroom • Do not look in windows 	<ul style="list-style-type: none"> • Follow directions • Take the most direct route to class • Stay off large rocks 	<ul style="list-style-type: none"> • Stay on sidewalk, out of rocks • Be observant – watch for opening doors • Be courteous – stay to one side and make room for others
ARRIVAL/ DISMISSAL	<ul style="list-style-type: none"> • No food on fields or zones • In the morning, place backpack neatly outside classroom and go directly to playground, cafeteria, or library • In the afternoon, go quickly to the correct zone and stay there • Obey teachers who are on duty 	<ul style="list-style-type: none"> • Follow directions • Handle backpack and other materials safely • Do not stop at the vending machines • Only use the restroom with permission 	<ul style="list-style-type: none"> • Report directly to appropriate location • At dismissal, watch for your ride and be prepared to get in the car quickly • Do not take out snacks, a phone, or toys at zone
CAFETERIA	<ul style="list-style-type: none"> • Wait quietly in line to be served • Use good table manners • Talk nicely to others • Clean up eating area (table, bench, floor) • Silence when requested 	<ul style="list-style-type: none"> • Follow directions • Remain seated • Use restroom with permission and only for emergencies 	<ul style="list-style-type: none"> • Bring lunch, money, or snack to the cafeteria • Get utensils and all food before sitting at the table • Raise your hand if you need assistance • Sit only 6 to a table
RESTROOMS	<ul style="list-style-type: none"> • Use a quiet voice • Respect privacy • Keep bathroom clean/flush • Throw paper towels in the trashcan 	<ul style="list-style-type: none"> • Follow directions first time asked • Avoid horseplay • Use only enough water to wash hands 	<ul style="list-style-type: none"> • Have a purpose • Have teacher's permission to use restroom • Return to class promptly
NURSE'S OFFICE	<ul style="list-style-type: none"> • Wait patiently • Greet the nurse • Say "Thank you" 	<ul style="list-style-type: none"> • Follow directions first time asked • Don't touch medical supplies • Visit only when necessary 	<ul style="list-style-type: none"> • Bring a health pass describing the reason for your visit
SCHOOL OFFICES	<ul style="list-style-type: none"> • Enter the office quietly • Use inside voices • Be polite and say "Please" and "Thank you" to office staff 	<ul style="list-style-type: none"> • Take care of business as requested • Deliver messages and materials carefully • Bring a teacher pass to use the office phone 	<ul style="list-style-type: none"> • Go directly to office • Listen to instructions from office staff • Return to class promptly
CHAPEL	<ul style="list-style-type: none"> • Listen quietly • Worship and applaud appropriately • Sit on bleachers (never walk on seats) 	<ul style="list-style-type: none"> • Follow directions first time asked • Don't leave chapel unless it is an emergency 	<ul style="list-style-type: none"> • Listen and participate • Enter respectfully, ready to sing and learn • Walk carefully to your assigned seating area
PLAYGROUND	<ul style="list-style-type: none"> • Share equipment • Take turns and play cooperatively • Include others 	<ul style="list-style-type: none"> • Follow directions first time asked • Accept consequences without arguing or complaining 	<ul style="list-style-type: none"> • Know the playground rules and obey them • Take balls, recess equipment with you to the field • Stop at restroom before recess

"Whatever you do, do it all for the glory of God." 1 Corinthians 10:31

POLICIES AND PROCEDURES

Advising and Guidance Services

Counselors are available to all elementary students. The counseling staff offers a wide variety of academic services and Biblically based guidance. The guidance counselors help students grow into mature, Godly adults by guiding them in the areas of decision making, social and personal adjustment, and academic growth. Services are available in three major areas of school life:

- Mentoring and student social and emotional growth/development
- Career and college guidance
- Academic guidance and testing

Students may visit the counseling office by scheduling an appointment or during designated drop-in times. Our school counselors do not provide professional counseling services or take the place of counseling support needed.

In regards to students visiting with our social and emotional counselors on campus: If at any time a student indicates a specific desire or alludes to a plan to self-harm with any reference of suicidal ideation, the counseling department will move forward on a plan to remove the student from the general population at school to be housed in either the counselor's office or the health office until a legal guardian is notified and can pick them up for additional support. Parents/guardians at this point are recommended to seek out emergency care first as well as professional help. Choosing this form of assistance is the parents' responsibility, and the counseling department maintains a list of possible options in this regard. SCA can also provide contact information for crisis help if the parent (guardian) requests such information. SCA may offer the family potential professional referrals and may provide specific criteria for the student to return to campus including a professional diagnostic impression and recommendations for the student's emotional support when returning to campus. The counseling department will also reach out to attendance so that the student is accounted for, and the required absence(s) are excused. The Counseling department will also notify teachers (without providing confidential information) to help direct missing work, large assignments, and grades.

If at any time a student indicates a specific desire or alludes to a plan to self-harm without reference of suicidal ideation, a phone call to the parent/guardian is also made with recommendation for a counseling referral and a conversation with Administration to determine any potential criteria for the student to return to campus. This varies as self-harm comments can cover a broad range of comments.

Attendance

If your child is going to be absent, please **email the attendance line elemattendance@scamail.org each day he/she is absent by 9:00 AM**. Please keep in mind that if a student arrives at 9:30 AM or after or is signed out before 2:00 PM, he/she will be counted a half day absent. If a student is signed out for any part of the day, he/she will **not qualify for perfect attendance**.

If a student is absent from school **more than 5 days in a quarter or 9 days during the semester**, he/she may be put on probation or subject to withdrawal from the school. Extended absences: If a student is absent for more than 8 consecutive school days without notifying the Academy, it will be assumed that said student's family has voluntarily withdrawn their enrollment in the Academy.

Unless the *Absence Request for a Planned Absence* form has been approved, a student who has an unexcused absence may receive a zero for all schoolwork missed in addition to any penalty deemed advisable by the school.

Absences

Regular attendance is necessary for a student to gain the most in school. Generally, a student will be excused from school only for medical reasons or emergencies. For an excused absence, permission must be received from the Elementary Principal if a student is absent for any reason other than those listed above. Please avoid planning family outings, vacation trips, etc. during the school calendar. Also, students may not leave early for non-SCA extra-curricular activities. If a student is going to be absent for reasons other than for medical reasons or emergency, it will be considered unexcused, and the following steps must be taken:

- At least **one week** in advance, the parent must fill out the online ***Absence Request for a Planned Absence*** form from the SCA website.
- Once the office has given approval for planned absences, the form will be passed to the appropriate teachers and the teacher(s) will give assignments to the student no more than one week before the absence.
- It is the family's responsibility to make sure that the student has all of the textbooks and workbooks needed to complete the work.

- Teachers cannot be expected to find time to provide 1:1 instruction in areas that will be missed. It is the family's responsibility to complete the missed assignments outside of school time.
- It is the student's responsibility to complete all of the work by the expected date given by the teacher. An extension may be given by the teacher but if work is not completed in the allotted time, points will be deducted.
- Projects and tests should be ready on the student's day of return unless arrangements have been made by the teacher.

Unexcused Absences

Absences due to reasons other than medical reasons and emergencies will be unexcused. The following are examples of absences considered unexcused:

- Family trips and activities, practice, sports, lessons, outside classes, non-SCA extra-curricular activities, etc.
- Absence not known or approved by the teacher or Principal at the time the absence occurred.
- Routinely leaving school before the end of the day without permission from the Principal.
- Staying out of class without a pass or permission slip from the teacher in charge.
- Personal days need to be communicated to the Elementary Attendance but are still considered unexcused.

Missed Class Assignments

If a student is absent for **two or more days** due to illness or family emergency, homework can be requested by emailing the homeroom teacher. **Unless absent for a medical reason, all work is still expected to be turned in on the date of return, including projects and taking tests.**

Tardiness

It is important that students be punctual. Tardiness unnecessarily disrupts orderly instruction and sets a bad example for others. All tardies are reflected on the student's report card, but it is the responsibility of the parents to track student tardies during the quarter.

Penalties for Excessive Tardies for students in Grades 2-5 will be as follows:

- 5 tardies per quarter = 1 lunch detention
- 10 tardies per quarter = 1 after-school detention
- 15 tardies per quarter = 1 day suspension

Students in K-5 may be placed on probation for excessive tardies.

Leaving Campus

SCA has a "closed campus." This means that students do not leave the campus after arriving at school until they leave for home after school. If a student will be leaving early for any reason, the person picking him/her up must come to the office and sign that student out. If a parent is not the one picking the student up, **a note must be written by the parent giving permission for the child to leave with that person.**

If a student is leaving early, please don't call and request that your child be waiting in the office. Allow a few extra minutes so he/she can be called from the classroom **after** you arrive at school. This way, students don't miss valuable class time if you are delayed. **Students will not be called out of class between 2:30 and 3:00 PM.** If for some reason you need to take your child out early, you must do so **before** 2:30 PM. The end of the school day is a time for sharing important information and closure to the school day.

If students are taken off campus to eat lunch with a parent or other authorized person, they must be back on time for class or will be considered **tardy**. Please help your child be responsible by having him back on time.

Students will be allowed to go off campus with someone other than their own parents **ONLY** if they bring written permission from their parent that morning. They will not be allowed to call their parents or ask that parents email written permission once school is in session.

Beyond the Bell, Clubs, and After School Activities

All clubs, extracurricular programs, and after-school activities must be initiated, managed, or directly overseen by employees of SCA or individuals/entities specifically contracted by SCA for such purposes. Parent-run clubs or activities that operate independently of SCA oversight are not permitted. Activities must align with SCA's mission and values. Administration reserves the right to deny or discontinue any club or activity that does not uphold these standards. After school practices are typically closed to parents and visitors.

Beyond the Bell aftercare is for students in Grades K- 5 who may need to stay late or want to participate in a variety of enjoyable activities after school. It is also available to SCA students on early dismissal days with a reservation. Parents need to fill out a new form to register each year. Students may be asked not to attend if there are behavioral concerns. The program is not licensed by the State of Arizona.

<u>Times</u>	<u>Charges (subject to change)</u>
3:00-5:30 PM	\$10.00 per hour

The hourly fee of \$10.00 will be charged for any portion of the first hour of aftercare. Charges will then be prorated within the hour. A late charge of \$5.00 for any portion of the first five minutes and \$1.00 per minute thereafter per child will be assessed after 5:30 PM. The charge for half days is a flat rate of \$40.00.

Birthdays

Elementary students may bring a special treat for the class on their birthdays if they so desire. Please be sensitive to classmates' special allergies and dietary restrictions. Dye-free birthday treats are appreciated. Students in grades Preschool and Prekindergarten may only bring pre-packaged food in accordance with state licensing regulations. Students with summer birthdays may pick a day during the school year. Please contact the teacher to plan the best day to send in the birthday treat. Parents are encouraged to send the treat with their student in the morning or drop it off at the office, allowing teachers to celebrate at the most convenient time during the day. Please do not plan a birthday activity or bring goodie-bags; it is a quick treat time only to celebrate without cutting into instructional time.

Parents are to mail or email invitations when having home parties unless **all** children (or all boys or all girls) are invited. If a party is planned immediately after school, students attending the party should follow their regular pick-up procedures and be dropped off at the party location rather than a large group being picked up to go to the party. These procedures help eliminate hurt feelings and dismissal congestion.

Campus Access

SCA is a closed campus, and its property (including parking lots and athletic areas) is open to students only during normal hours of operation and extra-curricular time. Access to the campus at any other time is strictly prohibited unless permission is granted from a member of the administrative staff. If you or any other member of the SCA community witnesses unauthorized activities in violation of this policy on the SCA campus, please inform an employee of SCA.

Class Parties

During the year, students will have the opportunity to participate in a number of classroom celebrations. Halloween is NOT observed. At Christmas time the role of Santa Claus is downplayed to enable us to focus on the real meaning of Christmas...the birth of our Savior. No alcoholic beverages should be served at any class party, even if it's not during school hours and not on school property. Please defer to the teacher regarding any party treats not included in the sign-up. In many cases, treat bags and goody bags are not appropriate. Siblings should not attend class parties on or off campus.

Community Text Threads

Parental communication is important in the SCA community. Group text threads and social media threads are often not the best forms of communication and are an inappropriate place to air grievances. The *Guidelines for Community Life* document helps express our expectations at SCA. Please take any concerns directly to the teacher or person for which you have the concern. We also recommend not using group text threads as a homeroom class communication system or adding anyone to these threads without their specific permission to do so. We recommend instead using an app such as *BAND*.

Custody Agreements

SCA chooses not to get involved in custody disputes, other than honoring the custodial orders that are in place. SCA families should not place SCA in the middle of these disputes or ask for references for court disputes. SCA will only get involved under orders of subpoena as required. If SCA families bring their personal disputes onto campus, SCA may require the family to leave in order to maintain a lack of disruption on our campus. SCA is strictly bound to comply fully with all court orders regarding child custody issues, and these court orders must be provided to SCA. SCA will not be placed in a position to choose who a child should go with outside of these orders and expects families to keep all custody conflicts or disputes off campus. If a family needs to be contacted for any reason, SCA may only communicate with one parent with the understanding that custodial parents will communicate the information with the other parent.

Debts and Fines

Students may be assessed fines for damage to, or loss of, school property and/or violations of library regulations, athletic equipment care, locker damage or cleaning, or other damages. If there are unpaid tuition, cafeteria charges, and other fees, records/transcripts may not be released until all debts, charges and fines are paid. Also, families with delinquent accounts may not be permitted to attend out of town trips until accounts are brought current. If outstanding tuition, charges, and fees are considerable, additional measures may be exercised to ensure payment such as a promissory note being contracted between the family with delinquent accounts and SCA. Textbooks are provided for the use of your children at no additional cost; part of the tuition fee applies as a rental of the books for the school year. Children will be responsible, however, to keep the books in good condition and not lose them. A replacement charge will be assessed for damage or loss of a book.

Driving Courtesies

When driving near SCA please follow all traffic laws, and keep the following requests in mind:

1. When using Acoma Drive, drivers should always approach the campus from the west (in other words, by driving toward Tatum). No entering Red Zone from Tatum for pick up or drop off.
2. The speed limit on Acoma Drive is 30 mph, except in the School Zone, which is only 15 mph. The School Zone is the entire distance between the two portable speed limit signs placed in the middle of the road.
3. Never park on Acoma Drive or in the cul-de-sacs near the school.
4. Do not turn left from Acoma to enter the campus during the hours posted on the street signs.
5. Be courteous to SCA's neighbors. For example, if you ever are stuck in a line waiting to enter or pass by the campus, allow neighbors to pass through your line to enter or exit their driveways. Never block cross streets or driveways. Smile and wave...this will go a long way toward building good relationships.
6. Do not arrive for pick up more than 5 minutes early. Students not picked up by 3:20 PM will be walked to Beyond the Bell aftercare.
7. Green Zone, Red Zone, and Blue Zone are the only elementary pick up zones.
8. Do not park and walk across a zone to drop off or pick up your child. Parking is only for staff and those coming on campus for an event or meeting.
9. Follow all of SCA's arrival and dismissal procedures provided at the start of the school year.

Eagle Shoppe

The Eagle Shoppe is the school store. Elementary students are welcome to visit the Shoppe and campus vending machines only when accompanied by an adult or with a valid teacher pass.

Electronics Game Day Policy

If special permission is given to students to bring a personal electronic or computer to school for a special event, then parental approval must be given for participation. Violent games, games with guns, games with inappropriate content, and YouTube access are not permitted. Students may not share their devices with other students. Cellular phones and personal hotspots may not be used. Students are not permitted to take pictures nor videos and cannot post photos from the classroom on social media during or after school. All games must be approved by the teacher and only SCA wireless can be used. SCA is not responsible for broken, stolen, or lost devices.

Food Services

SCA offers a selection of food services providing breakfast and lunch for students at a reasonable cost. Students who forget their lunch or lose lunch money may get charged on their account for a lunch in the cafeteria.

Food and drink (except water) are not allowed in the classrooms, office areas, gym, or library. Food may be eaten only in the cafeteria or other designated areas. Lunch or refreshments may be eaten in a classroom only when a special activity or meeting requires it. In these cases, all waste must be deposited in outdoor receptacles. Due to health concerns, SCA does not provide refrigerators or common storage area for student lunches.

Lunch Program: Students may bring their lunches each day or participate in our hot lunch program. All students must eat a nutritious lunch (no soda pop or candy). Please pack lunches for younger children so they can manage without the teacher's help. Students in Grades K-1 are not allowed to heat food in microwaves.

Fundraising and Solicitation

No individual, group, department, or organization associated with SCA may raise funds, or solicit gifts or donations that directly or indirectly benefit any student, employee, activity, or organization, or for any other purpose, without receiving prior written approval of Administration.

Health Services

Student Medical Records

SCA's student medical/athletic information is on a web-based management system called Magnus Health SMR (Student Medical Record). Parents will have continuous access to their child's health record as well as the ability to make updates when needed on this web-based system.

Parents will have access to their Magnus Health SMR account through the FACTS SIS website, under the medical tab. You will access the account via the button titled "Magnus Health Portal". Each SCA student's required health information must be entered by a parent in their Magnus Health SMR account. Timely submission of health information and other forms is vital so that preparations can be made prior to the first day of school. The data is securely stored, so going forward you will simply provide updates to the record as needed.

Magnus system will also be able to handle field trip permission forms and other school-related forms.

If you have difficulty navigating the Magnus system, entering data online, or downloading the hardcopy coversheets and forms, please contact customer support at Magnus Health SMR by phone at 877.461.6831 or by email at service@magnushealthportal.com.

SCA will use the information in the Magnus system to administer over the counter medication as needed on school sponsored trips.

Illness Management

The SCA Health Office is managed by a registered nurse and trained personnel. During school hours, students are assessed for illness and nursing intervention is implemented. If emergency intervention is required due to illness or injury, emergency professionals are contacted. Students experiencing an emergency will be assessed and the emergency professional will determine the need for hospital care and which hospital is most appropriate. In an emergency situation, parents will be notified as soon as possible by the health office or a SCA administrative member.

For minor health issues, parent notification will be at the discretion of health office personnel. If a student experiences an accident involving the head, parents will receive notification from the health office. When appropriate, students may receive acetaminophen, ibuprofen, cough drops or Tums in the health office if parents have given permission. Antibiotic ointment and hydrocortisone cream are also available if needed for abrasions and itching. **Students must obtain a pass from their teacher/supervisor to visit the health office.**

Students should not attend school or school activities when they have a fever greater than 100 degrees or a confirmed contagious illness. Illness of this nature can interfere with the learning process for the student, and it places other students at risk. If a student reports to the health office with a fever, vomiting, or diarrhea, parents will be contacted to pick up their child. Students with a fever greater than 100 degrees should not return to school until they are fever free for 24 hours without fever reducing medications (i.e., acetaminophen, ibuprofen, aspirin). Students with vomiting or diarrhea should not return to school until they have been free of symptoms for at least 24 hours. Symptoms based on verbal report, subjectivity, and without clear indicators for release from school will be reported to parents, and the parents will assist in determining if the student will be picked up from school. The health office cannot provide excused medical absences for students who are released for illness.

Medications

Medications, other than approved over the counter medications (acetaminophen, ibuprofen, etc.), will not be administered by health office personnel unless a medication form (available on SCA website) has been completed by a parent. All medication must be provided by the parent in the original box, bottle or bag labeled with the current prescription or directions for dosage for all over the counter medications. Students are not permitted to carry any medication on themselves or in their belongings while on campus, except authorized pulmonary inhalers or an EpiPen with a physician request. Any medications not picked up from the nurse's office will be discarded at the end of each school year.

Life-Threatening Allergies (Epi-Pen)

Compliance with this policy begins the first day the student attends class. An opportunity to provide documents and medications for life-threatening allergies will be provided by SCA prior to the start of each school year. If an allergy to nuts, shellfish, or insect stings is documented on the health card or with information provided to a student's teacher, the life-threatening allergy policy is applicable and must be followed by the family.

It is the desire of Scottsdale Christian Academy to help support the well-being of our students who have life-threatening allergies. SCA has established the following policy to reduce student's risk of experiencing a life-threatening allergic reaction on its premises by clarifying SCA's position as a peanut-sensitive campus rather than a peanut-free campus and by outlining its plan for the management of these conditions.

Parent/Guardian Responsibilities

Meet with the SCA nurse prior to the start of school to provide written and verbal notification of the student's allergy. For this notice to be effective, the parent/guardian must sign the notice with the nurse as witness and be able to produce a copy of the notice containing the SCA nurse's signature. This notification is separate from the student's emergency card and disclosures on the emergency card are not sufficient notice of a life-threatening allergy. Regardless of what actually is known or unknown, unless the SCA nurse receives and acknowledges such written notice by the parent/guardian, **SCA will be presumed to have no knowledge of any student's life-threatening allergy.**

- At the time of nurse notification parent/guardian shall provide nurse with medication orders and an action plan from the licensed provider. Notification is invalid without an action plan. If provider needs an action plan form, one is available on the SCA website under nurse forms.
- Supply up-to-date epinephrine injector and other necessary medications.
- Update SCA nurse on all allergy status changes.
- Make sure student knows life-threatening allergy triggers and can identify and avoid such triggers. This knowledge would include food items sold/provided in the cafeteria and at snack time/classroom events and parties. Parents/guardians may want to prepare lunches and/or snacks free of food allergy triggers for the student's consumption, especially for younger students.
- Notify SCA nurse when student is attending a field trip and school medications are to be made available for use during trip.
- If student attends Beyond the Bell aftercare, then notify supervisors regarding student's allergy and comply with its policy.
- Parent/guardians are encouraged to have their student wear a medic alert bracelet listing the student's life-threatening allergy or allergies.
- Notify School Food Services regarding life-threatening food allergies.
- Notify classroom teacher of student's allergy.

For those students about whom SCA has been given a notice, as stated above, SCA will implement the following policy and procedures. No precautions, other than those stated below, will be taken to help protect a student from an adverse reaction due to a life-threatening allergy. SCA assumes no responsibility to take extraordinary precautions of any kind relative to any student's allergy.

- SCA makes no commitment that food in the cafeteria or anywhere else in the SCA facilities, including the student's classroom, will be free of life-threatening food allergy triggers, such as peanut products. SCA will ensure that cafeteria tables are cleaned between each lunch period.

SCA will not knowingly give or knowingly allow to be given to any student, about whom it previously has been notified of a life-threatening allergy, as stated above, food allergy trigger products. However, SCA assumes no responsibility for what is received by such a student, without the direct knowledge of SCA, such as from a fellow student or any person not acting as an agent of SCA within the scope of the agent's authority.

In the event of an allergic reaction of a student identified as having a life-threatening allergy, the school nurse, the student's teacher, or another appropriately trained SCA staff member will follow a licensed provider's action plan provided by the parent/guardian and agreed to in writing by the SCA nurse. Food allergy trigger products, including peanuts, will not be banned from SCA campuses. So, it would be reasonable to expect that students, at one time or another and to one degree or another, will have some exposure to food allergy trigger products. This policy does not provide or allow assurance that such food allergy trigger products will not be present on SCA campuses.

The purpose of this policy is to inform parents/guardians and students of the measures SCA will take and will not take to reduce the risk to students with life-threatening allergies and manage these allergies. The policy commitment is contingent upon complete and proper notification of SCA of a life-threatening allergy as defined in this policy. Failure to notify effectually removes SCA from applying this policy. The policy contains SCA's full disclosure of intent to not be a peanut free campus, and thereby, enable parents/guardians and students to take whatever precautions they elect, with full knowledge of what to expect and what not to expect from SCA.

Instructional Materials Alternative Assignment Policy

The purpose of this policy is to provide a clear and respectful process for addressing parent or guardian concerns regarding instructional materials, including reading selections, books, and other classroom resources. Our school places great care and intentionality into the selection of all instructional materials. Resources are chosen based on their educational value, age appropriateness, and alignment with our curriculum and mission. All materials chosen, whether secular or faith-based, are taught through a Christian worldview. This means that content is not only used for academic learning, but also as an opportunity to develop discernment, critical thinking, and biblical understanding.

We value strong partnerships with families and recognize that perspectives may differ. Parents/guardians are encouraged to communicate questions or concerns directly with the classroom teacher to better understand the purpose and context of the material.

Process for Addressing Concerns:

1. **Initial Discussion:** Parents/guardians should first contact the classroom teacher to discuss the concern and receive additional context.
2. **Administrative Review:** If concerns remain, the matter may be brought to the principal or assistant principal for further review. Administration will consider:
 - The educational purpose of the material
 - Alignment with school curriculum and mission
 - The context in which the material is being taught

In some cases, an alternative assignment may be considered. The decision to provide an alternative is made at the discretion of school administration and is not guaranteed.

While we strive to work collaboratively with families, repeated or extensive objections to instructional materials may indicate a misalignment between the school's curriculum and a family's preferences. In such cases, school leadership may recommend that families consider whether the school's educational philosophy is the best fit for their family. Due to the importance of maintaining instructional consistency and integrity, ongoing or repeated requests for alternative assignments are not feasible. Frequent requests may limit a student's access to core instruction and indicate a broader misalignment with the school's curriculum and approach.

Lost and Found

Please **label** all jackets, lunchboxes, etc. clearly with your child's first and last name. Items that are found will be placed in the Lost & Found shelves next to the 400 Building Restrooms. Exceptions are jewelry, glasses, and keys, which are kept in the Elementary Office. Please encourage your child to claim belongings as soon as they are discovered to be missing. Every few months, items left in Lost & Found will be sent to charitable organizations.

Parent Association (PA)

The Parent Association is the official parent organization of the school whose primary mission is to support and encourage the faculty and staff of SCA, and in this capacity they enjoy the full support of the Administration. Unless otherwise specified, approved parent-initiated or parent-supervised activities fall under the purview of the Parent Association. Parents are encouraged to be active members of the Parent Association and, when appropriate, serve in a leadership position. The Parent Association focuses on this singular mission and is not involved in the Administration or operations of the school which is left to the qualified and experienced personnel hired for such a purpose.

Personal Items on Campus

Please do not permit your child to bring valuable personal items of any kind (i.e., cameras, toys, etc.) to school. Balls are provided by the school for use on the playground. If students bring personal items from home, SCA will not be responsible for loss or damage.

To protect the property and to ensure the safety of all students/parents and the Academy, the Academy reserves the right to conduct searches consistent with state law, and to inspect any backpacks, packages, parcels, purses, handbags, lunch boxes or any other possessions or articles carried to and from the Academy's property. In addition, the Academy reserves the right to search any student's desk, classroom areas, lockers, or any other area or article on our premises. Searches may be conducted at any time at the discretion of the Academy with or without notice.

Personal Technology Policy - Students

Personal Technology and Smart devices are not necessary for students in a school setting and disrupts the learning environment. The policy is simple and clear:

Elementary School: Elementary students will not use Yondr® pouches. We highly recommend families do not send personal devices with their elementary students, and elementary students are not permitted to have a personal device on their person during the school day. If a student brings a personal device, they are required to turn their device in to the Elementary Office upon arriving at school and may pick it up at dismissal by the assigned Elementary staff person in the office.

Personal Technology Defined:

Personal Technology includes, but is not limited to, the following:

Cell Phones of any kind

Smartwatches

Headphones or Earbuds

Personal (not school-issued) laptops

Any non-school issued personal technology

Communication: Elementary School: As is still the case, parents of middle school and elementary school students may contact the school office to get a message to your child. Please use your discretion to avoid unnecessary interruptions.

Medical Exceptions: Some students may be granted permission to use specific personal devices to monitor special and important health related scenarios (i.e. diabetes blood sugar monitoring). We want what is best for our students with significant special health conditions. Should a student need to use his/her personal device as a doctor recommended medical device, he/she will need to communicate this with the Principal and provide a doctor's note so permission can be considered, and a plan may be established for this unique scenario. Specific scenarios involving medically driven motivations will be considered on a case-by-case basis with a doctor's recommendation necessary.

Violations of the Personal Device Policy: This is a learning community and an academic policy but may develop into a disciplinary concern if there is disrespect with repeated violations. Any disrespect of the rules or of the adults involved with continued violations will become a disciplinary issue.

Our response to personal device use is "*see it, hear it, take it*" with no exceptions.

First offense: The grace rule - Once a staff person takes a device (even if an alarm accidentally goes off in a student's backpack), it's turned into the office. The student can get it back at the end of the school day. We will attempt to speak briefly with every student who has a phone taken their first time and the incident will be logged.

Second offense: Level one infraction. A meeting with the Dean of Discipline or Principal/Assistant Principal is required to receive phone back.

Third offense: Elementary students may no longer bring a device to school upon their third offense.

Beyond third offense: This becomes classified as disrespect of rules and a disciplinary situation with appropriate and significant consequences.

Photographs and Recordings/Unmanned Aerial Systems (UAS) and Similar Devices (e.g. Drones) Use on Campus

According to the "Parental Support and Commitment Form" in the enrollment materials, all SCA parents agree to the use of visual representations of their students. Specifically noting that students are occasionally photographed or videotaped by SCA personnel, news channels, and other legitimate outside organizations during school activities. If you do not want your child photographed and/or their image used on school social media sites, the school website, or other school promotional material, please notify the school Administration at the beginning of

each school year. Students or families are not permitted to video or audio record any activities, meetings, conversations, or classes without express written permission of school Administration.

"We understand that our child's likeness may be photographed or videotaped by school personnel in the course of school activities. We hereby give consent for the school to use our child's likeness in promotional and/or advertising materials, including the use of video and still photos on the school's website."

No drones, unmanned aerial vehicles (UAVs), or other similar remotely piloted or autonomous aerial devices may be flown on or over school property without the *advanced and direct approval* of the Superintendent. This approval process is mandatory to allow for coordination with and notification of all relevant security personnel and stakeholders. This policy applies to all individuals, including students, staff, contractors, vendors, and visitors, operating any aerial device on district-owned, leased, or controlled properties.

Drone/UAS/UAV:

Any powered, aerial vehicle that does not carry a human operator and is operated remotely or autonomously.

Similar Aerial Devices:

Includes, but is not limited to, quadcopters, fixed-wing model aircraft, and other remote-controlled flying machines, regardless of size or purpose.

All requests to operate a drone or similar device must be submitted in writing to the Superintendent at least 3 days in advance. The request must include:

- Date and time of the proposed flight
- Specific location of the flight
- Purpose of the flight
- Description of the device
- Operator credentials and proof of any required certifications or licenses

The Superintendent or their designee will evaluate the request in coordination with campus security. If approved, the Superintendent will notify all relevant security personnel and provide any conditions or restrictions associated with the flight. Unauthorized drone activity will be subject to disciplinary action and/or legal enforcement.

Pick-up Time

Students in Grades PS-5 are to be picked up from school no later than 3:20 PM. Students in Grades K-5 remaining on campus after this time will be sent to Beyond the Bell aftercare if they are not on campus for a specific activity. This policy is for the protection and safety of your children. There is no adult supervision on campus after this time.

Students may only be picked up in Red, Blue, or Green Zones. The Gold Zone and White Zone are not pick-up areas for elementary students. If you do not want your children to go to aftercare and choose to let them remain on campus unsupervised, you must obtain special permission from the Elementary Principal and sign a waiver releasing SCA from all liability in the event of a medical emergency.

Political and or other Public Statements

As a general rule, official statements from Scottsdale Christian Academy (SCA) will be limited to issues or situations that directly involve the School, its mission, or its community. The Superintendent, Assistant Superintendent, administrators, faculty, staff, and other representatives of the School will decline to issue official statements on political, legal, or social matters that do not directly involve the Academy to ensure that all communication reflects and protects the School's mission, biblical worldview, institutional integrity, and compliance with applicable laws governing nonprofit organizations.

As a 501(c)(3), SCA does not endorse any specific political candidate. SCA does not allow activities, posters, stickers, clothing, signs, or other actions or materials at school, on school-owned property, or at SCA sponsored events that are specific to a political candidate or are in contrary to biblical principles or overtly political in the view of the administration.

Teachers will, in the appropriate classes, e.g., Bible and history, engage students in respectful political discussions as we seek to prepare our students to impact the world for Jesus Christ.

Restrooms

Parents and visitors should use the restrooms located in the office, rather than using the elementary restrooms.

Students are encouraged to help keep restrooms neat and clean.

Locations are as follows:

- Restrooms in the 400 Building – used by Grades K-5 students.
- Restrooms in Cafeteria – used by Grades K-5 students during lunch time.
- Restrooms in Library – used by students only when using the Library or Computer Lab.

Security Cameras

SCA has security cameras for internal safety and security reasons to help keep our campus safe. However, camera footage is for internal personnel use only and will not be released to SCA families or for public viewing.

Student Information Updates

Please let the office know if there are any changes in student information: business and home phone numbers, addresses, e-mails, emergency information, and medical information. If parents are going to be out of town, please let both the elementary and health offices know who is responsible for your child during your absence.

Student Messages and Campus Telephones

Because interruptions in the classroom are disruptive to the teaching process, only emergency messages will be delivered. If you have an emergency, call the Elementary Office. Arrangements for after-school activities should be taken care of in advance. Please be sure your child knows about such arrangements **before** he/she comes to school in the morning. Students should not use the phone in the Elementary Office without teacher or SCA employee permission. They should use classroom phones for emergencies only with the teacher's permission. Forgetting homework, lunches, etc., are not considered emergencies. Students will not be called out of class to answer phone calls. If a situation arises, please call the office and a message will be delivered.

Student-Teacher-Parent Communication

Frequent, open, and productive communication between the student, teacher, and the parent is essential for successful education. Students should reach out to teachers any time they need clarification or help. Teachers and/or administrators will make every effort to notify students and one parent if the student is struggling academically or behaviorally in the class. Parents can reach out to teachers to develop collaborative strategies to help a student improve their work and progress. Students and parents should keep themselves regularly up-to-date on class grades so that deficiencies can be remedied quickly, and not rely solely on school-wide parent-teacher conferences to catch up on a student's progress.

For privacy and confidentiality purposes, it is SCA's policy and practice to only meet with custodial parents in relation to their child's education at SCA. If a parent intends to bring anyone other than a custodial parent, they must first get permission from SCA, provide 24 hours notice of who the guest is and their purpose for being a part of the meeting, and give permission to SCA as they will be privy to personal information. If a parent arrives to a meeting with a non-custodial guest without the notice requested above, the meeting may be rescheduled.

Students and parents should communicate with the school in accordance with the **guidance for community life** at SCA (Matthew 18 principle). The school also expects all families to use appropriate language and not engage in coarse or foul language or use inappropriate words when communicating with or around members of our community.

Note: The school will never allow a student, parent, or other person to verbally, emotionally, or physically belittle, intimidate, or threaten an employee of the school. Employees are directed by the school to end such conversations immediately, to remove themselves from the threat, and to report such conversations to their superiors. Students or parents who engage in such interactions with teachers may be required to withdraw from the school. Condescending or belittling emails or in-person interactions by parents will not be tolerated.

Therapy Dog Program

A therapy dog program may be offered as part of SCA's student support and counseling services. Students at times may participate in supervised interactions with a certified therapy dog, which is always accompanied by a trained volunteer handler. Activities may include petting the dog, sitting quietly nearby, reading to the dog, or engaging in brief, structured interactions appropriate for elementary-aged children. The therapy dog is not a service animal under the Americans with Disabilities Act and is present solely for therapeutic and educational purposes.

Unauthorized Individuals on Campus

SCA as a private business has the authority to not allow certain individuals on campus at SCA's sole discretion. Registered sex offenders are not permitted on campus at any time during or after school hours.

Visitors and Volunteers on Campus

All visitors (including parents) must register in the Elementary Office if they are visiting on campus during school hours. This procedure will help us better protect our children from unwanted visitors and help us know who is on campus in case of an emergency. Exceptions to the sign-in procedure may be at all-school elementary programs and events.

While SCA welcomes parent volunteers and works to create a community and family experience, the sanctity of an uninterrupted learning experience is important for us to accomplish our goal for our children at SCA. Because of this, pre-arranged appointments need to be made to meet with the teacher or help in the classroom, and volunteers should be placed on the Volunteer Shared Calendar. Please do not make an unexpected visit to the classroom, recess, or cafeteria.

Please arrange childcare for younger and non-SCA siblings while on the main campus or chaperoning a field trip or event, unless it is a specified family event (some exceptions for the Early Childhood Center).

Extra protection of classroom time is needed toward the end of the day to preserve excess interruptions that occur from 2:30-3:00 PM. Rather than walking students to class or onto campus before school, we request that all parents drop off their children at school in one of the designated drop off zones.

While on campus and chaperoning on field trips, volunteers and visitors are expected to maintain the highest standards of personal cleanliness and modesty (1 Corinthians 6:20) and present a neat, appropriate appearance at all times. Attire which is contrary to the expectations for our students and faculty is unacceptable. Clothing that exposes the midriff, is low cut, showing cleavage, too short, too tight, or too revealing cannot be worn. Clothing such as crop tops, tank tops, leggings, ripped jeans are not appropriate campus attire. **Volunteers are also expected to purchase and wear the volunteer t-shirt while on campus.**

Volunteers are not permitted to use alcohol, tobacco or drugs while chaperoning students. A volunteer's speech and behavior should reflect our Christian values and always set a good example for our students.

While on campus, volunteers and parents should not approach students with disciplinary concerns. Any concerns should be addressed with the appropriate faculty member, not directly with a student. Volunteers are expected to keep confidentiality of the students and the faculty/staff.

Unless it is an SCA-led event, parent groups should not meet on campus.

A background check, a driver form, and a newly signed volunteer agreement form and Code of Conduct for SCA Volunteers are required to be filed annually in the office (**before the start of school**) before one is permitted to volunteer. Volunteers are expected to immediately notify SCA of any change in this information. If a volunteer drives a vehicle for a field trip, the driver is required to have the completed driver form turned into the office **at least a week before** the required trip.

Scottsdale Christian Academy feels it is vital for all volunteers and visitors to set a good example for our students and encourage them to honor Christ in all they do. Thank you for your support!



Handbook and Covenantal Statements Receipt and Agreement Form

RECEIPT AND AGREEMENT FORM

THIS FORM MUST BE SIGNED AND SUBMITTED IN THE MAGNUS PORTAL

The names, signatures, and dates signify that we have received, understand, and agree to abide by the Scottsdale Christian Academy (SCA) 2026-2027 Handbook in its entirety.

The Handbook contains our Statement of Faith, Position on Critical Issues, and Statement on Marriage, Gender, and Sexuality (“Covenantal Statements”). All three are affirmed by all custodial parents/guardians, employees/appointees, and volunteers. I agree that I (and my children who are students of the Academy) will live consistently with the Covenantal Statements and will not act or advocate against them.

Furthermore, we recognize that this handbook is a collective statement of current information, philosophies, policies, and procedures that directly impact the lives of SCA students. We certify that we consent to and will submit to all governing policies of the school, including all applicable policies in the Parent/Student Handbook.

We understand that this Handbook does not contractually bind SCA and is subject to change without notice by SCA. Ignorance or lack of awareness of the policies is not a suitable reason for not following them.

We understand that admission to and enrollment in SCA is a privilege, not a right, and that any behavior, either on or off campus, which is not consistent with the school’s standards could result in the loss of that privilege.

Student and **all** custodial parents to sign in the Magnus portal:

_____	_____	_____
Student Name (Print clearly)	Student Signature	Date

_____	_____	_____
Custodial Parent (Print clearly)	Parent Signature	Date

_____	_____	_____
Custodial Parent (Print clearly)	Parent Signature	Date