



Student-Parent Handbook

Celerity Charter Schools

2018-2019

This document will prepare you for any issues that might arise throughout the school year, ranging from how to support your child to understanding school rules.

The goal of Celerity Charter Schools is to provide parents with a choice in their children's education. Because parents have a right to choose whether or not to enroll at Celerity Charter Schools, enrollment into the school is conditional on the understanding, accepting, signing and adhering to the Celerity Charter Schools' Parent Handbook policies. All concerns or questions regarding the Celerity Schools Parent Handbook should be directed to the Superintendent and/or the School Advisory Board.

Website: www.celeritylouisiana.org

Mission

The mission of Celerity Charter Schools (“CCS”) is to provide a school where students will thrive in an atmosphere of high expectations and engaging curriculum with challenging learning activities.

Vision

CCS will be a community of diverse individuals where students will develop their intellectual, artistic, and physical talents to the highest degree. Our vision will encompass five critical focus areas that affect the school community:

Academic Excellence

Our academic program will challenge the intellect and maximize the potential of each student to acquire knowledge, concepts, and skills necessary to become thinking, productive, responsible citizens. Excellence in academics results in a love of lifelong learning and supportive, involved community.

Mutual Respect

CCS will foster a culture of mutual respect that builds trust and engages Students in learning.

Highly Qualified Teachers and paraprofessionals

Teachers and paraprofessionals will meet state and federal standards as highly qualified.

Parental Investment and Community Involvement

Parents want the best for their children and share in the responsibility and the process of educating their children. These involved parents will serve as catalysts to students’ success.

Respect and Diversity

CCS will be an inclusive community in which people from different cultural, ethnic, racial, and religious backgrounds learn, live, and work harmoniously with mutual respect, without compromising their beliefs and their identities. We will champion the cause of excellence and equity.

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CHAPTER 1: Overview of Celerity Charter Schools

Celerity Schools Louisiana Charter Schools was established by the Louisiana Department of Education Board of Elementary and Secondary Education (“BESE”) as a public school under the Charter School Demonstrations Programs Law, La. R.S. 17:3971 *et seq.*

WHAT IS A CHARTER SCHOOL?

A charter school is a public school that was approved by the State of Louisiana to have special freedoms and programs. Charter schools can be independent from traditional school district and state regulations. The State of Louisiana established charter school legislation with the intent of giving public schools more autonomy in exchange for increased student achievement.

Charter schools must be authorized by BESE or a Parish School Board, which must approve the charter school’s application for charter status. The charter application describes the school’s goals, governance structure, insurance requirements, employee benefits, and almost every area related to the school’s functioning.

WHAT DOES THE CHARTER SCHOOL STATUS MEAN FOR CELERITY CHARTER SCHOOLS?

- **AUTONOMY**

As a charter school, CCS was granted many freedoms by Louisiana law to implement an effective educational program. The school has decision-making authority on-site and the freedom to create policy without having to obtain approval.

- **ACCOUNTABILITY**

BESE is responsible for holding CCS accountable for meeting the goals as outlined in the charter application. These goals include increasing student test scores and maintaining a high degree of parent involvement. If the school does not meet these goals, BESE may not renew the school’s charter application, which would force the school to close.

HOW ARE CELERITY CHARTER SCHOOLS DIFFERENT?

Our entire learning community is organized to send the message that effort is expected and that tough problems yield to sustained work. High minimum standards are set, and assessments are geared to the standards. All students are taught a rigorous curriculum, matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations. The daily schedule will encompass blocked time, teacher/student individual conferences, and team teaching. CCS will provide for all learners, including gifted, special education students, English Language Learners and at-risk students, by:

- Creating an environment that is responsive to the different learners
- Assessing each learner's knowledge, understanding, and interest
- Integrating the intellectual process including both cognitive and affective abilities
- Differentiating and individualizing the curriculum to meet each learner's needs
- Evaluating both learning and teaching and reflecting on the information obtained to adapt the learning plan and improve the program.

Curriculum and Instructional Methods to Ensure that Standards are Met

The instructional program is built around Lauren Resnik's Nine Principles of Learning. The goal of the program is to create intelligence by teaching in ways that foster learning-oriented goals, and by organizing our schools in ways that promote effort.

Daily expectations will be placed on students socializing them to be responsible for using metacognitive strategies and skills such as memorizing, using resources, reasoning, problem-solving, and decision-making. Students will be taught how and when to ask questions, when it is okay to request assistance, when to collaborate, and when it is appropriate to struggle through on their own for a while.

1. The Instructional Environments

CCS' environment provides evidence of a highly rigorous curriculum, clearly focused and articulated. It will be implemented in a way that demands a significant amount of active mental work and questioning from not just some, but all the students.

2. Culturally Responsive Standards-Based Classrooms and School

Teachers, administrators, and support staff communicate high expectations and through their words and actions, respect for students' culture, history, heritage and

contextual cultural reality. The indicators for this model are found in the classroom and school environment, in lesson activities, and in student work.

3. Curriculum

CCS uses the Louisiana Education Standards to: align the curriculum, assess and monitor student progress, design systematic support and intervention programs, and encourage parent investment and community involvement.

Celerity Charter Schools' Core Practice Benchmarks

1. Learning Activities

- a. Implementing clear challenging learning activities across the school
- b. Designing compelling topics and guiding questions
- c. Designing project-based activities
- d. Incorporating fieldtrips, local expertise, and service learning
- e. Producing and presenting high quality student work

2. Active Pedagogy

- a. Using effective instructional practices school-wide
- b. Teaching reading across the disciplines
- c. Teaching writing across the disciplines
- d. Teaching inquiry-based math, science and social studies
- e. Learning in and through the Arts
- f. Using effective assessment practices

3. Culture and Character

- a. Building school culture and fostering character
- b. Ensuring equity and high expectations
- c. Fostering a safe, respectful, and orderly community
- d. Promoting adventure and fitness
- e. Developing a professional community
- f. Engaging families in the life of the school

4. Leadership and school improvement

- a. Providing leadership in curriculum, instruction, and school culture
- b. Sharing leadership and building partnerships
- c. Using multiple sources of data to improve student achievement

5. Structures

- a. Designing time for student and adult learning
- b. Creating structures for becoming well acquainted with students

GOVERNANCE STRUCTURE OF CELERITY CHARTER SCHOOLS

The school is governed by a non-profit board of directors, whose major roles and responsibilities include, but not limited to, establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, meeting corporate requirements and selecting and evaluating the administrative staff.

BOARD OF DIRECTORS

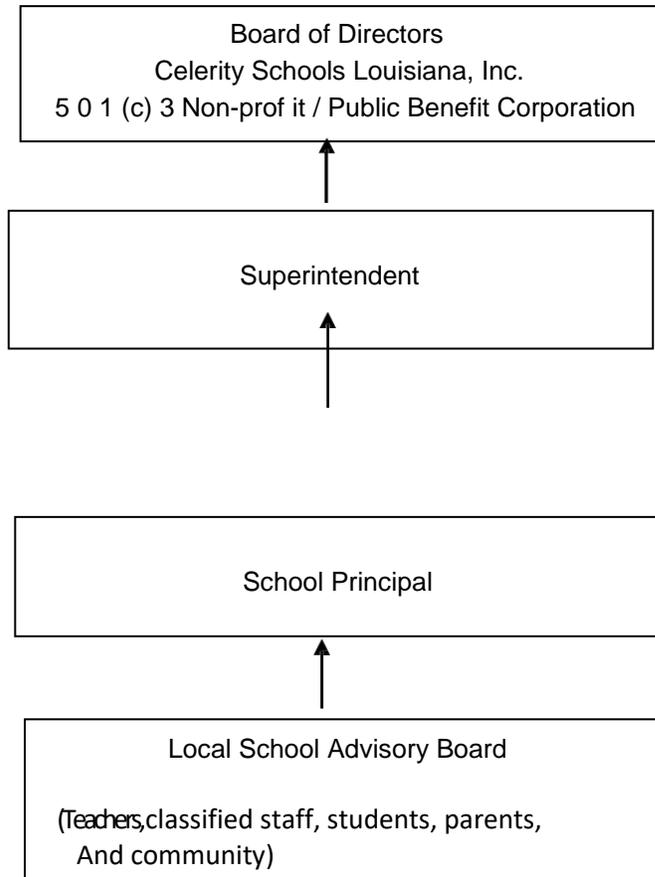
Celerity Schools Louisiana, Inc.'s Board of Directors is composed of the following people:

Genevieve Pope, Jennifer Rosenbach, Jenee Slocum, Ashley McGaha, Victoria Lackar, Allie Timberlake, and Brenda Millet

Site-Based Advisory Council

CCS has an on-site governance board, the Site-Based Advisory Council, consisting of the principal, parents, teachers, classified staff representation, and local community. The Site-Based Advisory Council provides suggestions and recommendations to the principal and Superintendent on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of CCS.

CELERITY CHARTER SCHOOLS' ORGANIZATIONAL CHART
Accountability and Reporting Structures



SCHOOL INFORMATION AND PROCEDURES

SCHOOL DAY SCHEDULE

7:30am to 7:50am	Breakfast in classroom
7:50am- 8:00am	Clean-up
8:00am	School instruction begins
11:30am	Lunch (start time depends upon grade level)
3:00pm	Dismissal

FIRST DAY ADMITTANCE

Often the first day of school can be stressful for both students and parents. We want to encourage the independence of each child, but at the same time do not want to ignore the emotions of the child. We encourage you to do everything possible to help your child feel comfortable in his/her new environment, but also to recognize that sometimes the best thing for you to do is to leave and allow the classroom teacher and other students to begin the inclusion process.

EMERGENCY CARD

Every family needs to fill out a new emergency card every school year before classes begin. These must be turned into the main office. Please fill out a new emergency card immediately if any of the following information changes:

- **home address**
- **home telephone number**
- **cell phone**
- **work phone number**
- **doctor's phone number**
- **people who are authorized to be contacted in case of an emergency**
- **telephone number of people to be contacted in case of an emergency**
- **people authorized to pick up your child from school**

ARRIVAL

Please make sure that your child/children enter the school grounds safely. Remind your child/children to remain in supervised areas and not to run in hallways.

DISMISSAL

The instructional day ends at 3:00pm. At dismissal time, students must be picked up or may walk home. For any students not picked up by 3:10pm, their guardians will be contacted immediately for pick up.

EMERGENCY RELEASE FROM SCHOOL

In case of an emergency, during the school day your child will only be released into the custody of those people who you have previously identified on the emergency card (proof of identity required): **Those NOT identified on the emergency card can only pick up a child if the parent or guardian has sent a dated, hand written and signed note to CCS notifying CCS of this person's identity and proof of identification is provided.**

LEAVING THE SCHOOL DURING THE DAY

If you must pick your child up early for an appointment during the day, please send a note to the classroom teacher or notify the office. Students will not be released for early dismissal 1-hour prior to dismissal time unless previous arrangements have been made with the teacher and/or the office. When picking up students early, the parent or authorized adult will be asked to complete an early dismissal form log and the office will notify the classroom to send the student to the office for departure. ***Parents are not allowed to enter the classroom before the class has been dismissed without prior approval from the teacher or the office.***

MEAL PROGRAM

CCS notifies parents and guardians that the state provides free, or reduced priced, nutritionally adequate meals for children based on the family income. Applications are available in the office.

MEAL APPLICATION

Every family must fill out a meal application and return it to the office before classes begin. After processing the form, parents will be informed if their child is eligible for a free, reduced or full price meal. CCS serves breakfast from 7:30am-7:50am. Lunch is served between 11:30am and 2:00pm. Food may not be taken out of the cafeteria unless special arrangements have been made.

HALL PASSES

Students must have a hall pass always when a student is outside of class during the academic school day. Students without a pass are subject to disciplinary consequences.

VISITING THE SCHOOL

Parents are encouraged to visit and volunteer at CCS. To monitor traffic and promote safety at the school, it is important that you sign-in when you visit the school and that you wear your badge that is issued by the office. All CCS visitors, including parents, must sign in and wear a visitor's badge. This is an important security measure to ensure that the students and staff members are safe and protected. If you would like to observe your child's classroom, please acquire permission from the school Principal. Parents will be limited to classroom observations during the instructional day so that teachers can focus on student instruction and the safety of all children. Meetings to discuss your child with their teacher should be made before or after the instructional day.

All parents and visitors, in addition to students, must comply with CCS' rules and policies regarding appropriate conduct while on campus. Prohibited behavior includes, but is not limited to, offensive language, ignoring staff requests, threats, slander, sexual harassment, or misconduct, lying, theft, fighting, willfully causing harm to another, vandalism, trespassing and violating the dress code. No weapons of any kind, drugs, alcohol or smoking are allowed on campus.

STANDARDIZED TESTING

In Louisiana, students in third through eighth grade take three criterion-referenced, or standards-based **tests: Louisiana Educational Assessment Program (LEAP 2025)**.

More information regarding standardized testing will be provided to parents throughout the year.

You can help by making sure your child/children:

- Has a good night's rest
- Gets to school on time
- Eats a healthy breakfast
- Avoids absences
- Understands the test (you can talk to your child about the test)

SPECIAL EDUCATION

CCS will implement a program based on an inclusive philosophy and model that focuses on preventing learning deficits and comprehensively serving students with disabilities.

A. Guide Dog Policy

CCS does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and acknowledges its responsibility to permit students and/or other individuals with disabilities the opportunity to participate in and benefit from school services, programs, and activities. The school shall permit the use of service animals by students and other individuals with disabilities when necessary in order to avoid discrimination on the basis of disability in accordance with the requirements of Title II of the Americans with Disabilities Amendments Act of 2008 (ADAAA) and its implementing regulations at 28 C.F.R. Part 35.

A service animal is defined as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort, emotional support, well-being, or companionship or whose presence is to provide a crime deterrent effect do not qualify as service animals under the ADAAA or this policy. Under appropriate circumstances and as determined on an individual basis, the school shall make reasonable modifications to its practices and procedures to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. Other species of animals, whether wild or domestic, trained or untrained, shall not be considered service animals.

Service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents the use of such devices. The individual with a disability must maintain control of the animal through voice, signal, or other effective commands when the use of harnesses or other such devices cannot be utilized due to interference with functional use of the service animal.

Because the school is responsible for the health and safety of school-age minors with and without disabilities who have limited options regarding classroom and school assignments, requests for an individual with a disability to be accompanied by a service animal on school premises or during school-related activities must first: (1) be submitted in writing to the school administration; (2) specify the need for use of the service animal; and (3) identify the work or tasks performed for the individual with a disability by the service animal. Such written request shall be required not less than ten (10) school days prior to the proposed use of the service animal and prior to bringing the service animal onto school property or to a school-related activity. A determination as to whether a service animal is permitted on school property or at school-related activities shall be based on multiple factors and shall

be determined on a case-by case basis following procedures approved by the school administration.

Individuals with disabilities shall be permitted to be accompanied by a service animal in those areas of school property that are generally open to the public or to participants in school programs, services, or activities.

CCS reserves its right to request removal of a service animal from its premises and/or its programs, services, and activities if: (1) the animal is out of control and the handler does not take effective action to control it; or (2) the animal is not housebroken. Any individual with a disability whose service animal is excluded by the school shall be offered an opportunity to participate in such programs, services, or activities without the service animal.

A service animal shall be considered the personal property of the individual with a disability. The school shall not be responsible for the training, daily care, feeding, healthcare, or supervision of a service animal. Consistent with general policies of the school, an individual with a disability may be responsible for damages caused by his/her service animal while on school property or during school-related activities.

CCS reserves its right to require proof that all service animals with whom children may come into contact while at school have been vaccinated against rabies by a licensed veterinarian in accordance with State law and administrative regulations promulgated by the Louisiana Department of Public Health.

Other regulations and/or procedures shall be maintained by CCS and designated staff. Affected individuals may obtain additional information by contacting the school's Section 504/ADA/ADAAA Coordinator or by visiting the school's official website.

B. Tape Recorder Policy

Students who wish to use audio or video recording devices during any school program and/or activity may do so with the written consent by the teacher and administrator. Nothing in this policy bars a student from using audio or video recording devices pursuant to an IEP or Section 504 Plan. Any student violating this section shall be subject to appropriate disciplinary action.

C. Note Taker Policy

Note-taking assistance may include 1) Receiving copies of course notes (upon instructor's approval); 2) Using a laptop in class; 3) Audio recording lectures and/or 4) Using a peer note-taker. The faculty and/or administration of CCS reserves the exclusive right to identify and coordinate note-takers for students with injuries, learning or physical disabilities, or hearing, motor, or visual limitations. The notetaking service provides students with supplemental support. Even if students have note-takers, they are expected to attend class and take notes to the best of their ability and are ultimately responsible for the material covered in their courses. Students might also record lectures to supplement the notes provided by note-takers and also, on an as-needed basis, meet with professors to ask questions about lectures and class discussions. Note-takers will not provide copies of course notes to students when they are absent from class, unless the students receive approval from a member of the faculty or administration for medical or health reasons or other extenuating circumstances. Students and note-takers should not share notes with other class members.

FIELD TRIPS

Field trips are a great way to complement your child's learning. They offer an opportunity to experience something that may be new and exciting. In order to participate on a field trip, all students must have a completed permission slip with a parent signature in two (2) spaces. Trip slips will be sent home before the trip and must be filled out by a parent or legal guardian. Volunteer chaperones must be approved by the teacher before the trip, be 21 years of age or older, and are not allowed to bring other children on the trip.

Some trips may be organized with parent drivers. Parent drivers must have proof of insurance and a current Louisiana State driver's license. State law mandates the use of car seats or booster seats for all children under the age of six and weighing less than 60 pounds. If your child is required to be in a booster seat, you must provide that booster seat upon request for field trips.

Field trip volunteers, including parent drivers, must sign a waiver of all claims against CCS, the governing board of CCS, its members and employees, other volunteers and chaperones, and the state of Louisiana for injury, accident, illness or death occurring during or by reason, arising out of, in connection with, or resulting from the school field trip.

TEXT BOOKS/SCHOOL MATERIALS

Students will be issued books and materials necessary for classroom instruction. These books become the responsibility of the student. The parents must replace damaged or lost books.

STUDENT TELEPHONE USE

The office phone is for use in an emergency only. Leaving lunch or money at home or arranging for a ride does not constitute an emergency. However, if there is a special need or problem, permission to use the phone may be granted from an administrator only. Students will not be called out of class to receive telephone calls. Emergency phone messages will be delivered to a student's class.

NO PETS ON CAMPUS

Pets are not allowed on campus with the exception of approved guide dogs (see Guide Dog Policy)

LOST AND FOUND

ANY ITEMS FOUND ON CAMPUS SHOULD BE TAKEN TO THE LOST AND FOUND IN THE MAIN OFFICE. The item(s) found on campus belongs to someone else and not to the person who found it. Check for lost items in the MAIN OFFICE. The lost and found will be cleaned out every 2 weeks. Items not claimed will be donated or discarded. All items brought to CCS should be clearly labeled with the child's name.

SUBSTITUTES

In the event that a teacher is absent, every effort will be made to find a substitute teacher. If a substitute teacher is not available, the students will be disbursed to other classrooms for the day.

NON-SCHOOL RELATED PROPERTY

Personal property not related to CCS' programs is not to be brought to CCS and may be confiscated by staff. Examples are CD's, cellular phones, card collections, marbles, toys, portable sound systems, video game systems, video games, etc. If you are not sure about any other items, please ask. CCS is not responsible for the above-mentioned personal property and other similar items brought on campus. **Any items lost or stolen will not be**

investigated. Confiscated personal properties may require a parent to come in for conference and retrieval.

BIRTHDAYS

We know that birthdays are a special day for your child and your family. Hosting birthday parties during the instructional day or bringing birthday party snacks to school will not be permitted due to the health and safety of all students.

PARKING

We would like to maximize the amount of outside space for our children. Therefore, please use street parking when visiting the campus. Please refrain from parking on lawns, sidewalks and blocking drive ways.

CHAPTER 2: STATE AND FEDERAL MANDATES

CHILD ABUSE REPORTING POLICY

State law requires all school employees to report suspected cases of child abuse. Employees of the school are not allowed to call or contact parents to investigate this matter. The law specifically states that all investigations shall be conducted with appropriate agencies' personnel. All staff will abide by the State law in reporting these cases.

NON-DISCRIMINATION STATEMENT

CCS will not discriminate against any student or employee on the basis of ethnicity, national origin, disability, religion, sex and actual or perceived sexual orientation, or any other basis prohibited by law.

Harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA (mental or physical disability) is a form of unlawful discrimination that will not be tolerated by CCS. Harassment is intimidation or abusive behavior toward a student/employee that creates a hostile environment, and that can result in disciplinary action against the offending student or employee. Harassing conduct can take many forms, including verbal acts and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

This nondiscrimination policy covers admissions or access to, or treatment or employment in, CCS' programs and activities. The lack of English language skills will not be a barrier to admission to or participation in CCS' programs or activities.

D. Rights Concerning Discrimination

CCS shall direct that anyone who wishes to file a complaint alleging discrimination on the basis of disability in employment practices and policies or the provision of services, activities, programs, or benefits by the school shall do so in the following manner:

The complaint should be in writing and contain information about the alleged discrimination such as name, address, and phone number of the complainant and location, date, and description of the problem. Alternative means of filing complaints, such as personal interview or a tape recording of the complaint will be made available for persons with disabilities upon request. A complaint form is available by calling the ADA Coordinator at 225-389-3129.

The complaint should be submitted as soon as possible but no later than sixty (60) calendar days after the alleged violation. Within fifteen (15) calendar days after receipt of the complaint, the ADA Coordinator shall meet with the complainant to discuss the complaint and possible resolutions. Within fifteen (15) calendar days after the meeting, the ADA Coordinator shall issue a written determination as to the validity of the complaint and a description of the resolution, if any, and, where appropriate, in a format accessible to the complainant, such as large print or audio tape.

The complainant may request a reconsideration of the matter if he or she is dissatisfied with the resolution. The request for reconsideration shall be made within fifteen (15) calendar days of the date of the written determination issued by the ADA Coordinator and, in writing or by alternative means, to the Superintendent.

Within twenty (20) calendar days after receipt of the request for reconsideration, the Superintendent or his/her designee shall issue a written determination concerning the request for reconsideration or in an alternative format, if required. The Superintendent's or designee's written determination shall be a final resolution of the complaint.

The right of a person to pursue a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies such as filing of an ADA complaint with the responsible federal department or agency.

Additional information prohibiting other forms of unlawful discrimination/harassment, inappropriate behavior, and/or hate crimes may be found in other CCS policies that are available at the school. It is the intent of CCS that all such policies are read consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

Any inquiries regarding this nondiscrimination policy or the filing of discrimination/harassment complaints may be directed to the Superintendent.

Notice: Programs for students with Disabilities under Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibits discrimination against persons with a disability in any program receiving federal financial assistance. Section 504/ADA defines a person with a disability as anyone who has a mental or physical impairment which substantially limits one or more major life activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. CCS has the ability to provide adjustments, modifications and provide necessary services to eligible individuals with disabilities. CCS acknowledges its responsibility under Section 504/ADA to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability shall knowingly be permitted in any program or practice at CCS.

Notification of rights under FERPA for Elementary and Secondary Schools

The Family Education Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 C.F.R. Part 99) affords parents and student over 18 years of age ("eligible students") certain rights when respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day CCS receives a request for access. Parents or eligible students should submit to the Principal a written request that identifies the record(s) they wish to inspect. The CCS official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request the amount of the student's education records that the parent or eligible student believes is inaccurate. Parents or eligible students may ask a school to amend a record that they believe is inaccurate. They should write the school principal or appropriate school system official, clearly identify the part of the record they want changed and specify why it is inaccurate. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information

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

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. As an exception to the requirement for consent, CCS will disclose without consent records to school officials with legitimate educational interests as allowed as an exception to FERPA. A school official is a person employed by CCS as an administrator, supervisor, instructor, or support staff member including health or medical staff and law enforcement unit personnel; a person serving on the CCS Board of Directors; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, nurses, or therapist); or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A CCS official has a legitimate education interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, CCS discloses education records, including disciplinary records, without consent of parent or a student emancipated in accordance with state law to school officials, including teachers, with legitimate educational interest and to officials of another school district in which a student seeks or intends to enroll. In addition, the law allows release of education records without the consent of the parent or student to an authorized representative of the Comptroller General or Attorney General of the United States; to an authorized official of the financial institution to which the student applied to receive financial aid; to an authorized official of an accrediting organization; to an authorized representative of the Secretary of the U.S. Department of Education; to an authorized representative of the Louisiana State Department of Education; to comply with a judicial order or lawfully issued subpoena to appropriate officials in connection with a health or safety emergency; to the Louisiana juvenile justice system or as otherwise authorized by law or regulation. The information may also be released without consent to organizations conducting certain studies for or on behalf of CCS. The above are samples of possible disclosures and not a complete list.

- (4) Further, two federal laws require local educational agencies such as CCS to provide military recruiters, upon request, with three information categories – names, address and telephone listings – unless parents have advised CCS that they do not want their student's information disclosed without their prior written consent.
- (5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by CCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Committee
U. S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-4605

Other federal laws may require release of certain education records or student information, such as The National School Lunch Act and the Patriot Act.

The Title II Coordinator/Title IX Coordinator/Section 504 Coordinator for CCS is Megan Thompson He/she can be contacted at 985-306-9638.

SEXUAL HARASSMENT POLICY

CCS is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of or by employees or students is a form of gender discrimination in that it constitutes differential treatment on the basis of sex, sexual orientation, or gender, and, for that reason, is a violation of state and federal laws and a violation of this policy.

CCS considers sexual harassment to be a major offense which can result in disciplinary action to the offending employee or the suspension or expulsion of the offending student in grades four through six. Suspension or expulsion as a disciplinary consequence for sexual harassment shall not apply to students enrolled in Kindergarten and grades one through three.

Any student or employee of CCS who believes that she or he has been a victim of sexual harassment shall bring the problem to the attention of the school principal so that appropriate action may be taken to resolve the problem. CCS prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such complaint is further advised that civil law remedies may also be available to them. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

ANTI-BULLYING POLICY

CCS takes pride in embracing individuality. This is the essence of the creative process and the feeling of being safe at our school and has always been an essential part of our culture. We have a no tolerance policy regarding bullying, cyberbullying, intimidating, threatening, harassing, hazing, name-calling and taunting. Any behavior seen as falling into the "bullying" category will be dealt with swift disciplinary action.

DEFINITIONS:

Bullying shall mean:

1. A pattern of any one or more of the following:
 - Gestures, including but not limited to obscene gestures and making faces.
 - Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious testing, or spreading untrue rumors. Electronic communication includes but is not limited to a communication or image transmitted by e-mail, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device.
 - Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
 - Repeatedly and purposefully shunning or excluding from activities.
2. (a) Where the pattern of behavior as provided in Paragraph (1) of this Subsection is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event.

(b) The pattern of behavior must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

PROHIBITION AGAINST BULLYING:

CCS promotes mutual respect, tolerance, and acceptance among students, staff and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Such behavior includes, but is not limited to direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation. CCS' Anti-Bullying Policy includes but is not limited to the following:

- Any student who engages in bullying will be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.

- School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the local superintendent or his or her designee.
- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

All students and/or staff shall immediately report incidents of bullying, harassment or intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school, or a school-sponsored activity, and during a school-sponsored activity.

DISCIPLINARY ACTION

Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying. Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Loss of a privilege;
- Reassignment of seats in the classroom, cafeteria or school bus;
- Reassignment of classes;
- Detention;
- In-school suspension;
- Out-of-school suspension;
- Expulsion; and/or
- Assignment to an alternative school.

If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

Students, parents/guardians and other school personnel may report incidents of bullying to an administrator, teacher, counselor or other staff member orally or in writing by using the appropriate form.

PROCEDURES FOR INTERVENTION

The procedures for intervening in bullying behavior include but are not limited to the following:

- All staff, students, and their parents will receive a copy of the policy prohibiting bullying at the beginning of the school year as part of the student code of conduct.
- The school will keep a report of bullying and the results of an investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.
- Anyone who witnesses or experiences bullying, is encouraged to report the incident to a school official.

WHEN BULLYING IS REPORTED

The following actions will be taken when bullying is reported:

1. Investigation.

Upon receipt of any report of bullying, CCS will direct an immediate investigation of the incident. The investigation will begin no later the next business day in which the school is in session after the report is received by the school official. The investigation will be completed no later than ten school days after the date the written report of the incident is submitted to the school official.

The investigation shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s), and staff members separately. Physical evidence of the bullying incident will be reviewed, if available.

2. Notification.

Parents or legal guardians of the victim and accused student will be notified of the investigative procedure. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent/guardian should be notified immediately.

3. Discipline.

Upon confirming that bullying has occurred, the accused student will be charged with bullying and will receive age-appropriate consequences which shall include, at minimum, disciplinary action or counseling.

4. Follow Up.

Complainants will be promptly notified of the findings of the investigation and the remedial action taken.

5. Documentation.

Written documentation containing the findings of the investigation, including input from the students' parents or legal guardian, and the decision by the school official, will be prepared and placed in the school records of the victim and perpetrator.

CYBERBULLYING / HARASSMENT

CCS will not tolerate cyberbullying within the CCS community by students, staff, or parents. Cyberbullying is prohibited while using CCS' network (whether accessed on campus or off campus, either during or after school hours) or using outside networks.

Cyberbullying is defined as the transmission of any electronic textual, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person under the age of eighteen. Specifically, this can include teasing, intimidating, threatening or terrorizing another person by sending or posting offensive content. Such offensive content includes, but is not limited to, sexual comments or images, racial slurs, gender-specific comments, or comments about one's appearance, sexual preference, race, religion, ethnicity, or disability.

Students who feel that they have been the victims of such misuses of technology should following the following steps:

- Do not respond to the person accused of the cyberbullying;
- Document specific instances of cyberbullying (i.e. save or print documents when possible, take pictures of the offensive material, keep a record of each instance of cyberbullying) and do not erase the offending material from the system, if possible.
- Immediately report the incident to the administration.

All reports of harassment in cyberspace committed against members of the CCS community will be fully investigated. Sanctions may include, but are not limited to, the loss of computer privileges, a parent/guardian conference, detention, suspension or expulsion from CCS, and/or notification to the police.

CHAPTER 3: FULFILLING THE PARENT AGREEMENT

All of the parents at CCS commit time, effort, and energy towards the student's and CCS' success. The Parent Agreement outlines ways that parents agree to participate and provide support.

The Agreement outlines specific responsibilities expected of our parents.

PARENT AGREEMENT OUTLINE

Parents agree to:

I. Provide Home and Academic Support by:

- a) Assisting and monitoring homework assignments
- b) Ensuring that your child/children are "Ready to Learn"
- c) Following through with school recommended actions

II. Provide School Support by:

- a) Ensuring that my child/children arrive to school on time and adhere to the school's absence/tardy policy
- b) Supporting and adhering to the school's discipline policy
- c) Adhering to the school's uniform policy

III. Participate by:

- a) Attending and participating at monthly parent meetings
- b) Volunteering strongly encouraged to the extent possible

IV. Parents Agree to Provide Home and Academic Support By:

- a) Assisting and monitoring homework assignments:

HOMEWORK POLICY

Homework is assigned in all grades to reinforce those skills taught during the school day. A copy of the homework policy is included below. We seek your cooperation.

The staff of CCS believes that homework is an integral part of our instructional program. It is a valuable extension of our classroom teaching and should reinforce, extend or enrich the concepts that our students have been taught in class.

Students will be expected to turn in all homework assignments in a neat and legible manner. You can help your son/daughter by being aware of what type of work is being sent home and by looking over the assignments when completed.

WHEN?

Homework will be assigned at least **4 days a week**. Students will either receive a weekly homework schedule or will be responsible for recording their own homework assignments.

HOW?

Each student should attempt to complete the homework independently but may need assistance. If a child needs assistance, please do not do the homework for him/her. **As a parent, please guide your children, allowing them every opportunity to do their own work.**

PROBLEMS?

(1) If you notice that your child's homework is consistently too difficult, please let the teacher know. Homework should be challenging, but not impossible! (2) If you are unable to assist your child with homework, make sure to seek out alternative support for your child through tutorial programs. (3) If there is a problem with having the appropriate supplies at home, contact your child's teacher.

Parents/guardians are responsible for ensuring that the student completes his/her homework and turns it in to the teacher. Parents/guardians must stay in frequent communication with teachers to ensure that students are successfully completing their homework. Teachers have different systems for tracking homework; parents should feel free to contact the teacher for additional information.

We have attempted to establish guidelines regarding frequency of homework, expected time for completion and degree of parental supervision needed. We also recognize the need for some flexibility due to individual differences and circumstances that may affect children.

Grade Levels	Minimum Frequency Per Week	Possible Amount of Time Required
Kindergarten	Mondays - Thursdays	15 - 20 minutes
1, 2	Mondays - Thursdays	15 - 30 minutes

3, 4	Mondays - Thursdays	35 - 60 minutes
5, 6, 7, 8	Mondays - Thursdays	1 - 2 hours

As suggested in the above chart, assignments should generally require from 15 to 20 minutes to complete in primary grades and may require as much as 120 minutes by the time your child has reached 6th grade. The assigned subjects will be left up to the discretion of the teacher. Students not returning an assignment, for some reason other than absence, will be held accountable and may be expected to do their work either some time during the school day, or possibly after school. Please send a note of explanation if your child was unable to complete an assignment due to some reason beyond his/her control.

HOMEWORK SUPPLIES

Having the proper equipment and supplies will make starting and completing assignments easier. You and your child will avoid a lot of frustration if you have the items and materials listed below.

You and your child are required to have at home the materials necessary to complete homework assignments:

- sharpened pencils/ pens
- crayons and/or markers
- glue
- scissors
- calculator
- notebook paper
- ruler
- dictionary
- tape

WAYS TO ASSIST AND MONITOR HOMEWORK

Looking over your child's schoolwork gives you an opportunity to learn what is happening at school and to spend quality time with your child. Here are some tips to make the most of this experience:

- Sit down with your child and give him/her your full attention. Turn off the television

and do not allow interruptions during this special time.

- Establishing a regular quiet place and time for homework can help your child/children develop good study habits that can last a lifetime.
- Ask your child to tell you about the work as he/she shows you school papers. Ask your child to point out his/her favorite and least liked kinds of schoolwork.
- Ask your child to show you what was most and least difficult for him/her. Do not expect your child's work to be perfect. Making errors is part of learning. If you emphasize your child's errors, he/she may discard less-than-perfect papers and be reluctant to share schoolwork with you.
- Let your child choose a few samples of his/her schoolwork to display on a bulletin board or the refrigerator, or to paste in a scrapbook. An inexpensive photo album with clear "magnetic" pages works well for this. If you have faraway friends and relatives, have your child select a sample of his/her schoolwork to mail to them. Sending samples of schoolwork is a quick and easy way to stay in touch with long-distance relatives. And it helps your child take pride in his/her work.

Going over schoolwork with your child demonstrates that you think school is important and that you value your child's efforts at school.

b) Ensuring that your child is "Ready to Learn":

Your child's success at CCS begins with you! This section explains the ways in which you can support your child with his/her growth and achievement.

It is very important that all students come to school ready to learn. As agreed upon at the August Parent Meeting, children who are ready to learn come to school:

1. On time
2. Rested
3. Fed
4. In Uniform
5. With good hygiene (hair washed and combed, teeth brushed, overall clean and neat appearance)

c) Following through with school recommended actions.

At different times throughout the year, staff at CCS may make recommendations regarding the welfare of your child. These recommendations are made with careful thought, and with the best interests of the child in mind. For example, the teacher may notice that your child is squinting at the chalkboard and would therefore recommend your child's vision be tested.

It is imperative that you take these recommendations seriously and follow them to the best of your ability. Any difficulty in following through with the recommendations should be communicated to CCS as soon as possible.

2. Parents Agree to Provide School Support By:

a) Adhering to School's Absence/Tardiness Policy

ATTENDANCE POLICY

Absences are disruptive to students' ability to learn and create problems with the implementation of CCS' school culture. Accordingly, all absences, whether excused or unexcused, have the logical consequence that the student will have to make up all missing class work. Multiple unexcused absences may result in additional consequences such as School Attendance Review Team conferences and a referral to the school's Truancy officer.

Types of Absences Defined.

Parents/guardians are required by law to compel the daily attendance of their child at school. Absences negatively impact a student's learning. All absences, whether excused or unexcused, have the logical consequence that the student will have to make up all missing class work. Multiple unexcused absences may result in additional consequences such as parent conferences and referral to the School Attendance Review Team (SART). Habitual absenteeism may result in poor academic performance, which may lead to the need for your child to be recommended for retention at their current grade level.

Excused absences are absences where a student has medical, legal, or dental appointments or a death in the family. All absences require appropriate documentation (i.e. note from doctor or medical facility, court documents, etc.). A personal illness of one (1) day may be excused with a written note from parent. A personal illness of two (2) or more consecutive days requires a doctor's note.

Even when an absence or tardy has been excused, it is important for Home and School to communicate and support the student in making up missed assignments. Please make every attempt to schedule appointments outside of school hours. Please make sure your child arrives to school on time every day.

Types of Absences Defined.

1. Excused absences occur when a parent knows the child is not at school and the reason(s) is/are excused by the School. The following absences are considered excused:
 - A student's personal illness
 - A student's medical appointment verified by a doctor's note
 - Quarantine of the home
 - A death in the family (up to 5 grievance days per school year)
 - Observance of a religious holiday (up to 3 days per school year)
 - Court summons/subpoena
 - Serious family emergency (subject to principal discretion/approval)
 - Time off for student's work in the entertainment industry (Must be pre-approved by the school and verified by proper documentation).

If you are aware that your child must be absent from school for a period of 10 or more school days due to severe injury, chronic illness, or a scheduled surgery, please contact the School and provide School personnel with medical documentation. Your child may be eligible to receive academic instruction through Celerity via home-hospital services during their prolonged absence.

2. Unexcused absences occur when a parent knows that the child is not at school but the reason(s) is/are not those excused by the School. Unexcused absences include a student being absent for any reason other than what is explicitly listed above. Examples of unexcused absences include missing class or other mandatory school activities due to family trip or vacation, lack of transportation to the School, or a parent's medical or other appointment. Moreover, each late arrival to school or early pick up from school may also be considered an unexcused absence as determined by the School's principal.

UNEXCUSED ABSENCE CONSEQUENCE CHART

Number of Absences	Consequences
1-5 Unexcused Absences	Call from School and request for valid written excuse
6 Unexcused Absences	Call from School and request for valid written excuse 1st Truancy Notice Sent Home
9 Unexcused Absences	Call from School and request for valid written excuse 2nd Truancy Notice Sent Home; Truancy Officer Notified; SART Meeting Scheduled
12 Unexcused Absences	Call from School and request for valid written excuse 3rd Truancy Notice Sent Home Truancy Officer Refers Student to Family and Youth Services Center (FYSC) or Families in Need of Services (FINS)

TARDY CONSEQUENCE CHART

Number of Tardies	Consequences
1-2	Call from school and request for written valid excuse.
3	1st Official Notice sent home. Call from school.
6	2nd Official Notice sent home. Attendance Supervisor notified.
9	3rd Official Notice sent home. Referral to School Attendance Review Team (SART). SART meeting held and contract established.

RECOGNITION AND AWARDS

Each month, the class with the best attendance and tardy rates for the previous month will receive special recognition. Awards and individual recognition will be provided to students who have not been tardy or absent for the previous month. Other incentives for being on time will also be provided. At the end of the school year, students who have perfect attendance and punctuality will receive a special award and/or be invited to a special event.

DISCIPLINE POLICY

Our goal is to provide an atmosphere and learning environment that is safe, supportive and nurturing for each student. All students have a right to learn while attending a safe school. As such, discipline is a necessary part of school life and good discipline is based on an agreement between the school and parents about what is expected of our children.

There are strict behavior expectations, which include no hitting, kicking, biting, scratching and/or fighting. Also, appropriate language must be used at all the times. Respect when speaking to teachers, students and any adult is mandatory. This includes while riding the school bus.

The goals of our discipline policy are to:

- Promote self-discipline and proper regard for authority among students;
- Encourage good behavior and respect for others;
- Ensure students' standard of behavior is acceptable;
- Regulate students' conduct

Each classroom will develop and implement a specific management plan with clear expectations and consequences. The plan is taught to students and communicated to parents in mailings and discussed during conferences. Students and parents can expect consistent enforcement of the discipline policy and fair administration of consequences for failure to follow the acceptable expected behaviors.

General Issues/Complaints

For situations other than suspensions and expulsions. If a student or parent/guardian has a complaint or request for information or believes the student is being improperly disciplined or subjected to an inappropriate rule or standard, he/she should follow these steps:

- Discuss the situation with your student and the involved teacher, counselor, bus driver and/or administrator.

- Request a conference with the involved CCS employee and the school-level administrator.
- Appeal to the Principal.
- Appeal to the Superintendent in writing.
- File a written complaint with the Superintendent requesting that the case be referred to the CCS Board of Directors. The Superintendent shall notify all parties of the date of the hearing and of their right to be present at the Board of Directors' meeting. All parties will be notified in writing of the action taken by the Board of Directors.

Acceptable Behavior Expectations

Students

A. How I Treat Others

I will:

- I will treat all kids and adults with respect and kindness.
- I will use words that are helpful, courteous and kind.
- I will treat all things that belong to other people with care.
- I will get help from an adult if someone tries to start a fight with me or a disagreement won't end. (If I am in a situation that could lead to violence or name-calling.)

I will not:

- I will not tease, call names, bully, or use swear words.
- I will never threaten to hurt anyone, even when joking around.
- I will not start fights. I understand that fighting is never acceptable.

B. How I Do My School Work

I will:

- I will make sure my homework and projects are neat, complete and turned in on time.
- I will respect school property by taking care of my books and classroom supplies, and by keeping the rooms and yards clean.
- I will come to school on time. (Parents, this one depends on you also.) I will not:
- I will not leave school before it's over, except for a field trip or when I have written permission.

- Parent clarifications:
 - Homework is assigned Monday through Thursday.
 - You must arrange prior approval from the office to remove your child from the classroom during school hours.
 - Arriving at school “on time” is between 7:50am and 8:05am.

C. How I Behave and What I Bring to School

I will:

- I will greet visitors in a friendly way.
- I will offer to help those who need it or request it.
- I will take pride in my appearance. I will only wear clean school uniforms to school.
- I will eat only in the designated areas.

I will not:

- I will not wear sandals, open back, open toe, or platform shoes.
- I will not bring gum, candy, soda in cans or glass bottles.
- I will not bring: beepers, cell phones, copious amounts of money, jewelry, radios, electronic games, or trading cards to school.
- I will never bring any type of weapon to school – not a real weapon or a toy one.

Parents:

Expectations: Respect, responsibility, safety, and quality will characterize all behavior, relationships, and work habits. Parents and teachers will inform, teach, and reinforce the expectations to our children at home and in the classroom respectively.

Consequences: The teacher has primary responsibility for determining and implementing appropriate rewards and consequences for acceptable and unacceptable behavior. Students who violate the acceptable behavior expectations are subject, but not limited to:

- Verbal warning
- Loss of privileges
- A notice to parents
- Conference with student/parent

The consequences listed above are not necessarily all inclusive.

No Violence: Under no circumstances will violence on campus be tolerated: acts of intimidation, extortion, harassment or physical attacks on students, school personnel, or other authorized persons on campus will not be condoned or excused. A child possessing any weapon, whether real or toy, may be suspended and/or recommended for expulsion.

Not following the Acceptable Behavior Expectations may require the school to administer appropriate consequences to help maintain a safe environment and to effectively discipline students.

To create a productive and safe learning environment for all learners, it is also important to have clear policies and consequences for behavior that is not consistent with good citizenship or interferes with the creation of a positive and safe learning environment. Students who do not direct adequate effort to learning or do not follow the rules must be disciplined.

Examples of inappropriate behavior include:

Not following directions	Littering
Pushing	Teasing
Rude Talk	Spitting
Tripping	Chewing gum
Running in class and hallways	Play fighting
Hitting	Speaking out
Eating in class	Play Wrestling
Disobedience	Lying
Inappropriate touching	Misusing equipment

Each teacher will discuss the above behaviors together and agree upon appropriate consequences, which may differ slightly from class to class. One consequence that can be administered by the teacher is an Office Referral.

OFFICE REFERRALS

It is at the discretion of the Teachers to refer a student to the office for administrative intervention. If this happens, the student will be sent to the office with a referral.

Depending upon the specific circumstances surrounding the student's behavior, a student

may remain at the office for a short “time out” period or may need to stay longer. On the day, a student receives a referral, he/she may not be permitted to play at recess time. Additionally, the parent or guardian may be notified to immediately pick up the student and the student may remain in the office or benched until he/she is picked-up. In school detentions may take place at the principal’s discretion. After the third referral, the following actions may be taken:

1. The student’s parent or guardian will be called and informed of the policy violations(s).
2. A date will be set for the parent or guardian to come to school for a mandatory conference and a time set for their classroom sit-in time.
3. The student may not return to school until the parent or guardian comes for a conference and/or completes the required classroom sit-in time.
4. The fourth office referral can result in a suspension.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school sponsored event, occurring at any time including but not limited to:

- a) While on school grounds; b) while going to or coming from school, including while riding the school bus; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Suspension Offenses

1. Discretionary Suspendable Offenses.

Students *may* be suspended if found to have committed any of the following acts:

01. Willful disobedience (only for grades 4-8)
02. Treats an authority with disrespect
03. Makes an unfounded charge against authority
04. Uses profane and/or obscene language
05. Is guilty of immoral or vicious practices
06. Is guilty of conduct or habits injurious to his/her associates
07. Disturbs the school or habitually violates any rule
08. Cuts, defaces, or injures any part of public school buildings/vandalism

09. Writes profane and/or obscene language or draws obscene pictures
10. Throws missiles liable to injure others
11. Instigates or participates in fights while under school supervision
12. Violates traffic and safety regulations
13. Leaves school premises or classroom without permission
14. Is guilty of stealing
15. Commits any other *serious offense* (i.e.: threatens to harm, or causes harm to another person)
16. Criminal Damage to Property
17. Burglary
18. Use of OTC medication in a manner other than prescribed or authorized
19. Possession of Body Armor
20. Bullying/Harassment
21. Cyber Bullying/Cyber Harassment
22. False Alarm / Bomb Threat
23. Forgery
24. Gambling
25. Public Indecency
26. Obscene behavior or Possession of Obscene/ Pornographic Material
27. Unauthorized use of Technology
28. Improper dress
29. Academic dishonesty
30. Trespassing Violation
31. Failure to Serve Assigned Consequence
32. Misusing Internet/Violates electronic/technology policy
33. Sexual Harassment
34. False Report

Non-Discretionary Suspendable Offenses.

Students *must* be suspended if found to have committed any of the following acts:

01. Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form.
02. Uses or possesses tobacco or lighter
03. Uses or possesses alcoholic beverages
04. Possesses weapon (s) as defined in Section 921 of Title 18 of the U.S. Code. (Firearm or Destructive Device)

- 05. Possesses firearms not prohibited by federal law (eg: BB or Pellet/Air Soft Guns), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (excludes pocket knives with a blade length < 2 ½”).
- 06. Murder
- 07. Assault and/or Battery
- 08. Rape and/or Sexual Battery
- 09. Kidnapping
- 10. Arson
- 11. Criminal Damage to Property
- 12. Burglary
- 13. Misappropriation with violence to the person
- 14. Possesses pocket knife or blade cutter with a blade length < 2 ½”
- 15. Serious Bodily Injury

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the principal or the principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the principal. The conference may be omitted if the principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension in person or via U.S. mail. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student may be suspended from school for not more than 20 school days in any school year; not more than 10 days for students with an IEP. This restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. During all suspensions, the school will ensure that the students and their families receive classroom materials and current assignments to be completed at home during the term of the suspension. All work will be graded by the teacher and feedback will be provided in a timely manner.

Upon a recommendation of Expulsion by the principal or principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Appeal of Suspension

The suspension of a student will be the determination of the principal. Parents and/or guardians will be notified in advance to the enactment of the suspension and can appeal a student's suspension within ten (10) school days of notification of the suspension. A suspension appeal will be reviewed by the Superintendent, and upon consideration the Superintendent's decision is final. If the appeal is granted, the appeal will not reinstate the student in school for the day(s) to be suspended. However, if the appeal is granted, the Superintendent may remove the suspension from the student's records.

D. Expellable Offenses

Discretionary Expellable Offenses.

Students *may* be expelled if found to have committed any of the following acts:

1. Is guilty of immoral or vicious practices
2. Is guilty of conduct or habits injurious to his/her associates
3. Uses or possesses tobacco or lighter
4. Uses or possesses alcoholic beverages
5. Uses or possesses any illegal or non-prescribed drug
6. Disturbs the school or habitually violates any rule
7. Cuts, defaces, or injures any part of public school buildings/vandalism
7. Possesses firearms not prohibited by federal law (eg: BB or Pellet/Air Soft Guns), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (excludes pocket knives with a blade length < 2 ½").
8. Throws missiles liable to injure others
9. Instigates or participates in fights while under school supervision
10. Violates traffic and safety regulations
11. Is guilty of stealing
12. Arson
13. Criminal Damage to Property
14. Burglary
15. Misappropriation with violence to the person
16. Possesses pocket knife or blade cutter with a blade length < 2 ½"
17. Serious Bodily Injury
18. Use of OTC medication in a manner other than prescribed or authorized

19. Possession of Body Armor
20. Bullying/Harassment
21. Cyber Bullying/Cyber Harassment
22. False Alarm / Bomb Threat
23. Public Indecency
24. Obscene behavior or Possession of Obscene/ Pornographic Material
25. Unauthorized use of Technology
26. Trespassing Violation
27. Misusing Internet/Violates electronic/technology policy
28. Sexual Harassment
29. False Report
30. Threats through any form (including verbal, written, social media, phone calls, emails, texts, etc).
31. Commits any other serious offense

Non-Discretionary Expellable Offenses:

Students *must* be expelled if found to have committed any of the following acts:

1. Sells, arranges to sell, or unlawfully distributes any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form.
2. Possesses weapon (s) as defined in Section 921 of Title 18 of the U.S. Code. (Firearm or Destructive Device).
3. Murder
4. Assault and/or Battery
5. Rape and/or Sexual Battery
6. Kidnapping
7. Brandishes a pocket knife or blade cutter with a blade length < 2 ½”

E. Authority to Expel

A student may be expelled based on the determination of the Administrative Panel following a hearing before the panel. The Administrative Panel will consist of at least three members who are administrators or teachers from other Celerity schools. The Administrative Panel members will not include the teacher or administrator of the pupil. If the Administrative Panel makes a determination that the student committed an expellable offense, the student shall be immediately expelled unless the parent or guardian timely submits a written appeal to the Celerity Board of Directors. For students

with IEPs, a Manifestation Determination Hearing must first be conducted for the student before a recommendation for expulsion may be made.

F. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the principal or designee has notified the parent/guardian that the pupil is being recommended for expulsion. Pending the expulsion hearing, the school will ensure that the student and their family receive classroom materials and current assignments to be completed at home during the term of the suspension. For a student with an IEP for which a Manifestation Determination Hearing determined that an expulsion recommendation could be made, the school will provide Homebound instruction to the student during the pending expulsion hearing/process. All work will be graded by the teacher and feedback will be provided in a timely manner.

Students will be given the opportunity to make up all missed assignments and assessments.

The Administrative Panel will conduct the expulsion hearing. The administrative panel shall hear and consider all pertinent information presented and make the expulsion determination. The hearing shall be confidential.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the school's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The school may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the school, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The school must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the school must present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be

made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Record of Hearing

A record of the expulsion hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault, as defined in La. R.S. 29:220, or committing a sexual battery, as defined in La. R.S. 14:43.1, *et seq.*, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

In some cases, the hearing panel may decide to suspend the enforcement of a students'

duly processed expulsion. Students who have been placed on expulsion with suspended enforcement may have their suspended enforcement status revoked and be expelled outright (i.e., “straight expelled”) if it is determined that, during the period of suspended enforcement, the student committed another violation(s) of the Charter’s rules and regulations governing student conduct.

J. Written Notice to Expel

The principal or designee, following the Administrative Panel’s determination to expel shall send written notice of the decision to expel, including adopted findings of fact, to the student or parent/guardian within five (5) school days. This notice shall also include the following:

1. Notice of the specific offense committed by the student.
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school.
3. The expulsion appeals process.
4. Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with CCS.
5. The reinstatement eligibility review date.
6. A copy of the rehabilitation plan.
7. The type of educational placement during the period of expulsion

K. Expulsion Appeals Procedure

The decision to expel a student may be appealed by the parent or guardian of the student to the Celerity Schools Louisiana Board of Directors. In order to appeal, the parent must submit a written request to the Celerity Board of Directors within five (5) school days of service of the written notice of the decision to expel. The student will be considered suspended until a Celerity Board of Directors meeting is convened, within ten (10) school days of receipt of the written appeal, at which time *the parent must attend* to present their appeal. Celerity will strive to schedule the Board of Directors meeting to

accommodate the parent's presence. The Celerity Board of Directors will make a final decision on the expulsion appeal based on information presented by the parent at the appeal hearing and information from the original expulsion hearing. The Celerity Board of Directors' decision regarding the expulsion will be final.

L. Disciplinary Records

The school shall maintain records of all student suspensions and expulsions at the school.

M. Expelled Students/Alternative Education

Alternative education program placements will be arranged and provided by the expelling school unless parent, on their own accord disenrolls the student from Celerity.

N. Rehabilitation Plans

Students who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the Administrative Hearing Panel in consultation with the Pupil Services Department at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than (1) one year from the date of expulsion when the pupil may reapply to the school for readmission.

O. Readmission

At least 30 days prior to the end of the expulsion term, the Celerity Pupil Services Department shall send written notification to the parent that the expulsion term will be ending. Celerity shall work with the parent and student to gather all records necessary for showing that the student has met the conditions of the rehabilitation plan and shall provide that documentation to the Celerity Schools Louisiana (CSL) Board of Directors. The CSL Board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, the Charter shall remove the record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the CSL Board, the CSL Board will revisit at a later date not to exceed one (1) year.

If the parent opted to disenroll the student from Celerity during or after the expulsion proceedings and enrolled the student in another school, then the expelled student must still meet all of the requirements of the rehabilitation plan at their current institution if

they wish to be considered for readmission to a Celerity school at any time in the future.

P. Outcome Data

Celerity will maintain data for all students including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

CLASSROOM FORMAL OBSERVATION TIME

After an office referral, the student's parent or guardian may be required to come to school and sit in the classroom with the student. They must do this for a minimum of one hour. Depending upon the severity of the student's behavior, a longer period of time may be required. If for some reason the parent or guardian is not cooperative with this process, then the student may be suspended at home and may then be considered for expulsion.

STUDENT SUPPORT TEAM

The Student Support Team may consist of the following members:

- Parent or guardian of student**
- The teacher of student**
- Administrator**
- Counselor, psychologist, or specialist**
- Student (when appropriate)**

This team will be responsible for the following actions:

- Develop a "Support Plan"**
- Meet one month following first meeting to check progress of Support Plan**
- Make any necessary changes to Support Plan to ensure greater success**
- Document all meetings, discussions and progress of the student**

A Support Plan may assist by developing the following:

- Summary of demonstrated behaviors by student that necessitates this degree of support;**
- Summary of any actions already taken by teacher, parent, or other staff to address the**

needs of the student;

Description of new actions to be taken in order to address the specific situation;

One-page agreement, to be agreed upon and signed by all concerned parties.

Some possible support actions are:

Daily, weekly, or monthly contract

Restriction from before or after school activities

Family and/or student counseling

Half day schedule

Journaling

IMPLEMENTATION

Fair and consistent judgment and decision-making by all staff is crucial to the enforcement of the discipline policy. Therefore, all staff will be evaluated regularly in relation to their roles in the implementation of the discipline policy.

PARENT SUPPORT

Parents and home life are an important influence in shaping the character and attitudes of children. There are many ways that parents can work with the school to improve behavior, both at home and school. Some tips that might be helpful include:

Modeling and teaching good manners at home. Examples include: using polite and courteous language—saying please and thank you; not interrupting people while they are speaking and saying excuse me if it is absolutely necessary; walking over to people to ask them a question rather than calling from the other side of the house (this behavior is very disruptive in the classroom);

Talking to your child/children about behavior reports and providing an incentive for their success. (A hug or special time together for example.)

Seriously addressing problem behaviors that are reported by the school. Consider removing telephone, video game, television and other privileges from children after experiencing school problems. These actions will demonstrate your support for the school and discourage the problem behaviors from recurring.

Take time to discuss the importance of discipline with your child/children regularly. Become more disciplined in a challenge area for yourself, (i.e. dieting, exercising, speaking a second language.) and talk about your progress/challenges with your child/children.

Support the school's policy in discussions with your child. If you are frustrated and demonstrate disrespect for the school's policies, it is likely that your child/children will too.

Take time to talk with children regularly. A child who can effectively communicate his/her needs and issues is less likely to try to communicate through physical force.

Consider the possible impact of television and movies that you and your children watch; consider alternative activities like playing cards, reading, or working together on a puzzle.

a) Adhering to the school's uniform policy

Uniforms promote a team theme and the idea that the mind and body are more important than clothes. Evidence suggests that uniform policies, if applied fairly, instill a sense of unity, pride, and discipline while reducing jealousy and peer pressure. Uniforms with Celerity logos are available for purchase. In the event parents cannot afford school uniforms Celerity will find a way to assist the families in obtaining uniforms.

UNIFORM POLICY

BOYS

Khaki (cotton twill) pants
Khaki shorts
Light Blue button-down shirt with collar
Light Blue polo shirt
 Shoes with flat, rubber soles, no open toe shoes
 NO sweats, NO jeans,
 NO baseball caps, NO bandanas

GIRLS

Double Blue Plaid pleated skirt with shorts underneath
Khaki shorts/skorts
Khaki long pants
Light Blue blouse
Light Blue polo shirt
 Shoes with flat, rubber soles, no open toe shoes
 NO sweats, NO jeans, NO platform shoes
 NO baseball caps, NO bandanas

RECOMMENDATIONS FOR BOYS & GIRLS (see list below for details):

Dark Blue sweater or jacket

Responsible attire; shoes with flat, rubber soles are required

No halter-tops; No attire exposing midriffs; No cut-off tops

1. SHIRTS: Shirts or blouses shall be light blue polo shirts that are unmarked, except for Celerity Logo, and shall be appropriately sized
2. SHORTS, SKORTS and SKIRTS: shall be at or below the knee and appropriately sized. Not tight or loose.
3. PANTS: Pants shall be Khaki in color, appropriately sized (Girls do not wear tight pants and Boys do not wear baggy pants) and hang between the ankle and 1 inch above the shoe bottom, no rubber bands at the end of the pants legs. No sagging.
4. UNDERSHIRTS: Undershirts for boys and girls shall be white, light blue or Khaki in color, unmarked, tucked in at all times, and appropriately sized.
5. During cold weather, we suggest layering. Turtlenecks, Dickies and T-shirts worn under the light blue shirt can be light blue, khaki, white, or gray.

6. SHOES: Students are to wear shoes with rubber soles. No open toes, sandals or slippers will be allowed on campus.
7. SHOELACES: Shoelaces shall be either black or white, no more than 1/2 inches in thickness.
8. SOCKS and TIGHTS: Students must wear socks daily. Socks or tights/leggings may be light blue, dark blue, khaki, white, black, or gray.
9. SWEATERS and JACKETS: Are to be navy blue only. Uniform sweatshirts, sweaters, and jackets are to be unmarked or have Celerity logo on them.
10. JEWELRY: Body piercings are limited to ears. Earrings, studs, or hoops can be no bigger than 1/4 - inch in size. No Hanging earrings. Necklaces should be tucked inside your top at all times. No costume jewelry.
11. HEADWEAR & HAIR STYLES: Students may wear headbands, clips and/or ponytail holders in the colors of solid blue, black, white, or gray. Hair must remain its natural color and cannot be styled in a Mohawk or have designs shaved into the scalp.

This list is intended to provide examples only. It is not intended to be all inclusive.

PENALTY FOR NON-COMPLIANCE

1st Offense: A letter will be sent home that must be signed by the parent or guardian.

2nd Offense: A parent conference will be required before the student can return to campus.

3rd Offense: May result in loss of certain school privileges.

Parent Participation

PARENT MEETINGS

The school staff and parents meet regularly. The meetings take place 4 times per year.

These meetings are strongly encouraged and are an important time for parents and staff

members to communicate and plan with each other. At each meeting, time is set aside for announcements and updates.

VOLUNTEERING

A minimum of 3 hours per month of parent volunteer time is strongly encouraged. An additional hour is also encouraged for each additional child enrolled at the school. For example, if a family has two children enrolled at the school, the parent or guardian is encouraged to commit four hours a month. The intent of the volunteer time is to have parents/guardians to maintain a high level of awareness and involvement in the education of their child/children. Parents can decide according to their strengths or interests how they can best volunteer. Volunteering might also take place outside of the school campus and/or outside of regular school hours.

Below are some examples of volunteer opportunities:

Student supervision before or after school	Helping with After School classes
Representing the school at functions	Participating in school governance
Participating in parent training workshops	Assisting in the classroom

Please contact the office for more volunteer opportunities.

OTHER WAYS TO PARTICIPATE

SCHOOL GOVERNANCE/REPRESENTATION

Participation in governance meeting counts as volunteer time. You may have the option of representing the school at official functions, which will be credited towards volunteer time.

ENRICHMENT PROGRAM

Enrichment classes are a perfect way for parents to volunteer and to share an area of interest or expertise. Classes can be as small as you like. Anyone who is interested in teaching a class they feel will complement the students' overall education is invited to contact the principal.

PERSONAL DEVELOPMENT

Throughout the school year the school may offer educational opportunities solely for the continuing education of the parents. Such opportunities may include classes on parenting, computers, open communication, and domestic violence. Working to improve yourself - learning something new, reading, or studying - sets a good example for your child/children.

CHAPTER 4: HEALTH

LUNCHES AND SNACKS

Celerity will make well-balanced hot lunches available to students. The cost is based on parent income. Some students may qualify for free or reduced lunch. Participation in our lunch program is optional. Parents may choose to provide their children with a well-balanced sack lunch. Eating candy or other high sugar foods is discouraged at school and should not be packed in lunches. Sugar, high-fat and salty snacks are not nutritious and make it hard for children looking for energy to sustain them until lunch. We also request parents not to pack foods that need heating.

SNACK POLICY

The following are suggested healthy snacks:

Fruit, vegetables, sandwiches, crackers, bread, (real) fruits juice, water, pretzels, granola bars, & nuts

The following snacks are NOT allowed; these items may be confiscated and disposed of by Staff if found:

Candy, gum, chocolate, shelled sunflower seeds, potato chips & soda.

HYGIENE

It is very important that your children come to school clean. This means that they **brush their teeth** every day and **bathe** on a regular basis. With older students, body odor becomes an issue. Your children are very active, and we live in a warm environment. Please do not hesitate to provide antiperspirant/deodorant for your child.

When children come to school unclean, others notice. This can lead to teasing and avoidance by other students. Please do everything possible to enable your child to have positive social relationships.

SLEEP

It is very critical that your children get the appropriate amount of sleep. They are all growing and need to be well rested before they come to school. When a child is going through a growth spurt, they require more sleep than normal. Children generally require anywhere from 8 to 12 hours of sleep nightly. Please help your child get the right amount of sleep.

ILLNESS

If your child is ill, please call and inform the office. For your own child's protection and the protection of others please do not send him/her to school sick. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him/her up. Please make an effort to get a copy of the homework your child missed during his/her absence.

IMMUNIZATIONS

All students will need to present a written immunization record provided by a physician or the health department prior to the first date of school. Immunizations must be up to date.

The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the school.

HEALTH AND MEDICAL CONDITIONS

The school office and designated administrator must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. The school administrator will arrange to meet with the parent and necessary school staff to develop an accommodation plan for the student's medical

condition. Students with diabetes, severe asthma, and severe allergies should have an accommodation plan at the school.

MEDICATIONS AT SCHOOL

Students may not carry or self-administer medication on campus under any circumstances. A student who needs to take medication during school hours must have a statement to this effect on file at the school, signed by the prescribing physician and the parent/guardian. The required forms are available from the school office or administrator. School personnel do not prescribe or give advice regarding any kind of medication.

- All medication must be in the original container with the appropriate pharmacy label.
- Whenever possible, medication prescribed three times daily (antibiotics) should be given at home, i.e., at breakfast, after school, and at bedtime. Seven days after the last authorized dose of medication any empty or unused medications will be discarded.
- No medication of any kind is to be put on or administered by a child or can be placed in lunch boxes, backpacks or pockets including: Tums, chap-sticks, sunscreen or any other over-the-counter medications.

PHYSICAL EXAMINATIONS

Parents will be required to complete and submit the “School Entrance and General Health Exam Form” for their enrolling child. They must also have their child’s physician complete and sign the Louisiana State “Comprehensive Physical Exam Report.”

TREATMENT AND SCHOOL RELATED INJURIES

It is the policy of the school to treat minor injuries (scrapes, paper cuts, bumps, etc.) with ice packs, cold compresses, or Band-Aids as needed. Parents will be notified about minor injuries at the discretion of the administration.

When confronted with more serious injuries/illnesses, school staff will contact parents, and, if appropriate, transport the student to the nearest hospital emergency department or call 911 for assistance.

It is the responsibility of the parents to update school medical and emergency information.

COMMUNICABLE DISEASE

A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met.

LICE

If you discover that anyone in your family has lice, please notify the school immediately. If it is discovered that your child has lice eggs and/or lice in his/her hair, they will be sent home with a letter describing appropriate treatment. Your child should be permitted to return to school the morning following their first treatment. A school staff member or the school nurse will inspect their hair for nits and eggs.

RINGWORM

Ringworm is an infectious disease characterized by scaling or cracking of the skin. In severe cases, vesicular lesions appear on various parts of the body. Students with ringworm will be sent home and require a doctor's note indicating that the ringworm is not contagious, and the student may be readmitted.

CHICKEN POX

An effort will be made to notify parents/guardians about school exposure to chickenpox. The parent/guardian of a student for whom chicken pox presents a particular hazard should contact the school to facilitate communication. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of leukemia or organ transplants.

OTHER MEDICAL CONDITIONS

A student returning to school with sutures, casts, crutches, brace(s), or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration.

A student returning to school following a serious or prolonged illness, injury, surgery, or Other hospitalization, must have written permission by the health care provider to attend school, including any recommendations regarding physical activity.

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in a regular or modified curriculum for a temporary period of time

due to illness or injury. A parent's written request for an excuse will be accepted for up to 5 days: thereafter, a written request is needed from the student's health care provider.

A current Emergency Information card must be on file at the school so that parents/guardians can be notified promptly in case of accident or illness involving their child.

SPEECH, HEARING AND EYE EXAMINATIONS

It is recommended and strongly encouraged that parents arrange annual speech, hearing, and eye examinations.

VACCINATIONS

Please check with a doctor to make sure that your children have been vaccinated and are up to date with all of them. The school can provide you with a list of agencies that provide free vaccinations.

CHRONIC CONDITIONS

For your child's safety, the school must be aware of any special needs your child may have, such as asthma, allergies, or any other persistent medical conditions. You are required to notify the office and your child's teacher.

TDAP AND MENINGOCOCCAL (MENINGITIS)

Louisiana law requires children age four or older who are entering kindergarten or pre-kindergarten show proof they have received the following vaccinations:

- a booster dose of Poliovirus vaccine (IPV)
- two doses of Measles, Mumps, Rubella vaccine (MMR)
- three doses of Hepatitis vaccine (HBV)
- two doses of Varicella (chicken pox) vaccine (Var)
- a booster dose of Diphtheria Tetanus Acellular Pertussis vaccine (DtaP)

Children who are 11 or older and are entering the sixth grade this year must have proof they have received all of the age-appropriate immunizations listed above, and at this age, children also need proof of receiving:

- meningococcal (meningitis) vaccine
- Tetanus Diphtheria Acellular Pertussis vaccine (Tdap)

CHAPTER 5: COMMUNICATION

HOME/SCHOOL COMMUNICATION

It is very important that the communication between your home and the school is a continuous process. To stay informed of all meetings and events, please check the monthly calendar or website on a regular basis. A monthly calendar and/or newsletter will be sent to you regularly.

FOLLOW THESE TIPS TO EFFECTIVELY COMMUNICATE...

... WITH TEACHERS You can contact a teacher by:

- **Calling the school and leaving a message and the teacher will return your call.**
- **Making an appointment.**
- **Writing a note.**
- **Sending an email or text message**

... WITH THE OFFICE

If you need to speak to an administrator, please call the office. If someone is not available to speak to you immediately, please leave a message and someone will return your call. If you need to speak to someone about an issue that may take more than 5 minutes, please make an appointment with the appropriate person. This is the best way to ensure that you will receive undivided attention.

... WITH YOUR CHILD DURING THE DAY

If you need to communicate with your child during school hours, call the office and leave a message for him/her. That message will be given to your child. A child will only be called to the phone if it is an emergency. Please make all car-pool or after school pick up arrangements with your child before school.

CONFERENCES

Formal and informal conferences are one way that you as the parent can stay informed of the progress of your child. You may set up an appointment to meet with a teacher

whenever you feel it is necessary. Mandatory formal conferences will take place at least twice a year. These usually take place during the end of the first and second grading period. The dates for this year are located on your school year calendar.

In order to get the most out of a formal conference, you should be on time and may want to:

HAVE QUESTIONS PREPARED: Focus on your child before coming to the conference. Take a moment to write down questions and concerns that you wish to discuss at the conference.

TAKE NOTES DURING THE MEETING

- **SHARE ANY RELEVANT INFORMATION:** If there are some stressful factors in your child's life, you may wish to mention them at the conference. It is helpful for a teacher to know what may be influencing a child's attitude, behavior, or performance.

DON'T COMPARE ONE CHILD WITH ANOTHER: Try to think of each child as its own person.

PARENTS IN THE CLASSROOM

The involvement of parents in the classroom is greatly encouraged. There are two different ways parents can visit the classroom. One way is as a prescheduled observer. Parents are welcome to request an observation period at any time. However, since classroom observations can be disruptive to the learning environment, our teachers have the right to refuse unscheduled observation requests. The best way to plan an observation is to follow these procedures:

- Preschedule a date and time with the teacher by calling the office and
- Explain the purpose for the observation.

Note: Observation times may be limited to one hour with prior appointment. During observations, teachers and support staff are not available for any one-on-one discussions or conferences. These meetings may be scheduled for a later time.

INSTRUCTIONAL VOLUNTEER

In order to become an instructional volunteer, you must follow these procedures:

- Arrange with the classroom teacher the dates and times you will be in the classroom.
- Before entering the classroom, you must sign in with the office, display your identification tag at all times, and wait until the classroom teacher gives you instructions.

When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher. Ask questions! If something is unclear, please ask for clarification.

EXPRESSING CONCERNS

If you have a concern, please notify your child's teacher or school principal of the concern. If then you feel that your concern has not been resolved in a satisfactory manner, you may continue to follow the structural hierarchy (from the bottom to top) as outlined below.

GRIEVANCE

B. Student/Parent Grievance/Complaint Procedures

The following information is intended to assist a student or parent/guardian in understanding the process of making a grievance/complaint or request for information and what steps will be taken to ensure the best possible solution is attained.

Your student should continue attending the school classes he/she is assigned while problems are being resolved.

1. General Issues/Complaints

For situations other than suspensions and expulsions. If a student or parent/guardian has a complaint or request for information or believes the student is being improperly disciplined or subjected to an inappropriate rule or standard, he/she should follow these steps:

- Discuss the situation with your student and the involved teacher, counselor, bus driver and/or administrator.

- Request a conference with the involved CCS employee and the school-level Administrator.
- Appeal to the Principal.
- Appeal to the Superintendent in writing.
- File a written complaint with the Superintendent requesting that the case be referred to the CCS Board of Directors. The Superintendent shall notify all parties of the date of the hearing and of their right to be present at the Board of Directors' meeting. All parties will be notified in writing of the action taken by the Board of Directors.

APPENDIX

Celerity Charter Schools Family Agreement 2018-2019

I/We, _____ agree to the following terms of the Celerity Charter Schools community:
Parent/Legal Guardian's Name

The parents/guardians will:

Provide Home Academic Support by:

- Ensuring that my child is Ready to Learn;
- Assisting and monitoring homework assignments;
- Following through with school recommended actions
- Reviewing this agreement with student

Provide School Support by:

- Affirming the Tardiness and Absenteeism Policy by ensuring that my child regularly attends and arrives to school on time;
- Supporting and adhering to the school's Discipline Policy;
- Adhering to the school's Uniform Policy

Participate by:

- Attending and participating at mandatory monthly Parent Meetings;
- Volunteering to the extent possible (on or off the school campus and/or during or outside of school hours)

My/Our signature below represents my/our understanding and full commitment to the above conditions for the 2018/2019 school year. I/We have also discussed the Parent Agreement with my/our child.

Parent/Legal Guardian's Signature

Parent/Legal Guardian's Signature

The student agrees to do the following:

Demonstrate Academic Effort by:

Coming to school ready to learn;
Completing all class and homework assignments
Following through with school recommendations as appropriate

Demonstrate School Support by:

Affirming the Tardiness and Absenteeism Policy by attending and arriving to school/classes on time;
Adhering to the school's Discipline Policy
Adhering to the school's Uniform Policy
Following all school rules and policies

Student Name: _____

Grade: _____

Student Signature: _____

**Family Agreement, Page 2
2018-2019**

The school will:

Provide Home Academic Support by:

- Providing trainings and workshops for parents on student academic achievement and parenting topics
- Inform parents of homework policies and assign appropriate homework
- Providing extended academic support opportunities to students
- Reviewing this agreement with students

Provide school support by:

- Developing and implementing programs and policies that support academic student achievement
- Enforce the school's Discipline Policy to ensure a safe and nurturing learning environment
- Inform and enforce school policies, including uniform policy
- Provide proper notification regarding school policies and student behavior
- Recognition program of achievement for students and their families
- Facilitating the participation of parents in the classroom
- Distributing annually updated parent/student handbook

Encourage and support parent participation by:

- Developing meaningful parent meeting agendas focused on student achievement
- Provide flexible volunteer opportunities for parents
- Recognizing student successes in a variety of settings
- Use technology to bridge connection between school and home

Principal

Date



Celerity Schools Louisiana

Student Calendar 2018-2019

	First/Last Day of School/Class Resumes
	Teacher Professional Development Day
	Parent Conferences/Back-to-School Night/Open House
	Interession Breaks – NO SCHOOL
	Testing Days (Benchmark, PBA, State Testing)

August 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018

Sun	Mon	Tue	We	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2018

- 8/1/2018 – Pupil Free Day-Meet & Greet/First Day - Teachers
- 8/2/2018 – First Day Of School
- 8/31/2018 – ST Math and SI 10% Progress (All Grades)
- 8/31/2018 – Teacher Professional Dev – No School

August = 21 Instructional Days

September 2018

- 9/3/2018– Labor Day Holiday
- 9/5/2018-Back-to-School Night
- 9/14/2018 – Midterm Progress Reports Sent Home
- 9/28/2018 – ST Math and SI 20% Progress (K-2); 25% Progress (3rd-8th)

September – 19 Instructional Days

October 2018

- 10/19/2018 – All Day PD Benchmark 1 – No School
- 10/26/2018 – End of Trimester 1
- 10/29/2018 – 10/31/2018 – Parent Conferences
- 10/31/2018 – ST Math and SI 35% Progress (K-2); 40% Progress (3rd-8th)

October – 22 Instructional Days

November 2018

- 11/1/2018-11/2/2018 – Parent Conferences
- 11/16/2017 – All Day Teacher PD Benchmark 2 – No School
- 11/19/2018-11/23/2018 – Thanksgiving Break
- 11/26/2018 – Classes Resume
- 11/30/2017– ST Math and SI 45% Progress (K-2); 50% Progress (3rd-8th)

November – 16 Instructional Day

December 2018

- 12/14/2018 – Midterm Progress Reports Sent Home
- 12/19/2018 – Teacher Professional Dev – No School
- 12/18/2018 – ST Math and SI 55% Progress (K-2); 60% Progress (3rd-8th)
- 12/20/2018-12/31/2018 – Winter Break

December – 12 Instructional Days

January 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

April 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2019

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2019

- 1/1/2019-1/5/2019 – Winter Break
- 1/7/2019 – Student Return to School
- 1/21/2019 – Martin Luther King, Jr. Holiday
- 1/31/2019 – ST Math and SI 65% Progress (K-2); 80% Progress (3rd-8th)
January – 18 Instructional Days

February 2019

- 2/8/2019 – End of Trimester 2
- 2/11/2019-2/14/2019 – Parent Conferences
- 2/28/2019 – ST Math and SI 75% Progress (K-2); 100% Progress (3rd-8th)
February – 20 Instructional Days

March 2019

- 3/1/2019 – Teacher Professional Dev – No School
- 3/4/2019-3/8/2019 – Mardi Gras Break – No School
- 3/29/2019 – Midterm Progress Reports Sent Home
- 3/29/2019 ST Math and SI 90% Progress (K-2); 100% Progress (3rd-8th)
March – 15 Instructional Days

April 2019

- 4/1/2019-5/3/2019 – LEAP TESTING
- 4/19/2019 – 4/26/2019 – Spring Break
- 4/29/2019- Class Resumes
- 4/30/2019 – ST MATH and SI 100% Progress(K-2)
April – 16 Instructional Days

May 2019

- 5/1/2019 – 5/10/2019– LEAP TESTING
- 5/17/19 – Last Day of School for Students
- 5/17/2019 – End of Trimester 3
- 5/20/2019-5/22/2019
May – 13 Instructional Days