



2016-2017

Parent/Student Handbook  
Cirrus Academy Charter  
School

1870 Pio Nono Avenue Macon, GA 31204

478.250.1376

[INFO@CIRRUSACADEMY.ORG](mailto:INFO@CIRRUSACADEMY.ORG)

<http://www.cirrusacademy.org/>

## SUPERINTENDENT'S WELCOME

Welcome to the CACS community where we are committed to facilitating the development of the next generation of **STEAM** (science, technology, engineering, arts and mathematics) leaders by providing students a supportive, encouraging and professional environment where they learn, explore and reach their potential! CACS students engage in academic pursuits, explore **STEAM** disciplines, and participate in professional development activities in a stimulating and supportive learning community. In addition to fostering an atmosphere for mastering essential knowledge and skills, the climate and culture of CACS is based on mutual respect, professionalism, a strong desire to learn and a commitment to succeed. We are striving to make the CACS **STEAM** educational experience a model of excellence for twenty-first **STEAM** century education.

Sincerely

*Ashanti Johnson, Ph.D.*  
*CEO/Superintendent Cirrus Academy Charter School*

## Contents

|  |    |
|--|----|
| SUPERINTENDENT’S WELCOME .....                         | 2  |
| Board Members.....                                     | 8  |
| MISSION STATEMENT .....                                | 8  |
| BELIEF STATEMENT .....                                 | 8  |
| CAMPUS GOALS .....                                     | 9  |
| VISION STATEMENT.....                                  | 9  |
| PHILOSOPHY.....  | 10 |
| STUDENT PLACEMENT.....                                 | 10 |
| CLASS SIZE .....                                       | 11 |
| ADMISSION TO KINDERGARTEN AND FIRST GRADE .....        | 11 |
| FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)..... | 11 |
| Curriculum.....  | 12 |
| STEM Education.....                                    | 12 |
| STEM + ARTS .....                                      | 13 |
| Our Learning Philosophy.....                           | 13 |
| Our Learning Environments.....                         | 14 |
| PARENT AND COMMUNITY INVOLVEMENT .....                 | 14 |
| PARENT TEACHER STUDENT ORGANIZATION (PTSO).....        | 15 |
| ACCIDENTS, ILLNESS, AND HEALTH SERVICES .....          | 15 |
| When to Keep a Child at Home.....                      | 16 |
| Medication Administration.....                         | 17 |

Head Lice..... 17

Hospital-Homebound Services ..... 18

SCHOOL DAY..... 18

    Arrival and Departure..... 18

    Release of Students ..... 19

    Dismissal..... 19

    Tardiness/Early Dismissal..... 19

ATTENDANCE ..... 20

    Compulsory Attendance..... 20

        Level I..... 20

        Level II..... 21

        Level III..... 21

    Excused and Unexcused Absences ..... 21

    Perfect Attendance..... 22

AVOIDING DRUGS VIOLENCE AND NEGATIVE CHOICES EARLY (ADVANCE) ..... 22

COMMUNICATION BETWEEN HOME and SCHOOL ..... 23

    Meet the Teacher ..... 23

    School Messenger ..... 23

    CONFERENCES - PARENT/TEACHER ..... 23

DAMAGE TO PROPERTY ..... 24

DISCIPLINE ..... 24

DRESS CODE ..... 25

    COMPLIANCE MEASURES ..... 25

Uniform Standing Protocol..... 28

DRILLS: FIRE/TORNADO/EMERGENCY/BUS EVACUATION DRILLS ..... 30

ENROLLMENT REQUIREMENTS ..... 30

GRADING..... 32

    Kindergarten, Grades 1 and 2 ..... 32

ACADEMIC PERFORMANCE LEVEL ..... 32

LEARNING AND SOCIAL SKILLS/ART, CHINESE, AND P.E./SCIENCE AND SOCIAL  
STUDIES..... 32

    Third, Fourth, and Fifth Grades ..... 32

    Purposes and Guidelines ..... 33

    Report Cards/ Progress Reports / Deficiency Notices ..... 34

    HOMEWORK ..... 35

    Progress Reports/Report Card Dates ..... 35

    HONOR ROLL/HONORABLE MENTION..... 36

INTERNET ACCEPTABLE USE POLICY ..... 37

    Purpose ..... 37

    Authorized User..... 37

    Terms and Conditions ..... 37

    Student Responsibilities ..... 38

    Penalties for Improper Internet Use..... 39

LOST AND FOUND..... 39

LUNCH/BREAKFAST PROGRAM ..... 40

PHYSICAL EDUCATION / HEALTH ..... 40

PROGRAMS FOR EXCEPTIONAL STUDENTS..... 40

PROMOTION AND RETENTION ..... 41

SCHOOL PICTURES ..... 42

SEXUAL HARASSMENT..... 43

STUDENT CLUBS ..... 44

STUDENT EXTRACURRICULAR ACTIVITIES NOTIFICATION ..... 44

STUDENT OR PARENT GRIEVANCE ..... 44

    Level I ..... 45

    Level II..... 45

    Level III..... 45

STUDENT SERVICES/ SECTION 504 - NOTICE OF RIGHTS OF STUDENTS AND PARENTS  
..... 45

    STUDENT SERVICES/ SECTION 504 PROCEDURAL SAFEGUARDS..... 47

    Student Services/ Section 504 Parent/Student Grievance Procedures ..... 50

        Step I..... 50

        Step II..... 50

        Step III..... 51

STUDENT SERVICES/ SPECIAL EDUCATION..... 51

    What is Child Find? ..... 51

        How can children be referred? ..... 51

        When should a child be referred to Child Find? ..... 52

        Where can I find out more about Child Find?..... 52

    What is Special Education and who is eligible for services?..... 52

    The Individual Education Plan (IEP)..... 53

STUDENT SUPPORT TEAM (SST) ..... 53

TESTING PROGRAM ..... 54

TITLE I/TITLE II PARENT/STUDENT GRIEVANCE PROCEDURES..... 54

    Step I ..... 54

    Step II..... 54

    Step III..... 55

TITLE IX - NON-DISCRIMINATION ..... 55

TITLE IX PARENT/STUDENT GRIEVANCE PROCEDURES ..... 55

    Step I ..... 56

    Step II..... 57

    Step III..... 57

STUDENT BIRTHDAYS ..... 57

BALLOONS/GIFTS AT SCHOOL..... 58

PERSONAL ARTICLES AT SCHOOL ..... 58

VISITORS ..... 58

VOLUNTEERS ..... 59

    Security Clearance ..... 59

WEATHER..... 60

WITHDRAWAL FROM SCHOOL ..... 60

School Calendar ..... 61

OPT OUT PHOTOGRAPH RELEASE FORM..... 62

PARENT’S RIGHT TO REQUEST A TEACHER’S AND A PARAPROFESSIONAL’S  
 QUALIFICATIONS: ..... 63

FITNESSGRAM ASSESSMENT ..... 66

## Board Members

Shelton Hart, Board President

Michael Jordan

Shirlynn Kelly

Nathan Lewis

Albert Rogers, Founder

## MISSION STATEMENT

Cirrus Academy Charter School (CACS) endeavors to provide children with an education that incorporates high academic standards within a global perspective and nurtures a natural inquisitiveness that makes them lifelong learners and achievers.

## BELIEF STATEMENT

We believe that:

- All students who enter our doors are success stories waiting to happen and it is up to us to help make it happen!
- All students can learn.
- Students need to both demonstrate their grasp of essential knowledge and skills and be actively involved in solving problems and producing high quality work.
- Students need to apply their learning in meaningful contexts.
- Students learn best when they are actively engaged in the learning process.
- Cultural diversity can increase students' understanding of different peoples and cultures. A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.



- A school must continue to improve if it is to help students become confident, self-directed life-long learners.

## CAMPUS GOALS

- Seize the golden opportunity regarding the latest research about the learning/brain connections and create a learning environment that will maximize brain growth for the future of the world--our children.
- Develop bright minds to prepare children for the future and shape their world.
- Establish a life-long love of learning.
- Prepare students for reaching their fullest academic potential.
- Encourage and enhance good self-esteem.
- Provide a safe, positive, and nurturing educational environment.
- Provide information that will create an awareness and appreciation of many cultures. Broaden world knowledge and skills of our students by responding to the rapid generation of innovative technology.
- Provide exposure to various aspects of *STEAM* and the ability to pursue *STEAM* interests
- Equip our students with knowledge and skills that will serve as a foundation for them pursuing and achieving a successful academic and professional career.

## VISION STATEMENT

Our vision is for CACS students to be well rounded, civic-minded individuals who graduate with a firm foundation of knowledge and skills in **STEAM** that enables them to build and sustain quality lives, contribute to the economic vitality of the United States of America, and to be globally competitive in the worldwide marketplace. This means that no course stands alone; concepts that students learn in one class are carried over into other classes, and students are taught to apply what they have learned through projects and modules.

Our aim is not only to educate our students through a rigorous academic and arts curriculum; we also want to give our students confidence in their abilities and an idea of the disciplines they want to pursue after high school. Too often, students with excellent grades graduate from high school with no direction. We want to ensure each student graduates knowing what they want to focus on in their post-secondary studies.

## PHILOSOPHY

CACS is founded on an intense dedication to providing young children with the tools and desire for a life-long love of learning. Each child who comes to CACS is encouraged to explore, ask, and grow. The focus is always positive, enjoyable learning experiences designed with a young child's inquisitiveness, creativity, and capacity for knowledge in mind.

The intellectual, emotional, physical, and social needs and abilities of every child are valued and nurtured at CACS. We see children as precious, powerful, and ready for their bright minds to be shaped so that they, in return, will shape their world.

The innate curiosity of children makes them eager and enthusiastic learners. Our students learn by seeing, touching, hearing, exploring, and interacting with the world around them. At CACS, children gain a strong academic and social foundation, where we view the world as their textbook. The development of problem-solving and decision-making skills is emphasized; our students cultivate priceless skills that will last a lifetime.

CACS looks at the entire learning experience from the child's perspective. The facilities, activities, teaching styles, and learning tools found here all contribute to a safe, nurturing, and enjoyable experience. This is a place meticulously created for children. It is a place where children want to come to learn.

## STUDENT PLACEMENT

Placement is determined by a committee comprised of administration and teachers.

## CLASS SIZE

Although class size is kept to a minimum, student enrollment demand may increase the size of a class. Desired class sizes are following: Kindergarten-First Grade – 20 per class; Second-Fifth Grade – 22 per class; Sixth – Eighth – 24 per class.

## ADMISSION TO KINDERGARTEN AND FIRST GRADE

A child is eligible for kindergarten if he/she is five years of age on or before September 1 of the current school year. A child is eligible for enrollment in first grade provided he/she is six years of age on or before September 1 of the current school year.

## FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

### Notice to Parents/Guardians and Eligible Students

Under the Family Education Rights & Privacy Act, you have a right to:

1. Inspect and review, within 45 days of a request, the education records of a student who is your child, or in the case of a student who is eighteen (18) years of age or older or those who are emancipated, your own educational records. Parents or eligible students should submit to the child's school principal a written request and identify the record(s) they wish to inspect. The child's school principal will make arrangements for access and provide notice of such arrangements.
2. Request an amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. To request the school district to amend a record, parents or eligible students should write the school principal, specify the part of the record they want changed, and specify why it is inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district decides not to amend the record, it will notify the parents or eligible students of the decision and inform them of their right to a hearing. Additional information regarding the hearing procedure will be provided with the notification of the right to a hearing.

3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and the regulations promulgated pursuant to the Act authorize disclosure without consent. One exception which permits disclosure without consent is to school officials with legitimate educational interest. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member; a member of the school board; a person with whom the district has contracted to perform a specific task (such as attorney, auditor, or therapist); or a parent or student serving on an official committee (such as a disciplinary or grievance committee). A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his/her professional responsibility. Upon request, the school district shall forward educational records without prior consent to another school in which the student seeks or intends to enroll.
4. File with the United States Department of Education a complaint under 20 C.F.R. 99.64 concerning the alleged failures by the HCBOE to comply with the requirements of the Act or the regulations promulgated thereunder. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

## Curriculum

CACS is a Title I school with a curriculum focused on Science, Technology, Engineering, Arts, and Math (STEAM). Our doors opened to students in kindergarten through eighth grade on August 1, 2016. We will add one grade level each subsequent year until reaching K-12.

## STEM Education

Cirrus Academy uses STEM curriculum by Pitsco Education. The curriculum is designed to help every student learn, grow, and succeed in the classroom and in life. Pitsco curriculum helps students excel through STEM lessons, modules, and activities that are robust and engaging. The age-appropriate, student-centered K-12 learning solutions in STEM are composed of standards-based, relevant, and

hands-on activities delivered via a student-focused learning process. Pitsco is an industry leader in STEM curriculum and continually creates innovative, standards-based curriculum.

## STEM + ARTS

The arts play an integral role in children's cognitive development, which is why we believe artistic disciplines are a crucial addition to STEM education. Through the arts, students nurture their creative abilities and discover talents they might wish to pursue after graduation. Art also gives students the opportunity to apply concepts they learn in STEM classes and to further their understanding of certain subjects.

### Our Learning Philosophy

CACS curriculum allows students to take an active role in their education and progress while encouraging teamwork and cooperative learning. Through experiments, modules, and more, CACS encourages self-directed learning in addition to traditional, lecture-based learning.

At CACS learning and achieving are cool! CACS fosters a safe learning environment where students are free to grow, ask questions, and be themselves. CACS is committed to seizing the golden opportunity regarding the latest research about the learning/brain connections to create a dynamic, enriched learning environment that will maximize brain growth for the future of the world—our children.

Current studies on child development have concluded that from birth, children are able to develop necessary life skills and begin an educational foundation. CACS has found these conclusions to be true. During early childhood, the brain is actively receiving direction from its environment.

The natural curiosity of children and their desire to learn, provide a unique opportunity for developing and building a solid foundation for their success in school and life.

Preparing a child for a successful and happy life is an important goal for parents. The professional staff at CACS shares this goal as we introduce children to learning - presented in a fun, hands-on,

experimental, and creative atmosphere. CACS teachers integrate STEAM into their Language arts, social studies, science, math, and fine arts curriculum.

CACS provides an exceptional and revolutionary approach to developing a child's imagination, creativity, basic life skills, as well as intellectual and social development.

## Our Learning Environments

As future citizens of the world, CACS students gain an early understanding of STEAM, professionalism and respect for other cultures.

Surrounded by supportive teachers and exceptional campus resources, our students take on new, exciting and complex projects such as coding projects, video production, winning "Olympic" medals, participating in Challenge laboratory projects, entrepreneurial and professional development activities, academic competitions, and more. These hands-on lessons give students self-confidence to attempt new tasks and foster a commitment to see things through.

Each child is gifted with an amazing capacity to learn. Their individually unique talents wait to be discovered. In the right hands, their natural curiosity can become the source for a lifetime of academic success. At CACS, we are devoted to making the difference in a child's life. All CACS teachers and staff have embraced the belief that every child that enters our doors is a success story waiting to happen and realizes that it is our responsibility to help make it happen.

In our safe, creative, and positive environment, children of all abilities learn and practice the tools they need for continued academic success. Our innovative programs identify and promote each child's natural gifts and talents through our stimulating STEAM facility.

## PARENT AND COMMUNITY INVOLVEMENT

Research shows that children respond well when parents are involved in their school. At CACS, parents, grandparents, guardians and the community take an active role in a child's educational experience. Our CACS Parent Teacher Student Organization works closely with teachers and

administrators in all aspects of the school, from parent presentations in the classroom to assisting our student government with community service events. We have created a rare educational environment where students want to come and explore their world. It is expected that at least one adult relative or guardian of each student will volunteer and become actively involved in the CACS community.

## PARENT TEACHER STUDENT ORGANIZATION (PTSO)

We will have an active Parent Teacher Student Organization. The PTSO will regularly schedule meetings. Look for PTSO information to come home with your child regularly or call your child's school for more information.

## ACCIDENTS, ILLNESS, AND HEALTH SERVICES

If a child is injured at school, first aid will be rendered. Parents will then be contacted in those cases which the school deems are serious enough to warrant communication. If the school is unable to reach the parent, the emergency telephone contact person(s) will be called in an effort to find someone to come for the child. Please assist the school by leaving current emergency telephone numbers to be used in the event that you are not available. When a child becomes ill at school, the parent will be notified just as in the case of an accident. Parents will also be contacted in cases of children soiling their clothes at school through accidents such as vomiting, urinating, or defecation. If a child shows signs of illness, he/she should not be sent to school.

The Health Related Services department uses "Best Practice" standards that strive to eliminate barriers, increase attendance, and identify health related concerns that influence learning. Please refer to the following guidelines when considering returning a sick child to school:

1. A child should be fever-free for 24 hours without medication before returning.
2. A child with strep throat must be on an antibiotic for 24 hours before returning.
3. A child with possible conjunctivitis (pink eye) must be seen by a doctor and may only return to school with a doctor's note.

4. A child with chicken pox may only return to school when all lesions have crusted over. Please provide a note from the doctor releasing the student to return to school and to excuse the absence(s).
5. All open, draining, or contagious skin areas (i.e. ringworm, Molluscum Contagiosum) must be able to be contained by a bandage/covering. Please provide a note from the doctor releasing the student to return to school and to excuse the absence(s).
6. A child with scabies will be allowed to return to school the following day after the first treatment.

### When to Keep a Child at Home

**KEEP A CHILD HOME**, if she/he:

1. Has had a fever\* of 100 degrees or higher in the past 24 hours
2. Is nauseous and/or vomiting and/or has diarrhea
3. Has been exposed to a contagious disease and is exhibiting signs/symptoms of the disease
4. Have undiagnosed skin rashes, or contagious conditions such as scabies or chicken pox. Students will be excluded from school until the rash is gone or when cleared by a physician for any contagious illness. Your doctor can help determine the exact cause and ensure you receive proper treatment.
5. Live lice on the scalp. A child will be allowed to attend if only nits are seen. Children who have been at home because of illness, should not be brought to school for parties and/or special events.

\*A fever refers to a temperature of 100 degrees or more without the use of Tylenol or Advil or other fever reducing medications. The school will not administer aspirin, or products that contain aspirin, due to a high occurrence of Reyes Syndrome associated with viral infections and the use of aspirin. Please send a parent or physician note to the homeroom teacher within three days of the absence; otherwise, the absence is unexcused and subject to the truancy regulations. The information provided is not intended to replace physician advice. When your child is ill, please contact your health care provider.



## Medication Administration

Prescription medicines will be given to students by school personnel only when prescribed and ordered by a physician and when the following guidelines are followed:

1. All medication must be presented to the school office by a parent in a prescription labeled bottle, which will include student's name, date, instructions for administering, name of drug, and name of issuing physician.
2. A Medication Administration form, HRS 29 is required to be filled out by the physician and parent in cases of long-term medication (more than two weeks).

Non-prescription medicine, over the counter medicine, such as Tylenol should be turned into the main office staff to be administrated. Over the counter medicines, will be given only for a short- term duration (i.e. two consecutive weeks or for a total of 10 times through the semester without a physician's order.) Medication must be in the original container, accompanied by written parental request and directions for administering. A Short Term Medication form, HRS 29C, may be requested by the Health Technician.

Expired medication will not be given. Please check for expiration date before bringing medications to school.

Students requiring an inhaler, injectable epinephrine (Epi-Pen), Diastat, or a Glucagon are allowed to have them at all times. It is critical that you discuss your child's medical condition(s) with the principal, teacher, and school nurse. Students must not share these medications with other students. Disciplinary consequences will apply for students misusing these medications. Parents must pick up all medication at the end of the school year.

## Head Lice

Head lice can infect anyone, not just children. Head lice are spread through head-to-head contact and sharing of brushes, combs, head bands, hats, jackets or etc. It is not our practice to check the entire class for head lice or send letters home to an entire class.

Lice are more common among preschool and elementary school-aged children and their families. Head lice cannot live on pets or animals, only on humans. No diseases are spread by head lice.

If a student is found to have active head lice, the parent will be called to pick him/her up. The student will not be allowed back into school with live lice. The school nurse will inspect the student's scalp for active lice upon initial re-entry after first treatment and every 7 days up to 21 days or until clear of lice and nits.

Please help the school prevent lice outbreaks by encouraging your child not to share clothing items or other personal items such as combs, brushes and towels with friends. The school nurse is available for consultation with difficult cases.

### Hospital-Homebound Services

Hospital/Homebound refers to those students who are medically prevented from normal school attendance based upon certification of need by the licensed physician or licensed psychiatrist who is treating the student for the diagnosis. For more detailed information, please see your child's principal and counselor.

### SCHOOL DAY

The school day for all elementary students begins at 7:50 a.m. and ends 2:50 p.m. and middle school begins at 8:05 a.m. and ends at 3:05 p.m. Students must be in attendance for a minimum of at least one-half of the instructional day to be counted for a partial day present. Cutoff time for determining attendance is 12:00 p.m. If a student leaves before 12:00 p.m., or arrives after that time, the student is counted absent for the day.

### Arrival and Departure

The instructional day for elementary school is from 7:50 a.m. to 2:50 p.m. and middle school from 8:05 a.m. to 3:05 p.m. Upon arrival at school, all students should immediately report to their assigned

places and remain there unless permission is received from a school staff member to leave the room. Parents picking up a child should wait in the designated areas for their child to be dismissed.

Students will not be admitted to school prior to 7:20 a.m. It is essential that students be picked up from school by 3:20 p.m. each afternoon.

### Release of Students

The school may not release a student to any person other than the person who enrolled the student in school. If an individual other than the person who enrolled the student in school is authorized to take the student from school on a regular basis (e.g., a grandparent or other relative, childcare provider, etc.), this notification should be placed in the student's record. If someone other than the person who enrolled the student in school (or an individual authorized in writing by this person) attempts to take custody of the child or to remove the child from the school, the school will immediately contact the person who enrolled the student in school. If a person who attempts to take custody of the child without consent of the person who enrolled the student in school refuses to leave the campus or causes a problem, the school will contact the appropriate law enforcement agency. (This provision shall not apply with respect to state or local law enforcement officers.)

Any change in your child's transportation must be communicated using the procedures established by the school.

### Dismissal

When it is necessary for a child to leave school before 2:30 p.m., the person who enrolled the child in school or a person on the approved list must first sign him/her out in the office. Office personnel will then call the student from his/her class. Proper identification may be requested of persons making the checkout request.

### Tardiness/Early Dismissal

Instruction begins promptly at 7:50 a.m. for elementary students and 8:05 a.m. for middle school students; a student is considered tardy after that time. A student who is tardy must report to the office to check in. **A parent is expected to accompany the student and to sign him/her in.**

Many people do not realize that missed instructional minutes add up quickly. For example, if your child arrives a mere 10 minutes late each day, they miss 50 minutes of instructional time every week. During a 36 week school year, they could miss nearly 30 HOURS OF INSTRUCTION! If they're 20 minutes late, it would be 60 hours, and so on. These instructional minutes are especially important to the achievement of our students and the success of our schools. An excessive number of lost instructional minutes could prevent your child from being promoted to the next grade level. For the benefit of ALL students, we may implement the following procedures with relation to unexcused tardies and unexcused early dismissals:

- 5 Unexcused Tardies/Early Dismissals – Parent Contact
- 10 Unexcused Tardies/Early Dismissals – Excessive Tardy/Early Dismissal Notification Letter
- 15 Unexcused Tardies/Early Dismissals – Attendance Contract Meeting Scheduled with parents and administration

## ATTENDANCE

CACS emphasizes values of regular attendance in enabling pupils to profit from the school program.

### Compulsory Attendance

CACS, in cooperation with other county agencies, shall enforce the Georgia Compulsory Attendance Law, O.C.G.A. §20-2-690.1, Mandatory Attendance, which requires that every parent, guardian, or other person residing in the state having control of any school age child or children between the ages of 6 and 16 enroll and send such child or children to school.

All CACS students are affected by and fall under the provisions of our attendance protocol which is stated as follows;

### Level I

Three (3) unexcused absences. School staff will contact parents and document the contact. Contacts may consist of e-mail, phone call, letter, note in the agenda, or other forms of communication.

## Level II

Five (5) unexcused absences. School staff will notify parents of the truancy and request a conference with the parents to sign an Attendance Contract.

## Level III

Eight (8) unexcused absences. School staff notifies Social Services Department; Social Services provides data to court for judicial proceedings to begin.

Any parent, guardian, or other person residing in Georgia having control or charge of a child or children who violate GA Code Section O.C.G.A. §20-2-690.1 shall be guilty of a misdemeanor and, upon conviction thereof, shall be subject to a fine of not less than \$25 and not greater than \$100, imprisonment not to exceed 30 days, community service, or any combinations of such penalties, at the discretion of the court having jurisdiction.

## Excused and Unexcused Absences

Absence from school is classified as either excused or unexcused. Reasons established by the Georgia Board of Education as excused absences are set forth in this policy. Students may be temporarily excused from school and allowed to make up work when:

1. Personally ill and when attendance in school would endanger their health or the health of others. Excessive/extended absences due to illness must be justified by a physician's statement.
2. A serious illness or death occurs in their immediate family. (Parent, Sibling, or Grandparent of child)
3. Mandated by order of governmental agencies or by a court order.
4. Celebrating religious holidays observed by their faith.

**NOTE:** An excused absence does not mean the student is given credit for being at school. It means that the student may make up work missed during the excused absence.

Students should present a written excuse within three [3] days after an absence whether excused or unexcused. Failure to do so will result in the absence(s) remaining unexcused. Excessive/extended absences due to illness must be justified by a physician's statement.

The following items should be specified and included on each written excuse:

1. The date the excuse is written.
2. The date and day of the absence.
3. Reason for absence.
4. Signature of parent or guardian.

Students who have absences may make up work or tests missed. Upon returning to school, students should complete makeup work missed within five [5] school days. Parents may pick up homework assignments in the school office. The teacher, however, should be given adequate time to prepare homework assignments and materials.

At the discretion of the principal, a statement from a physician may be required to validate extended or excessive absences.

### Perfect Attendance

To receive an award for Perfect Attendance, a student may not be absent, tardy, or be dismissed before the end of any school day. It does not matter if the absence is excused or unexcused.

## AVOIDING DRUGS VIOLENCE AND NEGATIVE CHOICES EARLY (ADVANCE)

5th Grade Members of the Bibb County Sheriff's Department will be teaching the CHAMPS Program to fifth grade students. The CHAMPS program stands for Choosing Healthy Activities and Methods Promoting Safety. The program provides an educational program for Georgia's youth, which provides guidance, and the skills, ability and knowledge to be safe, healthy, and happy, in preparation for a successful life. This is a 10-12 week program. Parents will be invited to attend a parent meeting at the CHAMPS graduation ceremony.

## COMMUNICATION BETWEEN HOME and SCHOOL

Information about CACS, activities and upcoming events will be shared via the CACS website, email, text messaging and materials that are sent home with the students. Routine communications and information are normally sent home with students. Parents are urged to ask students daily about notes and forms from school. Generally, when a parent is requested to sign a note or form, unless otherwise stated, the signature does not indicate agreement with the contents, but only that the parent has seen the communication. If parents have questions about any school matter, they should call the teacher or the administrators of the school.

### Meet the Teacher

Prior to the start of the school session, you will receive an invitation to Meet the Teacher and visit the classroom.

### School Messenger

CACS has a texting system, Remind, which is used in the event of emergencies such as school closings, evacuations, natural disasters, off-campus events, school lock-downs, or other major incidents. It also provides schools an opportunity to notify parents of school events, items of importance and upcoming important dates. Remind delivers a text message to parents by telephone or an email by computer. This system enables the delivery of a fast, accurate message and is a valuable addition to our school safety program. Please ensure that you have signed up to be a part of the Remind Parents of Cirrus Academy.

## CONFERENCES - PARENT/TEACHER

Parents are welcome to visit CACS and are urged to call the school office and schedule conferences with teachers as needed. Teachers are not available for conferences during the school day unless they have been scheduled. Teachers will notify parents of additional times that they are available for conferences. All visitors to the school are required to report to the school office upon entering the school building to obtain a pass and sign in. Please sign out in the office as you leave.

## DAMAGE TO PROPERTY

Parents or guardians shall be responsible for the willful damage to the school building, furniture, grounds, instructional materials, or other property of the school by their child or ward. The principal shall assess the cost of repairing the damage. The student will be held responsible for their actions.

## DISCIPLINE

The complete CACS Student Conduct Code is printed in the back of this handbook. Please take time to read the Code of Conduct and discuss it with your child.

Classroom control is a prerequisite to classroom learning. Students who are well disciplined direct their interests, efforts, and abilities toward greater achievement. Discipline and classroom control requires the joint effort on the part of the teacher and students with the assistance of the parents.

A positive approach to discipline and learning is used in all elementary schools. Specific rules for proper behavior are explained and discussed by all teachers on a continuous basis. Students are expected to obey these rules and all directions given by school personnel. Parents are requested to reinforce a positive attitude toward learning and appropriate behavior.

Because all circumstances regarding misbehavior cannot be predicted or anticipated, the principal is granted wide authority in determining punishments or making decisions regarding disciplinary matters based on individual cases.

### Possession/Use of Drugs/Alcohol/ Weapons - Please read carefully

Any elementary child who brings a weapon to school or who is in possession of a weapon at school will be disciplined. The extent of the disciplinary action is dependent on the child's grade level, their actions, intent to harm or if threats were made, and prior discipline history. Law enforcement will be notified, and the parent or guardian will be contacted. Students found in possession of a weapon may be immediately suspended.



Elementary students who commit offenses involving drugs or alcohol may also be immediately suspended.

## DRESS CODE

### Uniforms must be worn daily while attending CACS

The purpose of the School Dress Code Policy is to provide additional opportunities for increased school safety, to encourage our students to experience a greater sense of school identity and belonging, to encourage an improvement in student behavior, to reduce school clothing costs and disruptions to the learning environment, to encourage a high level of program participation and to improve and expand academic excellence. In addition, potential benefits of school uniforms include:

- Decreasing violence and theft
- Helping thwart the promotion of gang activity or insignia at school
- Instilling students with discipline
- Helping parents and students resist peer pressure
- Helping school officials recognize intruders who come to school Effective May 31, 2016, there is a mandatory school uniform policy adhered to at CACS (CACS) as set forth by Cirrus Education Group Board. All details of this policy will be available in the school office.

Please note that the articles of clothing that make up the mandatory Cirrus Academy uniform can be purchased in person and online at J.C. Penny's, Belk's, Walmart and Land's End. All shirts must be carry the official CACS logo. To order embroidered shirts: [www.landsend.com](http://www.landsend.com). For official CACS iron on patches, please make purchases at Embroidery Plus – 2962 Vineville Avenue, Macon, GA (478-722-9977).

## COMPLIANCE MEASURES

CACS will strive to achieve full compliance through use of incentives and positive reinforcement measures. Our Uniform Compliance Staff implement disciplinary action only when positive measures fail to ensure compliance. In addition, the school's rationale toward and benefits from the Uniform Program should be explained and fully understood by the student and his/her family. No student will be considered non-compliant with the Uniform Program in the following instances.

- When a student wears the uniform of a nationally recognized youth organization such as Boy Scouts or Girls Scouts on regular meeting days;
- When the student's parent or guardian has secured an exemption from the school policy for religious or health considerations, a student may wear religious attire;
- While an appeal of an exemption is pending under the described School Uniform Policy;
- During the first two (2) weeks after transferring in the CEG school system;
- When a student is on school grounds outside of normal school hours, appropriate attire is required;
- When a field trip or school event may require specialized clothing, appropriate attire is required;
- The school principal shall have freedom on special occasions to allow students/ student organizations to have special dress-up days. An Application for Students to Wear Class, Club or Athletic Wear in Lieu of School Uniform shall be used when a request is made for dress on special occasions in lieu of the school uniform. Physical Education and Dance Class attire must reflect the basic colors in the dress policy. Allowances will be made for gray sweat pants and sweatshirts (for Physical Education and Dance Class only).

The principal and/or Uniform Compliance Staff will implement the school uniform and appearance policy in a manner that is age and developmentally appropriate

**PANTS:** Gray or Navy pants must be worn with a belt at the waist and belts must be through the loops. Absolutely NO cargo pants, leggings, jeans, sweat suit pants, pajamas, logos, insignias, pictures or messages.

**SKIRTS, JUMPERS, SHORTS OR SKORTS:** Skirts, jumpers, shorts or skorts must be clear blue plaid (Lands'End Exclusive Color), gray or navy. Items must be below the student's fingertip with arms at their side. Must be worn with a belt at the waist and belts must be through the loops. Administrators will make a final decision if appropriateness is questionable. Absolutely NO logos, insignias, pictures, or messages, except CACS Logo.

**SHIRTS:** Shirts must be collared (polo, turtleneck, oxford, or other collared blouse) and may be white, light blue, cobalt blue or gray. All shirts must carry the official CACS logo. To order embroidered shirts: [www.landsend.com](http://www.landsend.com). For official CACS iron on patches, please make purchases at the school office. T-shirts that have CACS Logo and/or representing school sanctioned club and organization received from the school may be worn on designated days. Sweatshirts and hoodies are prohibited. Sweaters with the CACS Logo, can be worn (pull over or button front). Coats and jackets will be removed and stored when the student enters the school building.

**SHOES OR SNEAKERS:** Shoes/Sneakers must fit securely on the foot. Sneakers can only be white or black. Loafers and flats must only be brown or black. Shoes with open toes or backless shoes (including flip flops, sandals, mules and slides) will not be allowed. Shoes may be laced or buckled. High heels are prohibited. NO Heelies or rollers.

**JEWELRY:** Jewelry must be school appropriate, safe and must not cause a disruption to the school setting. Earrings that are large hoops or dangle are appropriate for the school environment. Large medallion necklaces or big chains pose a safety and disruption issue and are not allowed at school. Excessively long false fingernails should not be worn to school as they pose a safety and hygienic concern. Administrators will make a final decision if appropriateness is questionable.

**Dress Uniforms are required for special occasions:**

**Boys:** White long sleeve oxford shirt, navy pants, clear blue plaid (Lands'End Exclusive Color) neck tie;

**Girls (K - 3rd):** White long sleeve oxford shirt, clear blue plaid (Lands'End Exclusive Color) Jumper, navy cross tie;

**Girls (4th - 8th):** White long sleeve oxford shirt, clear blue plaid (Lands'End Exclusive Color) skirt, clear blue plaid neck tie or navy cross tie

#### **NO OVERSIZED CLOTHING WILL BE ALLOWED**

No colored wrist bands, neck beads, head bands, or doo-rags are allowed. The principal has a right to stop any pattern, for example groups wearing identical earrings, chains, beads, bracelets, etc. or anything that may be mistaken for gang affiliation or that disrupt the learning environment. **NO COATS, JACKETS, HOODED SWEATSHIRTS, CAPS OR HATS ARE TO BE WORN DURING THE SCHOOL DAY.**

**Appearance:** In addition to being required to wear school uniforms, all students are to be groomed and dressed appropriately for school and school activities. A student's dress and/or appearance shall:

6. Support, not disrupt, the learning environment
7. Constitute no threat to health or safety
8. Be tasteful and unable to be construed as provocative or obscene
9. Reflect practices of good hygiene and cleanliness

I. Reasonable consideration shall be made for those students who, because of a sincerely held religious belief or medical reason, request a waiver of a particular guideline for dress or appearance.

The waiver request shall be in writing from the parent or guardian and approved by the principal and/or principal's designee on an annual basis. In considering a waiver request, the principal and/or principal's designee have the right to request additional documentation from medical officials and/or religious leaders.

II. Reasonable accommodation shall be made by the principal for students involved in special duties, activities, or projects approved by the school. This would include but not be limited to athletics, career and technical education, Physical Education and Dance classes, special events, and other activities that require non-conforming dress on a school campus during a school-sponsored event.

• • • • • • • • • • • • • •

**Uniform Standing Protocol**

All children are expected to be in compliance with the CACS uniform policy and adhere to common practices of modesty, cleanliness, and neatness.

The Cirrus Education Group Board states that notice will be given to parents of any student attending CACS out of compliance with the designated school uniform.

**DISCIPLINARY ACTION**  
CACS will impose disciplinary action as specified by Cirrus Education Group CEG Board dress code.

**NOT IN COMPLIANCE**

**FIRST OCCURRENCE** – The school will contact the parent/guardian to restate our policy and the student will change into appropriate clothing.

**SECOND OCCURRENCE** – The school will contact the parent/guardian to restate our policy and the student will change into appropriate clothing. Student will be held in isolation from the regular population until said clothing has been delivered.

**THIRD OCCURRENCE** – This is considered defiance. Out of School suspension and any other relevant Code of Conduct repercussions will be applied.



## DRILLS: FIRE/TORNADO/EMERGENCY/BUS EVACUATION DRILLS

Students, teachers, and other school system employees will participate in drills of emergency procedures. The following safety drills are practiced:

**\*Fire Drills** – These are held ten (10) times a year. When the alarm is sounded, students should follow the direction of teachers or marshals quickly, quietly, and in an orderly manner.

**\*Tornado/Severe Weather** – Tornado drills are held once a year. Schools do practice walk throughs in order to ensure students know where to go and what to do.

A tornado watch: conditions are favorable for a tornado or severe weather. A tornado warning: tornado has been sighted.

**\*Bomb Threat** – Procedures are based on recommendations from the Georgia Emergency Management Agency (GEMA).

**\*Lockdowns** – Code Yellow and Code Red Drills – These drills will take place 2 times each year. When schools have been placed on an actual Code Red lockdown, you will be notified through our REMIND system before the end of the school day.

## ENROLLMENT REQUIREMENTS

CACS has a state-wide attendance zone. To be eligible for enrollment at CACS, students residing in the attendance zone must submit a timely application to us in accordance with the deadline set by the CACS. If the number of timely applicants received exceeds the capacity of a program, class, grade level, or building, we will ensure that applicants have an equal chance of being admitted through a random selection process (lottery). An application must be submitted for each child (including siblings). CACS Parent Handbook are provided. Changes in CACS policy will constitute a revised Handbook that will be shared with the parents prior to changes in policy going into effect.

Upon registration, the Office maintains a student personal file on every child accepted into CACS. It must contain copies of personal documents including:

- Birth Certificate of the student

- Current Immunizations record (Georgia Form 3231
- Ear, Eye, Dental Screening Georgia Form 3300)
- Copy of an Insurance Card if available
- Copy of social security card
- Guardianship Papers (If student does not live with natural parents"
- Records from Previous School
- Medical Information which will impact instruction

All student information given to CACS must remain current. Please notify the office immediately of any changes. In the event of the school closing, all records are placed in inaccessible storage.

NOTE: If immunizations are not appropriate for your child, you may complete the Affidavit of Religious Objection to Immunization form at the school or a Georgia Form 3231 with each medical exemption verified by your child's physician.

Georgia law requires that every student enrolled in a Georgia public school must be immunized according to the rules and regulations established by the Georgia Department of Public Health. **A Certificate of Immunization (Form 3231) must be on file.** A Georgia physician or health clinic must complete the certificate. Students who do not provide the school with an approved certificate will not be allowed to remain in school. **A child enrolling in a Georgia school for the first time AT ANY GRADE LEVEL must be age-appropriately immunized with all required vaccines.** In addition, those students entering a Georgia public school for the first time must provide a Certificate of Eye, Ear and Dental Examination (Form 3300) at enrollment.

Effective July 1, 2014 children born on or after January 1, 2002 who are attending 7th grade and for new entrants into a Georgia school grades 8th through 12th must have received a dose of Tdap (tetanus, diphtheria, pertussis) vaccine and one dose of meningococcal conjugate vaccine.



## GRADING

### Kindergarten, Grades 1 and 2

The kindergarten Record of Progress is based on the Georgia Kindergarten Inventory of Developmental Skills (GKIDS) and the state mandated curriculum. The first and second grade Record of Progress is based on student progress toward meeting the state mandated curriculum. Reports are sent out at nine-week intervals and parents are asked to come to a conference after the first 9 weeks. Conferences may be scheduled with the child's teacher at anytime throughout the year.

For grades K-2, the following rubric will be used to show the children's level of progress toward meeting the grade level standard:

### ACADEMIC PERFORMANCE LEVEL

NA – Not Assessed At This Time

1 – Grade Level Standard Not Yet Demonstrated

2 – Progressing Toward Grade Level Standard

3 – Consistently Meets Grade Level Standard

### LEARNING AND SOCIAL SKILLS/ART, CHINESE, AND P.E./SCIENCE AND SOCIAL STUDIES

1 – Area of Concern

2 – Developing

3 – Consistently Demonstrated

### Third, Fourth, and Fifth Grades

Grades in third, fourth, and fifth grades are reflective of student progress toward meeting the requirements of the Georgia Performance Standards (CCGPS). Reports are sent out at nine-week intervals. Conferences may be scheduled with the child's teacher at any time throughout the year.

Below is a list of subjects that should be graded on the report card:

- Language Arts



- Mathematics
- Science
- Social Studies
- Art
- Science
- Physical Education

### *Grading System for Grades Three, Four, and Five*

A 100 - 90    B 89 - 80    C 79 - 70    F – Failure (Below 70)

The areas of art, foreign language, physical education, and conduct will be graded by S, N, and U. “Satisfactory” or S will represent that the student is progressing at a satisfactory rate according to his/her developmental level. “Needs Improvement” or N represents that the student’s progress is in the satisfactory range; however, specific deficiencies, which could lead to further difficulties, have been noted. “Unsatisfactory” or U will represent that the student has accomplished less than 70% of the expectations of the area graded.

Writing progress is reported on specific types of writing taught during the assessment period. This assessment is based on writing the student can produce independently. Beginning-of-year and end-of-year assessments are also based on the students’ independent writing progress. These ratings are determined by grade-level rubrics that state specific expectations.

A transfer student entering from an accredited school during a graded period will be given credit for work done at his/her former school. Grades will be averaged with those assigned at the receiving school.

### **Purposes and Guidelines**

The purpose of the report to parents is for the teacher to communicate the student’s progress. Grading should be a professional assessment of a child’s progress based on standards.

Examples: Teacher observation of students

10. Counting money
11. Measuring objects
12. Demonstrating concepts with manipulatives
13. Reading and answering questions orally
14. Conducting a science experiment
15. Participating in a group activity – (cooperative learning)
16. Developing a social studies project
17. Playing learning games
18. Summarizing a story that has been read silently
19. Researching a topic

Documentation of progress may be maintained through checklists, rubrics, conference notes, anecdotal records, completed projects, contracts, etc. It is also important for students to be aware of progress and to receive immediate feedback when they are assessed.

A second purpose of report cards and grading is to utilize assessment procedures as an instructional tool. If the assessment procedure reveals weaknesses, instructional strategies or modifications should be implemented to encourage mastery of skills and concepts.

**Lowering grades for disciplinary reasons is prohibited at CACS.**

Parents are to sign and return report cards the following instructional day. A parent's signature indicates that the parent has received and reviewed the report card.

Record card are sent home every nine weeks (about 45 days) with Progress Reports issued mid-way if there are major concerns with a student's performance.

### Report Cards/ Progress Reports / Deficiency Notices

Progress reports (deficiency slips) may be sent home to parents any time during a nine-weeks period that the teacher judges appropriate when a student's progress is unsatisfactory. Parents should discuss these deficiency reports with the student, schedule a conference if desired, and promptly sign

and return the deficiency report to the teacher. The parent will be notified if his/her child is in danger of receiving an unsatisfactory grade in art, foreign language, challenge lab, or physical education. Progress reports will be sent home at the mid nine-weeks if the student's work is unsatisfactory. Report cards will be issued on the dates listed below.

## HOMework

Homework is designed to be a constructive tool in the teaching-learning process; and, as such, can be an effective aid to student learning. Students will have a degree of homework on a regular basis for the following reasons:

1. To help students develop independent study skills
2. To reinforce learning which has taken place at school
3. To bring the home and school closer together
4. To relate school learning to out-of-school interests

Parents are encouraged to:

1. Show a positive interest in homework as well as in all other schoolwork
2. Provide children with a suitable place and quiet time for homework
3. Cooperate with the teacher to make homework more effective
4. Serve as consultants for problems and avoid doing the homework for the child
5. Allow for a time-out if the session becomes too emotional or tense

Types of homework to be expected include:

1. Practice assignments
2. Book reports
3. Special projects which are related to class activities
4. Reading assignments which will expand understanding of material introduced in class
5. Independent reading for a minimum of twenty (20) minutes daily.

Students are encouraged to read a minimum of 20 minutes daily independently or with a family member.

## Progress Reports/Report Card Dates

| Grading Period | # of Days | Start Date of Reporting Period | End Date of Reporting Period |
|----------------|-----------|--------------------------------|------------------------------|
| 1st            | 44        | Mon, Aug 1, 2016               | Fri, Sept 30, 2016           |
| 2nd            | 46        | Mon, Oct 10, 2016              | Tue, Dec 20, 2016            |
| 3rd            | 45        | Fri, Jan 6, 2017               | Fri, Mar 17, 2017            |
| 4th            | 45        | Mon, Mar 20, 2017              | Fri, May 26, 2017            |

| Term | Report Name     | Posting Window Opened | Teacher Posting Deadline | Posting Window Closed | End of Grading Period | Date to Send Home |
|------|-----------------|-----------------------|--------------------------|-----------------------|-----------------------|-------------------|
| 1    | Progress Report | Aug 29, 2016          | Sept. 6, 2016            | Sept 6, 2016          | Aug 26, 2016          | Sept 7, 2016      |
| 1    | Report Card     | Oct 10, 2016          | Oct 12, 2016             | Oct 19, 2016          | Sept 30, 2016         | Oct 19, 2016      |
| 2    | Progress Report | Nov 7, 2016           | Nov 9, 2016              | Nov 16, 2016          | Nov 4, 2016           | Nov 16, 2016      |
| 2    | Report Card     | Jan 5, 2017           | Jan 11, 2017             | Jan 18, 2017          | Dec 20, 2016          | Jan 18, 2017      |
| 3    | Progress Report | Feb 6, 2017           | Feb 8, 2017              | Feb 15, 2017          | Feb 3, 2017           | Feb 15, 2017      |
| 3    | Report Card     | March 13, 2017        | March 15, 2017           | March 22, 2017        | Mar 17, 2017          | Mar 22, 2017      |
| 4    | Progress Report | Apr 17, 2017          | Apr 19, 2017             | Apr 26, 2017          | Apr 19, 2017          | Apr 26, 2017      |
| 4    | Report Card     | May 15, 2017          | May 23, 2017             | May 26, 2017          | May 26, 2017          | May 26, 2017      |

## HONOR ROLL/HONORABLE MENTION

Students in grades 3-5 may achieve Honor Roll status each grading period by meeting the following criteria:

Honor Roll: To qualify for Honor Roll, students must:

1. Earn "A's" in all academic subjects.
2. Earn Satisfactory (S) in the Specials.

## INTERNET ACCEPTABLE USE POLICY

CACS recognizes the importance of making advanced technology and increased access to learning opportunities available to students and staff. CACS believes that a “technology rich” classroom significantly enhances both the teaching and learning process. As resources permit, informational technology services shall be made available in schools.

CACS personnel shall take all available precautions to restrict access to controversial materials, while recognizing that it is impossible to control all material which might inadvertently be discovered by users on a global network.

### Purpose

The purpose of informational technology is to facilitate communications in support of research and education by providing access to multiple resources. Use by any student or staff member must be in support of and consistent with the educational objectives of CACS. The State of Georgia has passed laws which govern the use of computers and related technology. The Georgia Computer Systems Protection Act specifically forbids computer misuse and abuse. The Children’s Internet Protection Act (CIPA) enacted by Congress in 2000 also provides guidance and regulations concerning students’ computer use and access to content over the internet.

### Authorized User

An authorized user for the purpose of this policy will be defined as any employee, student, or guest of CACS has been issued and assigned a log-in account. By using the computing resources of CACS, the user agrees to abide by the guidelines and rules governing this.

### Terms and Conditions

An individual’s use of the computing resources of CACS is not an absolute personal right; rather, it is a privilege, conditional on the individual’s compliance with state and federal laws, the Academy Charter School policies and regulations, school regulations, and satisfactory behavior involving technology. Inappropriate use, including any violation of these conditions and policies, may result in cancellation of the privilege. CACS has the authority to determine appropriate use and may

discipline, deny, revoke, or suspend any user's access at any time based upon the determination of inappropriate use.

It is the intent of CACS to adhere to the provisions of copyright laws as they relate to informational technology. Transmission of any material in violation of United States Law or state regulations is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material, or material protected by patent.

Users are not allowed to purchase, download or load software without written permission from the CACS Technology Services.

Use for commercial activities, product advertisement, or political lobbying is prohibited.

The use of all school and central office networks shall be for the exchange of information in order to promote and support educational excellence in the school system.

## Student Responsibilities

1. Students will observe the standard of courtesy and behavior consistent with the practices and policies of CACS when sending or publishing messages or transmitting data or other information on the Internet.
2. Students will access the network using their personal ID and not that of someone else. Students will not share their user IDs, passwords, user log-on accounts with others and must make all efforts to safeguard any information from unauthorized users.
3. Students may not attempt to access information for which they are not authorized.
4. Students will use informational technology for instructional purposes only as it relates to classroom and co-curricular assignments and activities. Students will not use the system for any purpose if it is in violation of the law.
5. Students must receive permission from a teacher or designated personnel prior to accessing the Internet or any other specific file or application.
6. Any student who identifies a security problem must notify an adult teacher, supervisor or administrator immediately.
7. Students may not have access to an employee's workstation under an employee ID and may be subject to disciplinary action if such attempt is made.

8. Students disconnecting network components are guilty of harming network integrity and/or security, and will be subject to disciplinary action.
9. Students are violating network security if they alter programs or data on any network file server or any system's hard disk, and will be subject to disciplinary action.
10. Students are violating network security and software copyright laws if they knowingly use illegal copies of software on any school computer, and will be subject to disciplinary action.
11. Students purposely infecting any CACS computer with a malicious code will be subject to disciplinary action.

### Penalties for Improper Internet Use

Any violations of the internet procedures should be immediately reported to a supervising staff member. Any user violating these rules or any other state or federal laws or classroom or school system policies is subject to lose network and/or computer use privileges. Furthermore, school disciplinary action may be imposed.

If the actions of a user cause or contribute to the loss of service, applications, and/or data, school disciplinary action commensurate with the magnitude of the infraction shall be administered. In the event that such action causes the need for technical assistance to restore the service, application or data, restitution may be charged.

Any unauthorized access or breach of state or federal law is subject to criminal prosecution.

Parent and student Internet Agreements are sent home to all parents. They must be signed and returned to school.

### LOST AND FOUND

Each school will have a designated lost and found area. Any article marked with a student's name is immediately returned to the student. All hats, coats, jackets, lunch boxes, books, etc., should be plainly marked with the student's name. At the end of the grading period, all articles not claimed in the lost and found will be donated to a local charity.

If your child loses an item at school, encourage him/her to check the lost and found. Parents are also encouraged to check the lost and found for missing articles.

## LUNCH/BREAKFAST PROGRAM

Lunch and breakfast are served daily at each school. All students will be given information regarding free and/or reduced meals. To apply for free and/or reduced meals, parents must complete an application immediately after receiving the application. A new application must be completed at the beginning of each school year.

Parents are encouraged to pay for student meals by the week or month. Money can be collected by the homeroom teacher. Cash and money orders are accepted.

## PHYSICAL EDUCATION / HEALTH

All students are required by Georgia law to have 90 clock hours of physical education/health instruction each year. All CACS students have physical education specialists assigned; therefore, a well-planned health and physical education program is available for all students

If a student is ill and unable to participate in physical education, a note from the parent is required each day that the student is to be excused from physical education. If the student is to be excused for more than a week, a note signed by a doctor is required. While a child may be temporarily excused from physical education class because of illness, no child may be exempt from the physical education requirement. Alternative activities or adaptive physical education will be provided if appropriate

## PROGRAMS FOR EXCEPTIONAL STUDENTS

CACS provides special education programs for students eligible for services. Information regarding special education services may be obtained from the office.



## PROMOTION AND RETENTION

CACS recognizes its responsibility for its students. Part of this responsibility includes a commitment for the student's understanding and mastery of the basics in reading and mathematics. Promotion standards help to provide consistency in instructional emphases and clear expectations for teachers, parents, and students. Promotions are made on the basis of mastery of standards and/or the ability of the pupil to do the work at the next level of instruction, as well as a consideration of social and emotional needs of the student. Promotion and retention of students are administrative matters and are to be made by teachers and principals. The welfare of the student is the primary consideration.

Promotion of students annually is desired; however, it is recognized that under certain circumstances retention must be considered for some students. Retention of elementary school students shall conform to the following:

3. Every effort shall be made to identify potential retainees as early as possible during the school year.
4. The teacher is responsible for the early identification of any student having learning difficulties. The identification shall be made known to the student, parent, and principal through written notification.
5. Grade 4 - Effective the 2003-2004 school year, results of the Georgia Milestones Assessment may be considered in addition to grades, attendance, and other local requirements for promotion. Test results shall also be used to determine a student's need for accelerated, differentiated, or additional instruction.
6. When a child is retained, his instructional program will be modified to accommodate his individual needs within resources available.
7. \*Individualized Educational Plans (IEP) for students with handicapping conditions shall establish standards for promotion.

The school principal or designee may retain a student who performs satisfactorily on the Georgia Milestones Assessment but who does not meet promotion standards and criteria established by the local board of education.

Promotion of students in grades 3 and 5 shall follow requirements set forth in Georgia Board of Education Rule 160-4-2.11;

1. Grade 3 – Effective the 2003-2004 school year, no third grade student shall be promoted to the fourth grade if the student does not meet expectations on the Georgia Milestones Assessment in reading and meet promotion standards and criteria established by the local board of education for the school that the student attends.
2. Grade 5 – Effective the 2004-2005 school year, no fifth grade student shall be promoted to the sixth grade if the student does not meet expectations in reading and in math on the Georgia Milestones Assessment and meet promotion standards and criteria established by the local board of education for the school that the student attends.
3. For 3rd and 5th Grade Students who do not meet expectations in reading and in math on the Georgia Milestones Assessment: An opportunity will be provided for intense intervention prior to the Georgia Milestones retest. If the child still does not meet expectations on the retest, the child will be retained. The parent may appeal the retention to the school principal. A committee made up of the principal, the teacher, and the parent will make the best decision regarding the promotion/retention of the child. The entire committee must reach a consensus regarding the decision. The committee's decision is final.

The decision to promote or retain a child should be made jointly by principal and teacher. The teacher will notify parents and have at least two conferences prior to retaining a child. A parent may request an appeal of a retention decision. The request must be in writing and submitted to CACS within five (5) calendar days of the last day of the school year. A Retention Appeals Committee will review information relative to the retention and make a final decision.

## SCHOOL PICTURES

During the school year individual school pictures will be made of all students and will be made available to parents and students for purchase. No student is expected to purchase any pictures nor will a student be penalized in any way for not purchasing pictures.

## SEXUAL HARASSMENT

CACS will not tolerate sexual harassment in any form by any person. It is the policy of CACS to maintain a learning environment that is free from sexual harassment. It shall be a violation of this policy for any person to harass a student, an employee, or any other person through conduct or communications of a sexual nature as defined below.

It shall also be a violation of this policy for students to harass other students through conduct or communications of a sexual nature as defined below.

1. Submission to such conduct is made, either explicitly or implicitly, as a term or condition of employment or an individual's education;
2. Submission to or rejection of such conduct by an individual is used as the basis for promotion or academic decisions affecting that individual; or
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creates an intimidating, hostile or offensive academic or work environment.

Any person who has knowledge of or suspects that sexual harassment is occurring within the system shall immediately make a report to a school administrator or the school's Title IX Coordinator.

The right to confidentiality, both of the complainant and of the accused, will be respected consistent with the Board's legal obligations, and with the necessity to investigate allegations of misconduct and take corrective action when this conduct has occurred.

All allegations of sexual harassment shall be immediately reported to the school's Title IX Coordinator or a school administrator, be fully investigated, and immediate and appropriate corrective or disciplinary action shall be initiated by the Principal, the System Title IX Coordinator or the Superintendent or his/her designee. A substantiated charge against an employee shall subject such person to disciplinary action, including discharge.

## STUDENT CLUBS

Many schools have created opportunities for students to join clubs. Their purpose is to focus on areas of common interests for enhancement and enrichment. Students that belong to clubs will many times feel a sense of school spirit and ownership. Membership is voluntary. The clubs meet before or after school, and no instructional time is lost. All club activities shall be scheduled outside of the instructional day. Please check with your principal regarding club membership rules and guidelines.

## STUDENT EXTRACURRICULAR ACTIVITIES NOTIFICATION

Notification to parents and guardians shall be provided annually via the student handbook and shall include the name of the extracurricular activity, student organization or club; information regarding the purpose, activities or national affiliation of the extracurricular activity, organization or club. Any membership or financial requirements for a student to join or become a member of the activity, organization or club shall be included in the information provided.

No student shall be allowed to participate in any school-sponsored extracurricular activity, organization or club if the student's parent or legal guardian has indicated in writing that the parent will not allow the student to participate and has provided a copy of such written notice to the school principal.

For school clubs formed after publication of the student handbook, parents or guardians must approve their student's participation by submitting written permission to the school principal.

School extracurricular activities, organizations, or clubs for purposes of this policy are those that are supervised or sponsored by a school system employee designated by the principal and that meet in school facilities.

## STUDENT OR PARENT GRIEVANCE

All parties are encouraged to solve issues at the lowest level prior to filing a formal grievance. The process below is a formalized and much more serious step to helping resolve conflicts.

### Level I

The complaint shall be presented orally or in writing to the principal within ten (10) calendar days after the most recent incident upon which the complaint is based. Any witness or other evidence should be provided at this time. The administrator will conduct an investigation and render a written decision within ten (10) calendar days of the filing of the complaint.

### Level II

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

### Level III

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

## STUDENT SERVICES/ SECTION 504 - NOTICE OF RIGHTS OF STUDENTS AND PARENTS

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504," is a nondiscrimination statute enacted by the United States Congress. The purpose of Section 504 is to prohibit discrimination and to assure that disabled students have educational opportunities

The implementing regulations for Section 504 as set out in 34 CFR Part 104 provide parents and/or students with the following rights:

1. Your child has the right to an appropriate education designed to meet his or her individual educational needs as adequately as the needs of non-disabled students. 34 CFR 104.33.

2. Your child has the right to free educational services except for those fees that are imposed on non-disabled students or their parents. Insurers and similar third parties who provide services not operated by or provided by the recipient are not relieved from an otherwise valid obligation to provide or pay for services provided to a disabled student. 34 CFR 104.33.
3. Your child has a right to participate in an educational setting (academic and nonacademic) with non-disabled students to the maximum extent appropriate to his or her needs. 34 CFR 104.34.
4. Your child has a right to facilities, services, and activities that are comparable to those provided for non-disabled students. 34 CFR 104.34.
5. Your child has a right to an evaluation prior to a Section 504 determination of eligibility. 34 CFR 104.35.
6. You have the right to not consent to the school system's request to evaluate your child. 34 CFR 104.35.
7. You have the right to ensure that evaluation procedures, which may include testing, conform to the requirements of 34 CFR 104.35.
8. You have the right to ensure that the school system will consider information from a variety of sources as appropriate, which may include aptitude and achievement tests, grades, teacher recommendations and observations, physical conditions, social or cultural background, medical records, and parental recommendations. 34 CFR 104.35.
9. You have the right to ensure that placement decisions are made by a group of persons, including persons knowledgeable about your child, the meaning of the evaluation data, the placement options, and the legal requirements for least restrictive environment and comparable facilities. 34 CFR 104.35.
10. 10. If your child is eligible under Section 504, your child has a right to periodic reevaluations, including prior to any subsequent significant change of placement. 34 CFR 104.35.
11. You have the right to notice prior to any actions by the school system regarding the identification, evaluation, or placement of your child. 34 CFR 104.36.
12. You have the right to examine your child's educational records. 34 CFR 104.36.

13. You have the right to an impartial hearing with respect to the school system's actions regarding your child's identification, evaluation, or educational placement, with opportunity for parental participation in the hearing and representation by an attorney. 34 CFR 104.36.
14. You have the right to receive a copy of this notice and a copy of the school system's impartial hearing procedure upon request. 34 CFR 104.36.
15. If you disagree with the decision of the impartial hearing officer (school board members and other district employees are not considered impartial hearing officers), you have a right to a review of that decision according to the school system's impartial hearing procedure. 34 CFR 104.36.
16. You have the right to, at any time, file a complaint with the United States Department of Education's Office for Civil Rights.

## STUDENT SERVICES/ SECTION 504 PROCEDURAL SAFEGUARDS

1. Overview: Any student or parent or guardian ("grievant") may request an impartial hearing due to the school system's actions or inactions regarding your child's identification, evaluation, or educational placement under Section 504. Requests for an impartial hearing must be in writing to the school system's Section 504 Coordinator; however, a grievant's failure to request a hearing in writing does not alleviate the school system's obligation to provide an impartial hearing if the grievant orally requests an impartial hearing through the school system's Section 504 Coordinator. The school system's Section 504 Coordinator will assist the grievant in completing the written Request for Hearing.
2. Hearing Request: The Request for the Hearing must include the following:
  - a) The name of the student.
  - b) The address of the residence of the student.
  - c) The name of the school the student is attending.
  - d) The decision that is the subject of the hearing.
  - e) The requested reasons for review.
  - f) The proposed remedy sought by the grievant.
  - g) The name and contact information of the grievant.

Within 10 business days from receiving the grievant's Request for Hearing, the Section 504 Coordinator will acknowledge the Request for Hearing in writing and schedule a time and place for a hearing. If the written Request for Hearing does not contain the necessary information noted above, the Section 504 Coordinator will inform the grievant of the specific information needed to complete the request. All timelines and processes will be stayed until the Request for Hearing contains the necessary information noted above.

3. Mediation: Cirrus Academy Charter School may offer mediation to resolve the issues detailed by the grievant in his or her Request for Hearing. Mediation is voluntary and both the grievant and school system must agree to participate. The grievant may terminate the mediation at any time. If the mediation is terminated without an agreement, the school system will follow the procedures for conducting an impartial hearing without an additional Request for Hearing.
4. Hearing Procedures:
  - a) The Section 504 Coordinator will obtain an impartial review official who will conduct a hearing within 45 calendar days from the receipt of the grievant's Request for Hearing unless agreed to otherwise by the grievant or a continuance is granted by the impartial review official.
  - b) Upon a showing of good cause by the grievant or school system, the impartial review official, at his or her discretion, may grant a continuance and set a new hearing date. The request for a continuance must be in writing and copied to the other party.
  - c) The grievant will have an opportunity to examine the child's educational records prior to the hearing.
  - d) The grievant will have the opportunity to be represented by legal counsel at his or her own expense at the hearing and participate, speak, examine witnesses, and present information at the hearing. If the grievant is to be represented by legal counsel at the hearing, he or she must inform the Section 504 Coordinator of that fact in writing at least 10 calendar days prior to the hearing. Failure to notify the Section 504 Coordinator in



- writing of representation by legal counsel shall constitute good cause for continuance of the hearing.
- e) The grievant will have the burden of proving any claims he or she may assert. When warranted by circumstances or law, the impartial hearing officer may require the recipient to defend its position/decision regarding the claims (i.e. A recipient shall place a disabled student in the regular educational environment operated by the recipient unless it is demonstrated by the recipient that the education of the person in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily. 34 C.F.R. §104.34). One or more representatives of the school system, who may be an attorney, will attend the hearing to present the evidence and witnesses, respond to the grievant testimony and answer questions posed by the review official.
  - f) The impartial review official shall not have the power to subpoena witnesses, and the strict rules of evidence shall not apply to hearings. The impartial review official shall have the authority to issue pre-hearing instructions, which may include requiring the parties to exchange documents and names of witnesses to be present.
  - g) The impartial review official shall determine the weight to be given any evidence based on its reliability and probative value.
  - h) The hearing shall be closed to the public.
  - i) The issues of the hearing will be limited to those raised in the written or oral request for the hearing.
  - j) Witnesses will be questioned directly by the party who calls them. Cross-examination of witnesses will be allowed. The impartial review official, at his or her discretion, may allow further examination of witnesses or ask questions of the witnesses.
  - k) Testimony shall be recorded by court reporting or audio recording at the expense of the recipient. All documentation related to the hearing shall be retained by the recipient.
  - l) Unless otherwise required by law, the impartial review official shall uphold the action of school system unless the grievant can prove that a preponderance of the evidence supports his or her claim.

- m) Failure of the grievant to appear at a scheduled hearing unless prior notification of absence was provided and approved by the impartial review official or just cause is shown shall constitute a waiver of the right to a personal appearance before the impartial review official.
5. Decision: The impartial review official shall issue a written determination within 20 calendar days of the date the hearing concluded. The determination of the impartial review official shall not include any monetary damages or the award of any attorney's fees.
  6. Review: If not satisfied with the decision of the impartial review official, any party may pursue any right of review, appeal, cause of action or claim available to them under the law or existing state or federal rules or regulations.

### Student Services/ Section 504 Parent/Student Grievance Procedures

Although the below steps are recommended for the most efficient resolution at the lowest level, the parent/student has the right to by-pass these steps at any time and request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and the student may take part in the hearing and have an attorney represent you at your own expense. The impartial Hearing Officer will be selected by the district. Hearing requests must be made to the System 504 Coordinator identified in Step II below.

#### Step I

The complaint shall be presented orally or in writing to the school principal within ten (10) calendar days after the most recent incident upon which the complaint is based. Any witness or other evidence should be provided at this time. The administrator will conduct an investigation and render a written decision within ten (10) calendar days of the filing of the complaint.

#### Step II

A complainant dissatisfied with the decision of the school principal may appeal to the System Section 504 Coordinator by submitting a written statement of complaint to the System Section 504 Coordinator. This statement must be filed within ten (10) calendar days after the complainant receives the decision from the school principal. Upon receipt of the written statement, the Section 504 Coordinator will

schedule a meeting to attempt resolution of the concerns. The System Section 504 Coordinator will render a written decision within ten (10) calendar days after the meeting.

### Step III

A complainant dissatisfied with the decision of the System Section 504 Coordinator may appeal to the CACS by filing a written request to the Office of the Superintendent. The appeal must be filed within ten (10) calendar days after the complainant receives the decision from the System Section 504 Coordinator. The Board will act on the complaint at the next scheduled Board meeting.

## STUDENT SERVICES/ SPECIAL EDUCATION

CACS operates in strict adherence to policies and procedures set forth in IDEA and the State Rules and Regulations Pertaining to Special Education. The state rules, as well as parental rights may be referred to online at the following address: <http://www.doe.k12.ga.us/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/SpecialEducation-Rules.aspx>

### What is Child Find?

The purpose of Child Find is to identify, locate, and evaluate children and youth, birth to age 21, who are suspected of, or have a disability or developmental delay. Houston County Schools serve children ages 3 through 21 with identified special education needs.

### How can children be referred?

A referral may be made by anyone who has a concern about a child's development. All referrals are considered confidential. The parent retains the right to refuse services. Children may be referred by any of the following:

- Parents/legal guardians/foster parents
- Other family members
- Physicians/health care providers
- School system personnel
- Community agencies

- Private school personnel
- Others who are concerned about a child's development

## When should a child be referred to Child Find?

A child should be referred when:

- A health or medical disorder interferes with development or learning.
- A child seems to have difficulty seeing or hearing.
- A child appears to have social, emotional or behavioral difficulties that affect his/her ability to learn.
- A child has a diagnosed progressive or degenerative condition that will eventually impair or impede the child's ability to learn.
- A child seems to have difficulty understanding directions like others that are his/her age.
- A child's speech is not understandable to family or friends.
- A child has difficulty with reading, math, or other school subjects.

## Where can I find out more about Child Find?

Parents of students, kindergarten through 12th grade, who suspect their child may have a disability, should contact the teacher, principal or the counselor.

## What is Special Education and who is eligible for services?

Special Education is instruction designed to meet the unique learning strengths and needs of individual students with disabilities from birth through age 21. A child must be evaluated and identified as having a disability to be eligible for Special Education and/or related services. Programs are provided for students in all disability areas recognized by the State of Georgia. Disability categories are: Autism spectrum disorder, Deaf/blind, Deaf/Hard of Hearing, Emotional and Behavioral Disorder, Intellectual Disabilities, Orthopedic Impairment, Other Health Impairment, Significant Developmental Delay, Specific Learning Disability, Speech/language Impairment, Traumatic Brain Injury, Visual Impairment. Once identified as eligible for special education services, a student will have an Individual Education Plan (IEP) put into place.

## The Individual Education Plan (IEP)

The IEP is a legal document written for students determined to need special education services. This document addresses the unique abilities and needs and how the student will access the general education curriculum. This includes the special education and related services needed to participate in the educational environment. The IEP is developed by the IEP team. The IEP team is a group of individuals that is responsible for developing, reviewing, or revising an IEP for a child with a disability. The IEP team includes the following participants: the parents or guardian of the child, the LEA, not less than one regular education teacher, and related services providers when appropriate.

A Quick Guide to the IEP can be found at the following address: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Sample-SpecialEducation-Forms.aspx>

From this page, you will need to select the "Quick Guide to IEP" to access the document.

If you would like a further explanation of any of this information, you may ask for assistance from the Georgia Department of Education, Divisions for Special Education Supports and Services, Suite 1870, Twin Towers East, Atlanta, Georgia 30334-5010, (404) 656-3963 or 1-800-311-3627 or [www.gadoe.org](http://www.gadoe.org). Regional assistance can be found by contacting the Georgia Learning Resource System (GLRS) by phone (1-800-282-7552), or through their website at [www.glr.org](http://www.glr.org).

## STUDENT SUPPORT TEAM (SST)

Student Support Teams are problem solving teams and are required to be in every public school in Georgia. Student Support Teams function within Tier 3 of Georgia's Pyramid of Interventions, which is the framework for Response to Intervention. Georgia currently utilizes a four tier model. Students in grades K through 12 who have learning, speech, and/or behavioral problems may receive support at Tier 3 with research-based interventions to address skill deficits. Monitoring student progress enables the team to determine if the interventions are increasing the expected skills. Parents should be invited to participate in SST/Tier3 meetings. Student Support Teams are a function of general education.

## TESTING PROGRAM

In 1971, a statewide testing program was established in Georgia to facilitate instructional planning, to provide feedback to students and parents, and to evaluate the effectiveness of educational programs. The CACS Inventory will be administered three times yearly for students in grades Kindergarten through 5. Kindergartners are to be assessed throughout the school year with Georgia Kindergarten Inventory of Developmental Skills (GKIDS). Grades 1-5 are administered local and/or state assessments.

## TITLE I/TITLE II PARENT/STUDENT GRIEVANCE PROCEDURES

Although the below steps are recommended for the most efficient resolution at the lowest level, the parent/student has the right to by-pass these steps at any time and request an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, educational program, or placement. You and the student may take part in the hearing and have an attorney represent you at your own expense. The impartial Hearing Officer will be selected by the district. Hearing requests must be made to the Title Coordinator identified in Step II below.

### Step I

The complaint shall be presented orally or in writing to the school principal within ten (10) calendar days after the most recent incident upon which the complaint is based. Any witness or other evidence should be provided at this time. The administrator will conduct an investigation and render a written decision within ten (10) calendar days of the filing of the complaint.

### Step II

A complainant dissatisfied with the decision of the school principal may appeal to the System Title I/Title II Coordinator by submitting a written statement of complaint to the System Title I/Title II Coordinator. This statement must be filed within ten (10) calendar days after the complainant receives the decision from the school principal. Upon receipt of the written statement, the Title I/Title II Coordinator will schedule a meeting to attempt resolution of the concerns. The System Title I/Title II Coordinator will render a written decision within ten (10) calendar days after the meeting.

### Step III

A complainant dissatisfied with the decision of the System Title I/Title II Coordinator may appeal to the CACS Board by filing a written request to the Office of the Superintendent. The appeal must be filed within ten (10) calendar days after the complainant receives the decision from the System Title I/Title II Coordinator. The Board will act on the complaint at the next scheduled Board meeting.

## TITLE IX - NON-DISCRIMINATION

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972); or disability in educational programs or activities receiving federal financial assistance. Students and parents are hereby notified that the CACS Board does not discriminate in any educational programs or activities. For questions or concerns about Title IX, a student or parent should contact the Superintendent.

## TITLE IX PARENT/STUDENT GRIEVANCE PROCEDURES

The CACS Board desires that all students receive the benefit of an adequate education. With this view in mind, the Board prohibits unlawful discrimination against students on the basis of race, color, national origin, sex, religion, age, or disability in its programs and activities. If a student or a student's parents/guardians has a complaint/grievance alleging any action prohibited by Title IX i.e., discrimination on the basis of sex and sexual harassment carried out by employees, other students, or third parties, he/she should discuss the matter with the principal of the school which the student attends in an attempt to resolve the grievance. If the principal is the subject of the complaint/grievance, he/she should discuss the matter with the Title IX Coordinator. Se

The principal may make an attempt to resolve the grievance informally if the complainant expresses a willingness to participate in this informal process. Parties have the right to end the informal process and begin a formal process at any time.

At his/her discretion, the principal may confer with persons having knowledge of the incident that precipitated the grievance. The school and the School System will take all necessary steps to prevent

any recurrence of sexual harassment and will do what is necessary to correct its discriminatory effects on those affected by it. If the complainant does not want to participate in the informal process or the informal process does not result in a satisfactory solution, the student or parent/guardian bringing the complaint may seek relief using the formal procedures outlined below. The student alleged to have carried out the harassment may also seek relief by following the procedures outlined below. These procedures apply to complaints of discrimination/harassment prohibited by Title IX. The steps below are recommended for the most efficient resolution at the lowest level for any form of discrimination.

Sexual harassment is defined as unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment of a student can deny or limit, on the basis of sex, the student's ability to participate in or to receive benefits, services, or opportunities in the school's program. Sexual violence is defined as infliction of physical force by a student, employee or third party, with the intent to cause injury or harm to the student.

### Step I

The complaint shall be presented orally or in writing to the school principal or the Title IX Coordinator if the principal is the subject of the complaint/grievance, within ten (10) calendar days after the most recent incident upon which the complaint is based. If the harassment is so severe that the complainant is unable to make a complaint within the ten (10) calendar day time frame, the number of days within which to make the complaint may be waived to provide the student/parent making the complaint sufficient time to notify the principal or Title IX Coordinator of the complaint. Any witness or evidence should be provided at the time of the complaint. All parties involved shall have the opportunity to present witnesses and other evidence. The principal or designee will conduct an investigation. The parties involved will be informed of the outcome and the principal will render a written decision within ten (10) calendar days of the filing of the complaint.

Retaliation against an individual who reports alleged harassment or who assists in the investigation of harassment is prohibited. The District will take appropriate action against individuals who are in violation of this part of the policy.



## Step II

If the Step I investigation was conducted by the Title IX Coordinator, skip Step II and proceed to Step III. A complainant or alleged harasser dissatisfied with the decision of the school principal may appeal to the CACS by submitting a written statement of complaint to the Title IX Coordinator. This statement must be filed within ten (10) calendar days after the parties, complainant and alleged harasser, receives the decision from the school principal. The appeal shall include all reports and comments from Step I and a letter of appeal. The System Title IX Coordinator will initiate an investigation of the grievance and schedule a meeting with the complainant or alleged harasser to attempt resolution of the concerns. CACS will render a written decision within ten (10) calendar days after the meeting. The case is closed if the complainant is satisfied with the decision or does not wish to take further steps.

## Step III

A complainant or alleged harasser dissatisfied with the decision of CACS Title IX Coordinator may appeal to the CACS Board by filing a written request for a hearing to the Office of the Superintendent.

The appeal must be filed within ten (10) calendar days after the complainant receives the decision from CACS's Title IX Coordinator. The request for a hearing shall state specifically the nature of the grievance, the relief sought, and the reasons why the Board should grant a hearing. If a hearing is granted, the Board will hear the grievance at the next scheduled Board meeting and render a final decision within 10 days of the hearing. If a hearing is not granted, the parties will be notified that the decision of the Title IX Coordinator is affirmed.

## STUDENT BIRTHDAYS

If your child wishes to share special birthday goodies/treats with their class, please notify the teacher several days in advance. At that time, the teacher will inform you if precautions should be taken regarding food allergies of classmates, etc.

If you are not inviting the entire class to the birthday party outside of school, invitations for the party should be mailed.

In accordance with the Right to Privacy Act, CACS is unable to give out addresses or telephone numbers of other students for contacting children in the class.

## BALLOONS/GIFTS AT SCHOOL

Students will not be allowed to accept flowers, balloons, or other gifts sent to the school during the school day.

## PERSONAL ARTICLES AT SCHOOL

School personnel are not responsible for lost, damaged, or stolen personal articles belonging to students; therefore, students should not bring toys, electronic games, radios, tape players, cell phones, pagers, etc. to school.

## VISITORS

Visitors are welcome at CACS. All visitors are required to report to the school office upon entering and leaving the school building to obtain a pass. Visits to individual classrooms during instructional time are permitted only with the principal's approval and teacher notification. Classroom visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment. Classroom visits should be limited to no more than 30 – 45 minutes as determined by the principal.

Parents are encouraged to visit school during the lunch break. Parents are welcome in our schools, and lunchtime is a great time for you to visit us. Any person who shall not have any legitimate cause or need to be present upon the premises or within the school safety zone of any school and who willfully fails to remove himself or herself from such premises after the principal or designee of such school requests him or her to do so shall be guilty of a misdemeanor of a high and aggravated nature.

All visitors are reminded of the following Georgia law:

Any parent, guardian, or person other than a student at a public school who has been advised that minor children are present who continues to upbraid, insult, or abuse any public school teacher, public school administrator, or public school bus driver in the presence and hearing of a student while on the premises of any public school or public school bus may be ordered by any of the above designated school personnel to leave the school premises and upon failure to do so, such persons shall be guilty of a misdemeanor and, upon conviction thereof, shall be punished by a fine not to exceed \$500.

The school shall have the authority to exercise such control over the buildings and grounds upon which a school is located so as to prohibit any person who does not have a legitimate need or cause to be present thereon from loitering on such premises. Any person who is not a member of the school staff or student body who loiters on or about any school building without written permission or who causes disturbances may be prosecuted according to law.

## VOLUNTEERS

School volunteers may be used to relieve teachers of routine and clerical matters so they may increase their effectiveness in instruction. In some cases, the volunteers will supplement the teacher's work through the volunteer's special resources as determined by the teacher.

Volunteers in the school shall be under the supervision of the principal in whose building they are assigned, in accordance with approved procedures. The school principal or designee will provide an orientation to each volunteer prior to volunteer service at the school. They must sign in and out at the designated area in the office. Volunteers are required mandated reports should they have concerns about a child's wellbeing.

### Security Clearance

All volunteers, including parents, must receive a security clearance. A security clearance form may be picked up in the school office. The form must be completed and approved before volunteering will be permissible. The approval process may take several weeks. This also includes chaperones for field trips. Requests for emergency clearances will not be accepted, therefore, it is recommended that you

submit a clearance form as soon as possible if you feel there may be an opportunity that you will volunteer at some time throughout the school year.

## WEATHER

In the event of school cancellation, parents will be notified by telephone through REMIND, our automated notification system. The message will also be posted to our school system's Website, [www.cirrusacademy.org](http://www.cirrusacademy.org). A Public Service Announcement request will also be sent to the local media, to include 13WMAZ TV, FOX24 TV, WMGT41 TV, WRWR TV-38, and all local radio stations. If a tornado warning is issued, bus dismissal may be delayed.

## WITHDRAWAL FROM SCHOOL

Parents should notify the school if for any reason it becomes necessary for their child to be withdrawn from school. The withdrawal forms are taken care of ahead of time in the school office if at all possible. Fees owed must be paid before the withdrawal process is complete. Parents should take a copy of the withdrawal form with them to the new school.

# School Calendar



## 2016-2017 School Year Calendar

1870 Pio Nono Avenue  
Macon, GA 31204  
(478) 227-0234  
www.cirruseducation.org

*First Semester 90 Days/Second Semester 90 Days*

| July 2016 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |
|           |    |    |    |    | 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        |    |    |    |    |    |    |

July 4 – Independence Day  
July 19-29 - Pre-Planning for Teachers

| August 2016 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| S           | M  | T  | W  | T  | F  | S  |
|             | 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 1 – Students' First Day

| September 2016 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| S              | M  | T  | W  | T  | F  | S  |
|                |    |    |    | 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 |    |

Sept. 5 – Labor Day  
Sept. 21 – Half Day for Students

| October 2016 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | T  | F  | S  |
|              |    |    |    |    |    | 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 |    |    |    |    |    |

Oct. 3 – Staff Training/Students Out  
Oct. 4-7 – Student/Teacher Holidays  
Oct. 26 – Half Day for Students

| November 2016 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               |    | 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 |    |    |    |

Nov. 11 – Veterans Day Holiday  
Nov. 21-25 – Thanksgiving Break

| December 2016 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               |    |    |    | 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 |

Dec. 21-30 – Winter Break

| January 2017 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| S            | M  | T  | W  | T  | F  | S  |
| 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 |    |    |    |    |

Jan. 2-4 – Winter Break  
Jan. 5 – Staff Training/Students Out  
Jan. 16 – M.L. King, Jr. Holiday

| February 2017 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| S             | M  | T  | W  | T  | F  | S  |
|               |    |    | 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 |    |    |    |    |

Feb. 20 – Staff Training  
Feb. 21-24 – Inclement Weather Days

| March 2017 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | T  | F  | S  |
|            |    |    | 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 |    |

Mar. 15 – Half Day for Students  
Mar. 27-31 – Spring Break

| April 2017 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| S          | M  | T  | W  | T  | F  | S  |
|            |    |    |    |    |    | 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 2017 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  |
|          | 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 |    |    |    |

May 26 – Last Day for Students  
May 29 – Memorial Day Holiday  
May 30-31 – Post Planning

| June 2017 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| S         | M  | T  | W  | T  | F  | S  |
|           |    |    |    | 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 |    |

## OPT OUT PHOTOGRAPH RELEASE FORM

(For clarity, the term "photograph" as used herein encompasses both still photographs and motion picture footage.)

CACS will often take photographs of students and staff, or photographs in which the students may be involved with others for the purpose of promoting CACS. This form allows parents/guardians the option to not allow CACS to take photographs of their minor children for the purpose of promoting the CACS. Failure to exercise this option, releases and discharges CACS from any and all claims arising out of the use of photographs, or any right that the parent or minor may have.

To exercise this option, check the box below and provide the information requested within ten (10) days of receipt of this form.

I do not give CACS permission to take photographs of the minor named below or photographs in which the minor may be involved with others for the purpose of promoting CACS.

I, \_\_\_\_\_ am 18 or older, and am able to contract for the student in the above regard. I have read the above statement and fully understand its contents.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Name (Please Print) \_\_\_\_\_

Name of Minor \_\_\_\_\_

Address of Minor \_\_\_\_\_

NOTE: If a student's photograph is to be withheld, the student will not be included in the school's yearbook, program events, or other such publications.



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

Title II, Part A Guidance

Right to Know

## PARENT'S RIGHT TO REQUEST A TEACHER'S AND A PARAPROFESSIONAL'S QUALIFICATIONS:

By law, LEAs are required to notify parents that they may request information regarding the teacher's or the paraprofessional's professional qualifications, including the following:

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

LEAs must:

- Notify parents in multiple ways in order to ensure that all parents have the opportunity to receive the information. This may include, but is not limited to a LEA or school handbook, a letter mailed home, inclusion in a newsletter, posting on a website, and/or a school-wide email.

- Ensure the notification or document that contains the notification must include the principal's contact information, the school or LEA name, the day, month and year of notification.
- Maintain records that document the dissemination of the Right to Know Qualifications in multiple forms to the parents of all students.





September 3, 2016

Dear Parents,

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

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

If you wish to request information concerning your child's teacher's qualification, please contact the Dr. Ashanti Johnson at 478-250-1376

Sincerely,

*Dr. Ashanti Johnson*

CEO/Superintendent

Cirrus Academy Charter School

1870 PioNono Avenue

Macon, GA 31204

Phone: 478-765-1675



## FITNESSGRAM ASSESSMENT

September 3, 2016

Dear Parent/Guardian:

As part of your child's P.E. program, all schools throughout the state are required to participate in the FITNESSGRAM fitness assessment which measures health-related fitness for youth. The FITNESSGRAM physical fitness assessment measures aerobic capacity, muscular strength and endurance, flexibility and body composition. Your students FITNESSGRAM assessment will be administered at different times throughout the school year.

Please encourage your child to participate with his/her best effort and to the best of their ability. The FITNESSGRAM assessment is a measure of good health as opposed to athletic ability. Each student will be assessed using the following assessment components:

- PACER or One-Mile Run
- Curl-Up
- Push-Up
- Back-Saver Sit and Reach
- Height/Weight

A confidential FITNESSGRAM report will be provided for each student at the end of each semester for Middle/High school and end of year for Elementary. This report will include your child's scores and information on the FITNESSGRAM Healthy Fitness Zones. The Healthy Fitness Zone represents the level of fitness needed for good health. The information on this private report will not be displayed or made public.

For more information regarding the FITNESS assessment, please refer to [www.FITNESSGRAM.net/faqparents](http://www.FITNESSGRAM.net/faqparents). If you have any questions, please do not hesitate to contact us.

Sincerely,

*Dr. Ashanti Johnson*

CEO/Superintendent  
Cirrus Academy Charter School  
1870 PioNono Avenue  
Macon, GA 31204  
Phone: 478-765-1675



## 2016-2017

# Student Code of Conduct

1870 Pio Nono Avenue Macon, GA 31204

478.250.1376

INFO@CIRRUSACADEMY.ORG

<http://www.cirrusacademy.org/>

## Contents

|   |    |
|---|----|
| INTRODUCTION .....  | 70 |
| PURPOSE AND OBJECTIVES .....  | 71 |
| BEHAVIORAL EXPECTATIONS.....  | 71 |
| RESPONSE TO INTERVENTION FOR BEHAVIOR (Rti:B)/POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS) ..... | 72 |
| LEVELS OF MISCONDUCT AND CONSEQUENCES.....  | 75 |
| TYPES OF MISCONDUCT AND DISCIPLINARY ACTIONS.....   | 76 |
| What are the levels and what do they mean? .....  | 76 |
| LEVEL I.....  | 77 |
| LEVEL II.....   | 77 |
| Level III .....   | 78 |
| <b>Level III violations include such behaviors, but are not limited to:</b> .....                       | 79 |
| Level IV.....   | 80 |
| Level V.....  | 82 |
| POSITIVE BEHAVIOR INTERVENTIONS & CONSEQUENCES MATRIX.....  | 84 |
| VIOLENCE AGAINST TEACHERS OR OTHER SCHOOL OFFICIALS or EMPLOYEES.....                                   | 87 |
| AUTHORITY OF SCHOOL LEADERSHIP .....  | 87 |
| SPECIFIC PROVISIONS.....  | 88 |
| Attendance .....  | 88 |
| Truancy.....  | 88 |
| Bullying.....   | 89 |
| Dress Code.....   | 89 |
| Electronic Devices.....   | 90 |
| <b>Sexual Harassment</b> .....  | 92 |
| <b>State Mandated Process For Student Reporting Of Acts Of Sexual Abuse Or Sexual Misconduct</b> .....  | 92 |
| <b>Social Media</b> .....   | 93 |
| <b>Student Records</b> .....  | 93 |
| <b>Violence Against Teachers, or Other School Officials or Employees</b> .....                          | 94 |
| <b>Weapons</b> .....  | 94 |

## INTRODUCTION

*It is our goal to provide a safe, supportive, orderly, and effective learning environment. We believe that each and every student and staff member deserves this atmosphere. We encourage appropriate behaviors by teaching, modeling, directing, and providing opportunities for learning to transpire.*

CACS *Code of Conduct* has been developed to provide students and others with an outline of how CACS anticipates each student will conduct him or herself while on property, while school is in session or not, and at CACS sponsored events (on or off property). It is intended to inform students of expectations for behavior that will result in a school atmosphere that promotes excellence in teaching and learning.

Equally important to sharing what is expected of students is that school and district policies and practices support character development, the development of self-control, and positive behavior choices. Developing positive and effective student behaviors requires collaborative efforts from school, home, and community organizations and agencies.

The emphasis of the *Code of Conduct* is to guide student behavior, to connect interventions to improve student behavior, and inform others that will support school staff in building safe and orderly environments. The expectations outlined have been established so that a combination of consistent, fair, proactive, corrective, and instructive strategies will be implemented in every classroom and every school, and opportunities for teachers to teach and students to learn will be achieved. As a result, students, staff, parents, and the community benefit. To promote schools that are safe, courteous and respectful learning environments and enable appropriate student conduct and behavior, the Board has adopted the Student Guidelines for Success.

## PURPOSE AND OBJECTIVES

The Student Guidelines for Success strives to: (1) create a consistent set of expectations for the behavior of all students; (2) reinforce positive behavior and provide students with opportunities to develop appropriate behavioral skills; and (3) outline the interventions and consequences for students who engage in inappropriate behavior.

## BEHAVIORAL EXPECTATIONS

Students shall:

- **REPORT** to school and to each class regularly and on time;
- **FOLLOW** all school wide and classroom rules;
- **PAY ATTENTION** to and **PARTICIPATE** in instruction;
- **COMPLETE ASSIGNMENTS** to the best of the **STUDENT'S** ability;
- **ASK FOR HELP** when needed;
- **ENGAGE IN APPROPRIATE BEHAVIOR**
- **BE WELL-GROOMED** according to the **DRESS CODE**
- **TAKE CARE** of school property;
- **WORK COOPERATIVELY**;
- **REPORT POTENTIALLY DANGEROUS SITUATIONS** to teachers or administrators
- **ACCEPT RESPONSIBILITY** and the **APPROPRIATE CONSEQUENCES** for their actions and behavior
- **DEMONSTRATE COURTESY AND RESPECT** for other students, teachers, administrators, custodians and other adults.
  - Follow Teachers' and Administrators' Directions
  - Use Acceptable language
  - Avoid being rude and disruptive
  - Follow school rules and procedures

## RESPONSE TO INTERVENTION FOR BEHAVIOR (RtI:B)/POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

RtI for Behavior is a four-tiered model of instruction and intervention that includes the principle that behavioral supports are provided at a universal level intended to effectively address the needs of all students in a school (referred to as Tier 1). Positive Behavior Intervention and Supports (PBIS) which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments will be implemented at CACS. School staff recognizes that maintaining and changing student behaviors involves a continuum of acknowledgments, supports, and interventions. RtI for Behavior provides a problem-solving approach that aims to prevent inappropriate behavior and teach and reinforce appropriate behaviors.

School-wide Positive Behavior Support (SWPBS) is a system approach to establishing the whole-school social culture and intensive individual behavior supports needed for schools to achieve social and academic gains while minimizing problems for **all** students. SWPBS is NOT a specific curriculum, intervention, or practice, but a decision-making framework that guides selection, integration, and behavior outcomes for all students. A central feature of SWPBS is implementation of behavioral practices throughout the entire school. SWPBS defines practices that all students experience in all parts of the school and at all times of day.

Parents and students must be aware of school board policy and procedures concerning acceptable and unacceptable behavior in our schools. Progressive discipline is based upon the belief that an individual does not have the right to infringe upon the rights of others. Also, all people concerned with the school have the responsibility of creating a positive environment within the building, on school property, or at any school event. Teachers will try to resolve minor problems prior to referring a student to the office.



Upon identifying a student as a Chronic Disciplinary Problem Student as described in the Guidelines for Success a teacher **must** provide behavioral support for all students needing support utilizing the Response to Intervention (RTI).

According to O.C.G.A. § 20-2-741.3b, local boards of education are encouraged to implement PBIS and RTI programs and initiatives in their schools, and particularly in high needs schools.

| CORRECTIVE STRATEGIES     | DESCRIPTION   |
|---------------------------|---|
| Behavior Contract         | A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident.                                   |
| Community Service         | Donated service or activity that is performed by student for the benefit of the public or its institutions.   |
| Conference with Parent(s) | Administrator and teacher communicate with student's parent(s) by phone, email, written notes, or person to person about the problem.   |
| Conference with Student   | Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.  |
| Daily/Weekly Report       | A progress report and/or assignment sheet which gives the student and parent the opportunity to track the student's academic and behavioral progress in each of his/her classes for a specified period of time. |
| Detention                 | Disciplinary action consisting of the assignment of students to a certain area of the school outside of regular school  |

|   |   |
|---|---|
|   | hours (before school, after school, on a non-school day) for two or more school days or the equivalent hours  |
| Loss of Privileges<br>(during school hours) | The loss of privilege(s) during school hours such as assemblies, field trips, and incentive activities.   |
| Mentoring                                   | An agreed upon adult or student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.  |
| Parent/Guardian Attends Class with Child    | Parent/Guardian agrees to shadow child and /or attends class with their child at school for an agreed upon time during the child's school day.  |
| Plan Meeting (IEP, LEP, 504)                | Student recommended to the necessary department/group for discussion and development of a course of action/interventions for the student.   |
| Referral to RTI Team                        | The referral to the RTI Team for possible interventions.  |
| Referral to School Guidance                 | Counseling of the student by guidance counselor to assist the student in developing or utilizing the necessary skills to address the stated incident.   |
| Referral to Social Services                 | Social services provided by the school social worker to assist and enhance student achievement in the classroom by developing strategies and interventions to improve their academic, social and behavioral performance.                |
| Restorative Justice                         | A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship. |

|  |   |
|--|---|
| Schedule Change<br>(change of regular classes) | A permanent change in the student's regular class schedule.   |
| School Service Work<br>(during school hours)   | Work assistance, provided by the student, to any staff member during school hours, assistance could include campus or hallway clean-up.   |
| Silent Lunch/Lunch Detention                   | A separate facility and/or seating arrangement for the student during a regularly scheduled lunch period. Additionally, the administrator may request some cafeteria clean-up assistance from the student such as sweeping, wiping tables, and/or assisting with other clean-up activities. |
| Temporary Classroom Change (short-term)        | The temporary removal of a student from their regular classroom to a different classroom. The student will be given the opportunity to complete his or her regular class work in the alternative setting.   |
| Temporary Removal from Classroom               | The temporary removal of a student from the traditional learning environment to a separate, individual learning environment for a short period of time.   |
| Voluntary Restitution/Self-Designed Action(s)  | Student makes amends for negative actions, taking responsibility to correct the problem, through a written or verbal apology.   |

## LEVELS OF MISCONDUCT AND CONSEQUENCES

Reasonable attempts to notify parents of misbehaviors will be made by the school. Such attempts include but are not limited to: office discipline referrals, phone calls, meetings, notes, letters, email, or other written/electronic means. Regardless of the method of communication, any perceived failure to contact the parent does not negate the need for appropriate disciplinary measures to be taken when and if necessary. Progressive discipline

is followed in order so that the degree of discipline will be in proportion to the severity of the behavior. Additionally, the student's discipline history and any other relevant factors will be taken into account. All due process procedures required by federal and state law will be followed. (O.C.G.A. § 20-2-735)

The *Levels* guide administrators to use progressive and ensure that students will receive appropriate interventions prior to removal from school in an effort to change student behaviors. The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed.

Repeated chronic or cumulative offenses will not be tolerated and may result in expulsion from CACS.

#### TYPES OF MISCONDUCT AND DISCIPLINARY ACTIONS

Misconduct is conduct which interferes with the maintenance of good order and discipline in the schools and negatively affects the morale and good conduct of students. Acts of misconduct include but are not limited to:

- Violation of the Guidelines for Student Success
- Violation of the Attendance Policy
- Violation of the Dress Code
- Violation of the State of Georgia Criminal Laws.

What are the levels and what do they mean?

| Level I   | Level II   | Level III  | Level IV  | Level V  |
|---|--|--|---|--|
| Consequences for these violations are managed by the teacher. | May be classroom managed; includes parent/guardian involvement | Office Referral<br>May include 1-5 days suspension | Office Referral<br>May include 6-10 days suspension | Office Referral<br>Extended suspension<br>possible expulsion and possible involvement of |

|  |  |  |  |                    |
|--|--|--|--|--------------------|
|  |  |  |  | law<br>enforcement |
|--|--|--|--|--------------------|

## LEVEL I

**Level 1 intervention and consequences are used for minor acts of misconduct.**

Teachers and other staff members will keep a written record of the violation and interventions implemented to address the behavior if appropriate. Teachers should use their judgment and discretion in determining whether such minor infractions constitute a violation of the Code for purposes of the reporting requirement in O.C.G.A. 20-2-737 (a). Certain Level 1 violations may be elevated to Level II violations or higher based on the severity or context of the misconduct.

**Level I violations include such behaviors, but are not limited to:**

- **Minor** Classroom Disturbance/violation of school rules
- Uniform issues (failure to follow the uniform policy)
- Refusing to participate in classroom activities
- Failure to bring classroom materials and/or assignments to class
- Possessing and/or using nuisance items
- Eating or drinking in an undesignated area
- Leaving assigned area in classroom without permission
- Lunchroom or restroom misconduct
- Refusing to complete assigned work
- Inappropriate language between peers
- Any other act that impeded the orderly classroom procedure or interrupts the orderly operation of the classroom

## LEVEL II

**Appropriate when Level I interventions/consequences have been ineffective**

Level II violations include those infractions which are more severe in nature than in Level I and interfere with classroom instruction and/or the orderly operation at the school.

These acts include, but are not limited to; repeated, but unrelated, acts of minor misconduct and misbehaviors directed against persons or property but **DO NOT** seriously endanger the health, safety, or well-being of others. Consideration of necessary interventions and Positive Behavior Supports will be given through the Rtl process, if not already provided. Certain Level II violations may be elevated to Level III violations or higher based on the severity or context of the misconduct.

Level II violations include such behaviors, but are not limited to:

- Any repeated violation cited in previous level
- Willful disobedience-refusal to follow classroom/school/bus rules
- Refusal to carry out instructions
- Uniform policy
- Academic dishonesty
- Absence Related Violation (less than 3)
- Truancy (less than 4 occurrences)
- Altering school assignments, or signing another person's name on school assignments
- Electronic communication device misuse
- Loitering in authorized areas
- Cell phone misuse
- Classroom computer misuse
- Inappropriate language **between peers**
- Leaving the classroom without permission
- Verbal aggression
- Violating the medication policy

### Level III

Level III violations include those infractions which are more severe in nature than in Level II and interfere with the orderly operation of the classroom, and/or the school. These acts include, but are not limited to; repeated, but unrelated, acts of minor misconduct and misbehaviors directed against persons or property and may impede the learning or jeopardize

the health, safety, or well-being of others. Consideration of necessary interventions and Positive Behavior Supports will be given through the Rtl process, if not already provided. Certain Level III violations may be elevated to Level IV violations or higher based on the severity or context of the misconduct.

**Level III violations include such behaviors, but are not limited to:**

- Any pattern of or repeated violations cited in previous level
- Repeated (more than 3) cutting of class or other scheduled activities
- Truancy (more than 5)
- Failure to accept disciplinary action
- Violation of District medication policy
- Unwanted touching of others
- Bullying, Harassing, or Intimidation as defined by the code of conduct and in accordance with O.C.G.A. § 20-2-751.4
- Selling or soliciting for sale any merchandise on the school campus without the authorization of the building principal or school official
- Throwing objects that cause bodily injury or damage to property
- Physical attack without injury/ Fighting or physical violence towards another student that causes no injury or only a minor injury- Simple battery
- Verbal intent to cause harm or threat- Simple assault
- Being disrespectful toward school personnel, or school visitors
- Using profane, obscene, indecent remarks, or racially or ethnically offensive language and/or gestures directed toward others
- Destruction of school property
- Making false accusations, reports, or allegations
- Misuse of school technology, including but not limited to the Internet, the Network, or
- District-owned equipment or software as described below
  - Deliberate search or keying of a URL, domain name, or website in attempts to access inappropriate material
  - Attempting to login to computers or software applications as anyone other than yourself

- Providing personal information about yourself, your family or others electronically
- Misrepresentation (forgery) of information
- Plagiarism
- Misuse of computers for non-school related activities including gambling, shopping, online banking, personal transactions, and downloading of files (including but not limited to data, music, video and games)
- Downloading and/or installation of freeware, shareware, or software by students
- Theft of computer related equipment including mouse and mouse ball
- Using an electronic personal communication device to photograph, videotape or record another student or staff member, while on school system premises, without the express prior permission of the student or staff member. **This provision provides notice to students that they are not allowed to secretly tape or record in classrooms.**

#### Level IV

Level IV Misconduct include serious acts of misconduct including, but not limited to, repeated misbehavior that is similar in nature, result in serious disruptions of the school environment, present threats to health, safety, or property. Level V Misconduct is of a serious and aggravated nature such that the student shall be removed from class and will be subject to a long-term suspension, or expulsion. It is mandatory that Level IV violations be immediately reported to an administrator. The Bibb County Sherriff Department may investigate Level IV violations, which may result in state criminal proceedings being initiated against the student accused of a Level IV Violation.

#### Level IV violations include such behaviors, but are not limited to:

- Any pattern of repeated conduct listed in Level III violations;
- Any action that interferes with the work of school authorities or with school operations, programs, or instruction;
- Boycotts, sit-ins, or trespassing;



- Verbal assault, including threatened violence, of other students, school personnel, or individuals attending a school-related function;
- Second act of bullying, harassment, cyber-bullying or intimidation as defined by the District's Bullying Policy and in accordance with O.C.G.A. § 20-2-2751.4;
- Falsifying, misrepresenting, omitting, or erroneously reporting information regarding instances of alleged inappropriate behavior by any school employee toward a student; and
- Committing perjury during a school investigation;
- Engaging in disorderly conduct as defined by O.C.G.A. § 16-11-39; and
- Refusing to comply with assigned disciplinary consequences ;
- Failure to report any item or event to a teacher or administrator that could cause harm to self or others;
- Possessing obscene or pornographic material;
- Possessing any bullets or shells;
- Violation of the sexual harassment policy;
- Disseminating, taking, transferring, sharing, or sending lewd, obscene, pornographic, sexually explicit or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called e-mailing, texting, and "sexting");
- Failure to report the receipt of unsolicited lewd, obscene, pornographic, sexually explicit or otherwise illegal images or photographs to School District officials;
- Hazing or any behavior or activity such as defined by O.C.G.A. 16-5-61;
- Violations of the Computer Use Policy;
- Unauthorized distribution of copyrighted software, inappropriate material (including games, music videos, or pornography) or material of a defamatory, obscene, abusive, offensive, profane, threatening, or hateful nature;
- Sabotage or deliberate destruction/alteration of software applications, operating systems, or computer files;
- Gang-related behavior or activity or gang membership;
- Possessing any drug paraphernalia;

- Possession, use, or distribution of any substance represented to be a drug or alcohol (i.e., imitation or otherwise);
- Violation of the tobacco/smoking policy;
- Possession of material which promotes or could be used to promote, advocate, or carry out criminal activity;
- Using racially or ethnically offensive language and/or gestures toward others; and

### Level V

Level V violations are of a serious and aggravated nature such that the student will be removed from class and will be subject to long term suspension, expulsion, and possible involvement of local enforcement. Such acts may also result in criminal penalties being imposed. Any misconduct that threatens the safety, health, or well-being of others may result in immediate suspension from school and/or school activities pending disciplinary investigation. Student and parent/guardian participation in a conference with an administrator is a required element of all discipline actions in this category, even if such a conference has previously been held.

A student will, at a minimum, be removed from class and a student will be subject to long-term suspension, and most likely to be expelled.

#### Level V violations include such behaviors, but are not limited to:

- Engages in repeated violations cited in previous levels
- Engages in three or more Level IV offenses within the current school year and the school year immediately preceding
- Fighting/Physical attack causing serious physical injury
- Engages in any type of conduct that is punishable as a felony or a delinquent act which would be a felony if committed by an adult
- Engages in a third act of bullying within a school year
  - This includes cyberbullying, i.e. Facebook, Instagram, Twitter, texting, etc.
- Engages in conduct containing the elements of the offense of terroristic threats

- Sells, gives, or delivers to another person or possesses or uses or is under the influence of marijuana, a controlled substance, or a dangerous drug (See Behavior Support Process)
- Sells, gives, or delivers to another person an alcoholic beverage, commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage; or admits to the use of alcohol prior to attending school or a school-related activity
- Engages in conduct which contains the elements of an offense relating to abusable glue or aerosol paint, or relating to volatile chemicals (See Behavior Support Process)
- Engages in conduct that contains the elements of the offense of public lewdness
- Engages in conduct that contains the elements of indecent exposure
- Engages in sexual conduct on campus or at a school sponsored event
- The student engages in conduct that contains the elements of the offense of criminal damage to property in the first or second degree, either on or off campus
- Stealing, extortion, gambling, theft, or possession of stolen property
- Battery
- Uses, exhibits, or possesses a firearm
- Uses, exhibits or possesses an Other Weapon (See glossary for definition)
- Uses, exhibits or possesses fireworks of any kind
- Computer violations as follows:
  - Distribution of copyrighted software (software piracy is a federal offense punishable by fine or imprisonment)
  - Vandalism including any malicious attempt to erase, modify or destroy the data of another user and the creation or uploading/downloading of computer viruses
  - Sabotage or deliberate destruction/alteration of software applications, operating systems, or computer files
  - Electronic distribution of inappropriate material including games, music video, or  
Pornography

- Electronic distribution of inappropriate material of a defamatory, obscene, abusive, offensive, profane, threatening, or hateful nature
- Engaging in any illegal activity electronically
- Theft of any computer or printer
- Discharging or participation in discharging a fire extinguisher
- Discharging or participation in discharging a fire alarm
- The student engages in serious and persistent misbehavior while the student is under the jurisdiction of the school district. Serious offenses are those that substantially disrupt or materially interfere with the orderly process in the classroom or the school or with any school-related activity. Persistent is defined as chronic or repeated instances of misconduct. Chronic is defined as a pattern of behavioral characteristics which interfere with his/her own learning process or that of students around him or her and which are likely to recur.
- Disseminating, taking, transferring, sharing, or sending lewd, obscene, pornographic, sexually explicit or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called e-mailing, texting, and sexting).
- Anyone receiving unsolicited lewd, obscene, pornographic, sexually explicit or otherwise illegal images or photographs has the responsibility to immediately report the receipt of such images or photographs to School District officials. Any student who does not immediately report the receipt of such images or photographs will also be in violation of this provision.

## POSITIVE BEHAVIOR INTERVENTIONS & CONSEQUENCES MATRIX

As stated above, school administrators will exercise informed judgment as to whether a student's actions constitute a violation of the Board policy and/or the Guidelines for Success. The levels, shown below, are to guide administrators to use progressive interventions to change student behavior. The interventions and consequences are **not** limited to the following:

## Level Disciplinary Options

1

### *Classroom Level Interventions/consequences*

*Teachers use the following interventions to help the students change behavior in the classroom.*

*If these interventions are successful, referral to the school administrator **may not** be necessary.*

|   |  |  |
|---|--|--|
| Build relationships that support academic achievement | Seat change<br>Parent Contact<br>Letter of apology | Reinforcement of appropriate behaviors<br>De-escalation strategies |
| Written or Verbal Warning                             |  |  |
| Review PBIS/school-wide Expectations                  | Teacher conference with student                    | Written reflection about incident                                  |
| Teach Behavioral Expectations                         | Mentoring<br>In-class time-out                     | Before or after school detention                                   |
| Use of Student Problem-Solving worksheet              | Time out in another classroom/location             | Behavior contract<br>Loss of privileges<br>Restorative Practices * |

2

### *Appropriate when Level 1 intervention/consequence has been ineffective*

*Teachers use the following interventions to help the students change behavior in the classroom.*

*In some cases, referral to the school administrator **may be** necessary depending on circumstances.*

|   |   |   |
|---|---|---|
| Continue to build relationships that support academic achievement | Phone call/letter to parent or guardian<br>Supervised time-out outside of Classroom | Teacher and/or administrator conference with student and/or parent<br>Character Education lessons |
| Parent/guardian involvement Mandatory teacher detention           |   |   |
| Reinforce and Reteach PBIS/school-wide expectations               | Conference with parent or guardian<br>Confiscation of item<br>Counselor referral    | Parent or guardian accompany student to school or classes   |

|   |   |  |  |
|---|---|--|--|
|   | Use of Student Problem-Solving worksheet                                      | Parent contract                                | Suspension of computer privileges<br>Teach conflict-resolution skills      |
|   | Peer mediation  | Token economy/Reward system                    | Teach social skills  |
|   | Restorative Practice *  | Temporary Removal from class (time identified) |  |
| 3 | <i>Appropriate when Level 2 intervention/consequence has been ineffective</i> |  |  |
|   | <u>Office referral required</u>   |  | Social worker referral   |
|   | <u>Parent/guardian notification required</u>                                  |  | Community Service (voluntary)  |
|   | Suspension (1-5 days) per occurrence  |  | Mentoring  |
|   | Administrative detention  |  | Counselor referral   |
|   | Campus clean-up/restorative justice *   |  | Check In-Check Out   |
|   | Behavior Intervention Plan  |  | Daily behavior report  |
|   | Social Skills training  |  | RTI referral   |
|   |   |  | Anger Management Group Session   |
| 4 | <i>Appropriate when Level 3 intervention/consequence has been ineffective</i> |  |  |
|   | <u>Office referral required</u>   | Suspension of computer privileges              | Suspension (6-10 days) per occurrence                                      |
|   | <u>Parent/guardian notification required</u>                                  | Behavior Intervention Plan                     | Request that law enforcement investigate alleged violation (criminal only) |
|   | Restricted activity   | Mental Health Services                         |  |
|   | Functional Behavior Assessment  |  |  |
|   | RTI referral/RTI team meeting   |  |  |
| 5 | <i>Appropriate when Level 4 intervention/consequence has been ineffective</i> |  |  |
|   | <u>Office referral required</u>   | Extended Suspension (10+ days)                 | Expulsion  |
|   | <u>Parent/guardian notification required</u>                                  |  |  |

Request that law enforcement investigate alleged violation (criminal only)

–In addition to any of the above consequences, restitution for loss or damage will be required–

## VIOLENCE AGAINST TEACHERS OR OTHER SCHOOL OFFICIALS or EMPLOYEES

CACS will have zero tolerance of any kind of intentional violence inflicted on a CACS school official or a CACS employee.

Students shall not inflict violence on CACS teachers or other school officials or employees.

Physical violence shall include:

Category 1- *intentionally* making physical contact of an insulting or provoking nature with the person

Category 2- *intentionally* making physical contact which causes physical harm to another unless such physical contact or physical harm was in defense of him or herself

Consequences for committing physical violence against a school official:

In the event a student is charged with violence against a school employee the student may be subject to the following consequences based on the level of the charge:

Category 1: The student will be disciplined by expulsion and criminal charges filed

Category 2: The students will be disciplined by expulsion and criminal charges filed.

## AUTHORITY OF SCHOOL LEADERSHIP

In case of disciplinary violations not covered by this handbook, the CACS senior administrative leadership team will collectively determine and impose corrective measures that they believe to be in the best interest of the student involved and the school.

The Student Code of Conduct is for school leaders to use when providing interventions and consequences for student misbehavior. Based on the circumstances of a disciplinary violation, Principals have the authority and discretion to impose interventions and consequences ranked higher on the matrix than indicated for each behavior.

## SPECIFIC PROVISIONS

### Attendance

The Official Code of Georgia Annotated (O.C.G.A) statute section 20-2-690.1, entitled “Compulsory School Attendance Law,” mandates, under the penalty of criminal punishment, that all children ages 6<sup>th</sup> through their 16<sup>th</sup> birthday attend school daily. School success is defined as the ability of all students to perform at high levels of proficiency, graduate from high school, and obtain post-secondary education and training. The amount of time spent in the classroom is a good indicator of ultimate student success. Every time a student is tardy or absent the student loses an opportunity to learn. CACS expects each of its students to be in school on time every day except when illness, injury, or some serious situation beyond their control prevents attendance. (Please refer to Parent/Student Handbook for additional details.)

### Truancy

When a child is absent, parents, guardians, or other persons who have control of a child enrolled at CACS should comply with CACS policies and school guidelines to report reasons for absences. Georgia law requires that after any student accrues five (5) days of unexcused absences in a given school year, the parent, guardian, or other person who has control or charge of that child shall be in violation of O.C.G.A. § 20-2-690.1(b). Any child that is subject to compulsory attendance who, during the school calendar year, has more than five (5) days of unexcused absences is considered truant. The law states the following: “Any parent, guardian, or other person residing in this state who has control or charge of a child or children and who violates this Code section shall be guilty of a misdemeanor and upon conviction



thereof, shall be subject to a fine of not less than \$25.00 and not greater than \$100.00, or imprisonment not to exceed 30 days, community service, or any combination of such penalties, at the discretion of the court having jurisdiction. Each day's absence from school in violation of this part after the child's school system notifies the parent, guardian, or other person who has control or charge of a child of five unexcused days of absence for a child shall constitute a separate offense."

CACS will notify parents/guardians when a student has accumulated three (3) unexcused absences.

CACS will also notify parents/guardians of students when the student has accumulated seven (7) unexcused absences during the school year by sending certified letter. Possible consequences may also include disposition for unruly children in accordance with O.C.G.A. § 15-11-67

### Bullying

CACS prohibits bullying of a student by another student. In the event a student has committed the offense of bullying or been the victim of bullying, the school will notify the parent(s), guardian(s), or other person(s) having control or charge of such student. Upon a finding that a student has committed his/her first or second offense of bullying, said student will be subject to the penalties and consequences of Level III or IV discipline listed above. Upon a finding that a student has committed the offense of bullying for a third time in a school year, the student will be subject to Level V consequences and may be expelled.

### Dress Code

All CACS students are required to wear the CACS approved uniform. We believe that students who are neatly and cleanly dressed often behave better and display a more serious attitude toward the important business of teaching and learning; therefore all students enrolled MUST abide by the uniform dress code. (Please refer to the Parent/Student Handbook for additional details).

## Electronic Devices

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

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

- Use of electronic devices during the instructional school day, is prohibited UNLESS authorized by school staff. Students may not use electronic communication devices during instruction time unless it is for the sole purpose of academic instruction and authorized by school staff. Students must adhere to the school’s established Cell Phone Protocol as directed. They must be completely powered down, turned off, and kept out of sight, unless being utilized for instructional purposes and authorized by school staff. Students are not to utilize communication devices for personal calls, texting, or personal social media postings. The use of audio recording or camera functions of electronic devices by students is strictly prohibited on school premises at all times unless directed by a school official. Electronic devices shall not be used in a way that threatens, humiliates, harasses, or intimidates school-related individuals, including student, employees, and visitors, or violates local, state, or federal law. Failure to adhere to the policy established will result in the confiscation of the device and a fine. Chronic issues of failure to adhere to school policy can result in a referral for expulsion from CACS.

### Exception for Personal Communication Devices:

- Students are allowed to bring communication devices to school for the sole purpose of student safety and communication with parents and guardians before and after the school day. All devices must be out of sight and turned off during the official school day unless using for instructional purposes (BYOD) and authorized by school staff.

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

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

**First Offense:** Should a student receive or send a phone call or text message during school, or make personal posts on social media the device shall be confiscated by a certified or classified staff member and be given to an administrator. The student may pick up the device at the end of the day in the Administrative Office.

**Second Offense:** A second infraction shall result in the device being confiscated and will remain in the possession of the administrator until a parent, guardian, or parent designee comes to the school for a conference. In addition disciplinary actions may be assigned as outlined in the Guidelines for Student Success.

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

## Sexual Harassment

CACS policy is to maintain a learning environment that is free from sexual harassment. It shall be a violation of this policy CACS employee to harass a student, or for any student to harass another student or school employee, through conduct or communication of a sexual nature. For details see the CACS complete Sexual Harassment policy.

## State Mandated Process For Student Reporting Of Acts Of Sexual Abuse Or Sexual Misconduct

Any student who has been the victim of an act of sexual abuse or sexual misconduct by a teacher, administrator, or other school system employee is urged to make an oral report of the act to any teacher, counselor, or administrator at school. Parents or friends of victimized students who have knowledge of sexual abuse or sexual misconduct by a teacher, administrator, or other school system employee are also urged to make an oral report of the act to any teacher, counselor, or administrator at the school.

- Any teacher, counselor, or administrator receiving a report of sexual abuse or sexual misconduct of a student by a teacher, administrator, or other employee shall make an oral report of the incident immediately by telephone or otherwise to the school principal or principal's designee, and shall submit a written report of the incident to the school principal or principal's designee within 24 hours. *If the principal is the person accused of the sexual abuse or sexual misconduct, the oral and written reports should be made to the superintendent or the superintendent's designee.*
- Any school principal or principal's designee receiving a report of sexual abuse as defined in O.C.G.A. 19-7-5 shall make an oral report immediately, but in no case later than 24 hours from the time there is reasonable cause to believe a child has been abused. The report should be made by telephone and followed by a written report in writing, if requested, to a child welfare agency providing protective services or to an appropriate police authority or district attorney.

- Reports of acts of sexual misconduct against a student by a teacher, administrator, or other employee not covered by O.C.G.A. 19-7-5 or 20-2-1184 shall be investigated immediately by school or system personnel. If the investigation of the allegation of sexual misconduct indicates a reasonable cause to believe that the report of sexual misconduct is valid, the school principal or principal's designee shall make an immediate written report to the superintendent and the Professional Standards Commission Ethics Division.
- Pursuant to CACS procedures, upon receipt of a report under this policy, the principal shall immediately contact the Superintendent, which will initiate an investigation into the allegations.
- When it is determined that reports should be made to various outside agencies, the Superintendent will contact appropriate police authorities, to make a report to the appropriate child welfare agencies, and will make a report to the Professional Standards Commission.

## Social Media

CACS will utilize Facebook, Twitter and other forms of social media to enable our community and CACS families to exchange information concerning upcoming events, important dates and critical information. Social media will not be utilized as a means to degrade, bash, or spread negative comments against our school, students, and staff. We reserve the right to delete and or block individuals who post hurtful and negative comments. At CACS we show Self Control, are Trustworthy, exhibit Excellence, are Accountable, and Make great Choice.

## Student Records

The Family Education Rights and Privacy Act (FERPA) requires that student records be maintained confidentially and provides parents and students various rights with respect to student records. In addition, FERPA allows certain types of personally identifiable

information, known as “Directory Information” to be released by CACS without the consent of a parent or student. Additional information about students’ and parents’ rights under FERPA is presented in the Parent/Student Handbook. Parents may request that CACS not release any directory information regarding his or her student by notifying the school office no later than September 15, 2016.

## Violence Against Teachers, or Other School Officials or Employees

CACS will NOT tolerate any intentional violence inflicted on faculty and staff.

Students shall not inflict violence on any teachers, or other school officials or employees. Physical violence shall include: 1) Category 1 - intentionally making physical contact of an insulting or provoking nature with the person of another; or 2) Category 2 - intentionally making physical contact which causes physical harm to another unless such physical contact or physical harm was in defense of him or herself. In the event a student engages in such behavior, such student shall be expelled from CACS and criminal charges may be filed.

## Weapons

Students are prohibited from possessing firearms (as defined by O.C.G.A. 16-11-127.1), dangerous weapons (as defined by O.C.G.A. 16-11-127) or hazardous objects (as defined by H.B. 826), while on school property or at school functions.

Students who possess firearms on campus shall be expelled and will be referred to law enforcement officials.

No person other than licensed police personnel will be allowed to carry a gun/weapon onto the property of CACS or to any school function off or on the campus.

Thank you in advance for doing your part to make the 2016-2017 school year a healthy, safe, and positive learning experience for all students.



Acknowledgment of  
2016-2017 Parent/Student Handbook and  
2016-2017 Student Code of Conduct

The undersigned hereby acknowledges receipt of a copy of the CACS Parent/Student Handbook and Student Code of Conduct. We have received, read, and discussed the handbook with our child and we agree to fully abide by the same.

We understand that it is our responsibility to review and abide by the information provided. We have been provided with information regarding possible consequences and penalties for failure to comply with the compulsory attendance law.

\_\_\_\_\_  
Signature of Parent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

Grade: \_\_\_\_\_

Home Room Teacher: \_\_\_\_\_