

JAMES M. SINGLETON CHARTER SCHOOL

Student Handbook 2019-2020



DRYADES YMCA
JAMES M. SINGLETON CHARTER SCHOOL
2220 Oretha Castle Haley Blvd, New Orleans, LA 70113

History of the Dryades YMCA

The Dryades YMCA was founded in 1905 as the Colored Young Men's Christian Association through the efforts of volunteer labor of many local craftsmen. The original Board of Directors included leading business, civic, and educational leaders in the black community.

In 1928, under the leadership of Willilam "Bill" Mitchell, the YMCA opened a School of Commerce, the first institution in the black community to provide training in business, clerical, and professional skills.

In the 1960's, Dryades expanded its program offerings to include numerous leadership development programs for the working class communities of New Orleans. For the past 26 years, the Dryades YMCA has been under the leadership of Douglas Evans. Today, the YMCA services over 300 families through daily educational programming in addition to sponsoring 1,800 youth in numerous sports and career development programs.

The YMCA is a non-sectarian, community based organization whose mission has always been to practice Christian principles by providing programs that build healthy spirits, minds, and bodies. The YMCA is dedicated to continuing and improving its services to the community in the new century. We are for youth development, for healthy living, for social responsibility.

The Dryades YMCA is governed by a Chief Executive Officer and a Board of Directors from the community. The James M. Singleton Charter School is supervised by the Education Committee.

Chief Executive Officer

Douglas Evans

Dryades YMCA Board of Directors

Darren Mire, <i>Chairman of the Board</i>	Barbara Lacen-Keller, Vice Chair of the Board
Ed Shanklin, Treasure of the Board	H.Kenneth Johnston, Board Member
Mary Joseph, Board Member	James Singleton, Board Member
Carlos Hornbrook, Board Member	Alexis Parent-Ferrouillet, Board Member
Jean Torregano, Secretary of the Board	Thomas Watson, Board Member

James M. Singleton Charter School

Education Committee Members

Babara Lacen-Keller, Chairperson
Darren Mire
H. Kenneth Johnston
Mary Joseph
James Singleton



**Charter School
Founder
James M. Singleton**

James "Jim" Singleton has been serving the citizens of New Orleans for more than 45 years in a career that started by educating young people as a math teacher at Carter G. Woodson Middle School in New Orleans in 1954.

Following his twelve years in the Orleans Parish School System, Councilman Singleton moved to Mayor Moon Landrieu's office in 1970 where he served as a consultant to the city and oversaw the business community's efforts to provide comprehensive health services in the city. The position was expanded in 1971 to include advising and consulting Mayor Landrieu on all health matters.

In 1977, Councilman Singleton campaigned and won a position as Councilmember for District B. He served in the position for 16 years.

During his tenure as an elected official, Councilman Singleton's civic work was extensive. He assisted in the planning and development of numerous projects including the Exhibition Hall at the Ernest N. Morial Convention Center, the Aquarium of the Americas, the Riverfront Study for the New Mississippi River Bridge and the renovation of various parks and recreational facilities throughout New Orleans. In addition to providing instrumental assistance in the development of large projects such as Jazzland. Councilman Singleton also served as a champion of smaller-scale, inner-city developments such as the renovation of Stern Tennis Center and the Central City Senior Citizens Center. He also worked on the Regional Planning Commission to help bring about cooperative efforts to improve the lives of people in the entire New Orleans Metropolitan Region. As chairman of the Master Plan Advisory Committee, Singleton oversaw a major overhaul in the zoning procedures for the city.

Councilman Singleton works closely with many nonprofit organizations including the NAACP, Dryades YMCA, Urban League, Central City Economic Opportunity and the Broadmoor Improvement Association. He is the chairman of the board for Total Community Action (TCA), a nonprofit, community based agency dedicated to meeting the needs of the disadvantaged.

A retired Colonel from the U.S. Army Reserve, Councilman Singleton served in the U.S. Army as well as the Louisiana National Guard. During his military years, he was responsible for the overall operations of Selective Services including registration, training and recruitment programs.

Born August 10, 1933, in Hazlehurst, Mississippi, Councilman Singleton was married to the late former Allie Mae Young. They have two children, James Jr. and Jacquelyn; two grandchildren, Destinee and Kelsee. He is a graduate of Southern University and A & M College in Baton

Rouge, LA and attended Xavier University and the University of Oklahoma. Councilman Singleton is an avid hunter and fisherman, and he enjoys gardening and playing tennis.

JAMES M. SINGLETON CHARTER SCHOOL

Our Philosophy of Education

James M. Singleton Charter School is based on the premise that all children deserve a world-class academic experience, carried out in an environment free from violence, drugs, chaos, fear and other hindrances to learning.

- We believe that for children, ages 4-14, learning should be an exciting and productive time in their lives.
- We believe that children must feel safe, supported, valued, respected, and intellectually challenged in their school.
- We believe the core academic subjects must be meaningful, fun, and interesting in order to stimulate students and motivate them to learn. We also believe that establishing this positive culture depends on our ability to relate to our students' academic goals to their interest and concerns. In addition, we acknowledge the teachers' role of developing positive relationships with their students in order to aide in making subject matter meaningful.
- We believe that the foundation of effective discipline comes from a team approach.
- We will provide children with opportunities and experiences that stretch their limited view of themselves in the world. To achieve this end, we will expose students to a variety of people, places, events, and ideas as a means of cultivating their awareness and enriching their lives.
- Finally, we want every child to have the skills and knowledge needed to function effectively in school, in addition to the assurance, insight, and understanding that will help him/her to be successful later in life.

FORWARD

The James M. Singleton Charter School student handbook is designated to provide you with information about the school's rules and regulations that should make the upcoming school year productive and enjoyable.



MISSION STATEMENT

The mission of the Singleton Charter School is to promote quality and sustainable academic achievement for students through technology-based learning experiences, social integration, civic responsibility and relevant educational practices.



**FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

**Annual Notice to Parents/Guardians (Right-to-Know)
Right to Request Teacher/Paraprofessional Qualifications**

July 10, 2019

Dear Parent/Guardian:

Our school district receives federal funds for Title I programs that are part of the *No Child Left Behind (NCLB) Act of 2001*. One of the conditions for receiving these funds is to notify parents/guardians of their right to request and to receive information regarding the professional qualifications of their child's teachers and paraprofessionals.

By law, you have the right to ask for the following:

- whether your child's teacher has met the Louisiana Department of Education (LDOE) licensing and qualification criteria for the subject area(s) and grade level(s) in which the teacher provides instruction;
- whether LDOE requirements have been waived to allow the teacher to teach under emergency or other provisional status;
- the teacher's college major and the field of discipline or specialization for any advanced degrees/certifications held by the teacher;
- whether your child is provided services by paraprofessionals and, if so, their qualifications;
and
- your child's level of achievement in each of the state academic assessments.

If you would like to receive any of the above information, please feel free to call 504.299.4310 and ask to speak to the Title I contact person for James M. Singleton Charter School.

Thank you for your continued interest and involvement in your child's education.

Sincerely,

Douglas Evans
Superintendent/CEO



**FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY**

**Información anual para los padres o tutores (derecho a saber)
Derecho para solicitar la información relacionada con las calificaciones
de los profesores y de los paraprofesionales**

10 de julio de 2019

Estimados padres o tutores:

Nuestro Distrito Escolar recibe fondos federales para los programas de Título I que son parte de la *Ley del 2001 para que Ningún Niño se Quede Atrás (NCLB)*. Una de las condiciones para recibir estos fondos es notificar a los padres o tutores sobre su derecho a solicitar y recibir información relacionada con la calificaciones profesionales de los profesores y paraprofesionales de su hijo(a).

Por ley, tienen derecho a preguntar lo siguiente:

- Si el profesor de su hijo cumple con los criterios sobre las calificaciones y certificaciones del Departamento de Educación de la Louisiana (*LDOE*) para enseñar determinadas asignaturas y para el grado en que imparte la enseñanza;
- Si los requisitos del *LDOE* no se han eximido con el objetivo de permitirle al profesor enseñar bajo condiciones de emergencia o provisionales;
- La especialidad y el área de disciplina o especialización universitaria del profesor de cualquier otro título o certificación que el profesor tenga;
- Si su hijo recibe los servicios de un paraprofesional y, si es así, sus calificaciones, y
- El nivel de desempeño de su hijo en cada una de las evaluaciones académicas estatales.

Si desean recibir cualquier información relacionada con lo anteriormente dicho, por favor, no duden en llamar a 504.299.4310 y solicitar hablar con un representante del programa Título I en la escuela James M. Singleton Charter School.

Gracias por su continuo interés y participación en la educación de su hijo.

Atentamente,

Douglas Evans
Superintendente/CEO

Positive Behavior Intervention System (PBIS)

The PBIS pledge is a mnemonic device to aid students in remembering the school-wide rules. Students are expected to recite the PBIS pledge daily during the morning exercise.

Singleton Lions always walk with PRIDE

- ***P***ersevere & Prompt to start all Tasks
- ***R***esilient & Respectful to Others, Property and Self
- ***I***ntelligent Decision Making to Inspire Others
- ***D***edicated to Excellence in all Tasks
- ***E***ngage all Tasks with Enthusiasm



Through the PBIS Program, students may earn LION BUCKS to purchase items in the school store bi-weekly. The students may also purchase admittance to the month PBIS celebration hosted by the committee. LION BUCKS may be earned for various behaviors such as good grades, positive behavior and attitude, dressed in proper uniform, daily attendance, random acts of kindness, etc.

2019-2020 School Calendars

The school day starts at 7:45 am each day, with dismissal at 3:00 P.M. Monday through Friday. Breakfast is provided daily starting at 7:30 am in the Main Building cafeteria for grades 4th – 8th and in the Old Library building cafeteria for Pre-K through 3rd grades.

Opening of School Staff Development: July 22-August 2, 2019
Parent/Student Orientation: July 29th (2pm)
“Pride Time” Mini Orientations: July 10th -Algiers Public Library (6pm)
July 15th - Gentilly Public Library (6pm)
July 17th - East New Orleans Public Library (1:30 pm)
First Day of School 1st-8th: August 5, 2019
First Day of School Pre-Kdg and Kdg: August 12. 2019

Days of Instruction

Louisiana Department of Education Requires - 63,720 Instructional minutes a year.
Singleton’s Instructional minutes: 65,800 minutes

Nine Week Periods

First Quarter – 44 days (Ends October 04, 2019)
Second Quarter – 45 days (Ends December 13, 2019)
Third Quarter – 44 days (Ends March 10, 2020)
Fourth Quarter – 43 days (Ends May 18, 2020)

Report Cards Issued

First Quarter - October 16, 2019
Second Quarter - January 7, 2020
Third Quarter – March 24, 2020
Fourth Quarter - May 18, 2020

FACULTY AND STAFF

Teacher	Grade	Subject(s)
Clifton, Betty	Pre-K	All Subjects
Vacancy	Pre-K	Pending Enrollment
Larche, Shari	Kdg.	All Subjects
Vacancy	Kdg.	All Subjects
Burks, Pamela	1st	All Subjects
Vacancy	1st	All Subjects
Route, Wanda	2nd	ELA
Ralter, Cynthia	2nd	All Subjects
Coach Stewart	3 rd /4 th	ELA
Jones, Cheryl Ann	3 rd /4 th	Math
Jasmine, Nichole	3 rd /4 th	Science
Vacancy	3rd/4th	Social Studies (Pending Enrollment)
Vacancy	5 th /6 th	ELA
Vail, Shadron	5 th /6 th	Math
Mayeaux, Collette	5 th /6 th	Science
Brumfield, D'Andrea	5 th /6 th	Social Studies
Arzu, Shantrice	7 th /8 th	ELA
Palmer, Lennox	7 th /8 th	Math
Moffet, Sonji	7 th /8 th	Science
Barquet/McCamble	7 th /8 th	Social Studies
Hall, Yolanda		Special Education
Willard, Patrice		Special Education
Johnson, Veronica		Special Education
Polk –Hurley, Stacy		Physical Education
Stewart, Wendell		Band
Taylor, Torrence		Lower Physical Education/Dance
Peter, Francile		Computer Literacy
Vacancy		Computer Literacy
Dupart, Crystal	Pre-K	Paraeducator
Carmouche, Kangelia	Pre-K	Paraeducator
Johnson, Keith		Paraeducator
Carmouche, Kangelia		Special Education Paraeducator /Child Specific
Eterkin, Shannon		Nurse
Reese, Chakhandra		Social Worker
Smith, PhD., Geraldine		Speech Therapist
Gonzalez, Marcos		Limited English Proficiency Instructor

Ms. Watts
Satcher,

Olive, Cassoll
McConnell, Leasia
Sawyer, Debra

Carpenter, Denis, JD.
Mann, Erika

Cafeteria Manager, Main Building
Cafeteria Manager, Old Library

Secretary
Parent Liaison
Data Manager Consultant

Director of Student Services
Head of School

SCHOOL POLICIES AND PROCEDURES

ADMISSION POLICY

James M. Singleton Charter School is committed to providing a free, appropriate public education to all students. Students must reside in the Greater New Orleans area in order to be eligible to attend. Admission to the James Singleton Charter School is open to any student in grades Pre-K through 8th grade, regardless of race, gender, ethnicity, religion, disability, exceptionality and/or intellectual capacity.

ADMISSION PROCEDURES

Students hoping to secure enrollment in the James M. Singleton Charter School must complete an application through the RSD One App! Process. Once a parent receives an acceptance letter, the parent is to complete the registration packet with all necessary documentation (proof of residency in Greater New Orleans area, birth certificate, social security card, and records from the last school attended) at the school site. The registration period begins in April for each school year. The enrollment period will last until the end of July each year.

WITHDRAWAL PROCEDURES

Students who no longer wish to attend the James M. Singleton Charter School should adhere to the following guidelines to officially withdraw from the school:

- Return all school property and materials
- Clear any indebtedness to the school
- Complete request form for Final Grades
- Notify the main office of withdrawal intent and receive a final letter of withdrawal from the school Secretary

A student is not considered officially withdrawn from the school until all of the preceding steps have been successfully completed.

SCHOOL ATTENDANCE AND THE LAW

The Compulsory School Attendance law (R.S. 17:221) is designed to protect and guarantee the rights of children. Every parent, tutor, or other person residing within the state of Louisiana, having control or charge of any child from the child's seventh birthday until his/her eighteenth birthday, shall send such child to a public or private day school, unless the child graduates from high school prior to his/her eighteenth birthday. Any child below the age of seven who legally enrolls in school is also subject to the compulsory attendance law.

We recognize that an absence interrupts the learning process and results in delays, and constitutes a detriment in the student's attainment of skills and knowledge. Children are required to attend school each day scheduled by the school system, except for excused absences as set forth below.

Temporarily Excused Absences

1. Personal illness
2. Prior school system-approved travel for education
3. Death in family (not to exceed one week)
4. Natural catastrophe and/or disaster
5. Participation in school approved activity which necessitates student being away from school
6. Absence for the observance of recognized holidays of the child's own faith
7. The delineated extenuating circumstances listed below:
 - Extended personal illness of a child whose attendance in school would endanger his/her own health or that of his/her classmates, as verified by a physician, dentist, or nurse practitioner licensed to practice in Louisiana.
 - Extended hospital stay as verified by a physician or dentist licensed to practice in Louisiana.
 - Extended recuperation from an accident as verified by a physician or dentist licensed to practice in Louisiana.
 - Extended contagious disease within the family as verified by a physician or dentist licensed to practice in Louisiana.
8. For any other extenuating circumstances, parents must make a formal appeal in accordance with the due process procedures established by the school district.

ATTENDANCE

Students are expected to be in school on time daily from 8:00 A.M. to 3:00 P.M., Monday through Friday. Students who arrive to school after 8:15 am are considered tardy. Students who are absent for three (3) consecutive days must return to school with proper documentation. When students are absent for three (3) consecutive days, the teacher will complete an Absence Verification form and contact the parent.

State law mandates that Students must be present a minimum of 160 days per school year to be eligible for promotion. Exceptions can be made when substantiated by a practicing physician in the event of temporary or extended personal illness and serious illness in the family. Other exceptions are death in the immediate family, with appropriate verification; children whose religious faith requires absence for the observance or recognized holidays of the child's own faith; natural catastrophe and/or disaster; or other extenuating circumstances approved by the supervisor of child welfare and attendance in consultation with the principal or his/her designee. Excused absences for children to attend other selected activities will be reviewed by the appropriate personnel for educational appropriateness.

Procedures

1. A student who is absent five (5) or more days in any nine-week grading period is required to complete any make up work before the end of the grading period. If he/she fails to do so, the grade automatically becomes an "F". It shall be the responsibility of the teacher to inform the student of the deadline for any make-up work.
2. Students missing school as a result of any suspension shall be counted as absent and considered unexcused and shall be given failing grades for work missed. For any other extenuating circumstances, parents, tutors or guardians shall have the right to appeal the denial of promotion to the school board.
3. The principal or his/her designee shall contact parents, tutors, or guardians and ascertain reasons for absences. When a student returns to school after an excused absence, the student shall have the opportunity to complete missed assignments. Make-up work shall be permitted only when written excuses from parent(s), tutor(s) or guardian(s) have been received in accordance with this policy.

HOMELESSNESS & POVERTY – MCKINNEY-VENTO ACT

Homeless children and youth often have problems enrolling and participating in school. As a result, Congress passed the McKinney-Vento Homeless Assistance Act in 1987. This law gives homeless children and youth the right to remain in the same school even if they move; enroll in a new school without typically required records such as proof of residency, immunizations, school records, or other papers; get transportation to school; and get all the school services they need.

James M. Singleton Charter School requires that all students complete a Homeless and Poverty Survey yearly at registration. Students identified as homeless may receive assistance with acquiring uniforms and materials, medical assistance, subsidies for the budget and various academic field trips. Identified students are entitled to counseling via the social worker whom also aids the family in acquiring permanent housing/assistance.

Who is covered by the McKinney-Vento Act?

Any child or youth without a fixed, regular, and adequate nighttime residence is considered "homeless" under the law. This includes students who are

- Living with a friend, relative or someone else because they lost their home or their family is having temporary financial problems;
- Staying in a motel, hotel, trailer park, or campground because they have nowhere else to go;
- Living in a shelter, including emergency or transitional shelters, domestic violence shelters, and runaway and homeless youth shelters;
- Staying in substandard housing;
- Living in places not ordinarily used for sleeping, including cars, parks, public places, abandoned buildings, or bus or train stations;
- Awaiting foster care placement; or
- Abandoned in a hospital.

Although the survey is completed at registration, we understand that circumstances can change quickly. If at any time a student's home life drastically changes, a parent or guardian can contact the school office at 504.568.3466 or school's social worker at 504.558.3981 to register under the McKinney-Vento Act to receive assistance.

DRESS CODE

The emphasis at James M. Singleton Charter School is on learning, not fashion, thus removing some of the economic burden on parents to provide the newest, coolest fashions. We promote age appropriate dress and focus on teaching and modeling situational attire, making sure students know the difference between getting dressed for school, church, work, or weekend activities. The uniform policy is in effect throughout the entire school year. **ALL** students must adhere to the policy.

School uniform shirts, sweatshirts, and physical education uniforms are available to purchase from the school. Once a student arrives on campus, uniform shirts must be tucked inside the bottom apparel. A black belt must be worn when there are loops on the pants, and pants are worn at the waistline. All students are required to be in the uniform as outlined below.

Uniform Shirts

- Pre-Kindergarten – Second Grade: Navy
- Third Grade and Fourth Grade: Gray
- Fifth Grade: Light Blue
- Sixth Grade: White
- Seventh Grade: Navy
- Eighth Grade: Red

Uniform Sweatshirts

- All Grades: Red sweatshirt with school emblem

Physical Education Uniform

- White shirt with school emblem
- Black shorts with school emblem

Backpacks/School Bags

- Only clear plastic or vinyl backpacks/school bags will be allowed for ALL grades

Boys Grades (PreK – 3rd)

- Navy blue uniform pants that fit at the waist or KNEE LENGTH shorts
- BLACK belt must be worn with pants or shorts at all times.
- Only uniform shirts with the school emblem may be worn. NO WHITE SHIRTS!!!
- Red uniform sweatshirt with the school emblem may be worn. NO HOODIES!!!!
- Physical Education uniform with the school emblem is worn for P.E.
- Solid BLACK ONLY athletic shoes with shoelaces.
- Socks must be worn. Only solid BLACK or WHITE crew length socks will be allowed.
- A wrist watch may be worn. **NO earrings, ornate chains or belt buckles, or ostentatious jewelry is allowed.**
- Hair must be of a natural color, neatly groomed, and trimmed.

Boys Grades (4th – 8th)

- Navy blue uniform pants that fit at the waist. NO SHORTS!!!!
- BLACK belt must be worn with pants or shorts at all times.
- Only uniform shirts with the school emblem may be worn. NO WHITE SHIRTS!!!
- Red uniform sweatshirt with the school emblem may be worn. NO HOODIES!!!!
- Physical Education uniform with the school emblem is worn for P.E.
- Solid BLACK ONLY athletic shoes with shoelaces.
- Socks must be worn. Only solid BLACK or WHITE crew length socks will be allowed.
- A wrist watch may be worn. **NO earrings, ornate chains or belt buckles, or ostentatious jewelry is allowed.**
- Hair must be of a natural color, neatly groomed, and trimmed. NO HATS in the building.

Girls

- Navy blue uniform pants, or skirts (*Only grades PK to 3rd can wear KNEE LENGTH shorts.*)
- Black dress belt must be worn with pants or shorts at all times.
- Only uniform shirts with the school emblem may be worn. Only white undershirts may be worn under the school shirt.
- Red uniform sweatshirt with the school emblem may be worn. NO HOODIES!!!!
- Physical Education uniform with the school emblem is worn for P.E.
- Solid BLACK ONLY athletic shoes with shoelaces.
- Socks must be worn. Only solid BLACK or WHITE crew length socks will be allowed.
- One modest finger ring, necklace and/or wrist watch may be worn. Only one pair of earring, either small hoops (no larger than a quarter) or studs. Hanging or large earrings, and nose rings are prohibited. No ornate or expensive jewelry is allowed. **Monogram jewelry in any form is not allowed. No large finger rings, bracelets of any kind, large necklaces, or nose hoops.**
- Hair must be of a natural color, neatly groomed, and modestly adorned. NO WRAPPED HAIR, OVERSIZED HAIR ACCESSORIES or GROOMING IMPLEMENTS AS ADORNMENT ALLOWED.
- No facial makeup is allowed. Girls in grades 6th – 8th may wear lip gloss of light shades ONLY.

NOT PERMITTED FOR BOYS AND GIRLS

- Bandanas, sweat bands, hats, scarves, hair rags, hair rollers, soldier rags or visors
- Pants worn below the waistline, oversized, loose, or hanging
- Undergarments (T-shirts, camisoles, or tank tops) visible under the uniform shirt
- Cut off pants that are not hemmed
- Any holes, cuts, splits or pants that are not hemmed

- Fishnet or decorated tights
- Alterations to uniform pants or shirts
- Crocs, tennis skates, slippers, open toe shoes, or boots
- Cell phone, iPods, iPhones, and/or MP3 players

Every effort will be made to ensure that all students have a complete uniform. The school social worker will work with families who are unable to afford school uniforms. Parent/Guardian must send a note with a child to be in order to be excused from the proper uniform due to unavoidable situations. However, students who do not adhere to the uniform policy will first receive a warning. On the second offense, the student will serve a Saturday Detention. Any student who fails to report to Saturday Detention will receive a one day out of school suspension. Students who repeatedly violate the uniform policy after serving three (3) Saturday Detentions will result in an out of school suspension.

The policy is not designed to punish, but to redirect our young people toward the number one purpose for attending James M. Singleton Charter School - to receive a quality education for a brighter future.

CELL PHONE & ELECTRONIC DEVICES POLICY

It is the policy of the James M. Singleton Charter School that students' cellular phone or any other electronic devices are to be invisible at school. If a student needs to make an emergency phone call during the school day, he/she should report to the main office. Any student in violation of this policy will be subject to the phone or electronic device being confiscated and turned in to the charter school office.

- The first time that the policy is violated, a parent must report to the school office and retrieve the device. The parent must sign a notification acknowledging the rules and consequences.
- Subsequently, each time the policy is violated, the student will receive a suspension and the device can be retrieved from the office at the cost of \$10 per incident.

FOOD SERVICES

A well-balanced and nutritious breakfast and lunch are prepared and served daily to all students. Each student is required to complete a lunch application by October 1st of each year to determine his or her lunch payment eligibility. Students not completing an application by the deadline are required to pay the full lunch price for both breakfast and lunch. Parents and guardians are always welcome to dine with your student(s). Students are allowed to bring a nutritious lunch from home which must consist of a sandwich or main dish, a fruit or vegetable, and a dairy product (cheese, yogurt, or milk). Students bringing a lunch may purchase milk from the cafeteria manager.

Students are not allowed to bring just chips, candy, and/or a soda for lunch; soda never!! Students are not allowed to purchase items from the vending machines in the cafeteria. A microwave is not available for students to use.

The costs of the meals are listed below:

Students

Full Price Breakfast:	\$1.00
Reduced Breakfast:	\$0.30
Full Price Lunch:	\$2.00

Reduced Lunch: \$0.40
Milk only: \$0.50

Parents/Guardians

Breakfast: \$2.25
Lunch: \$3.25

ACADEMICS

GRADING SCALE

<u>Scale</u>		<u>Quality Points</u>
93 – 100	A	3.5 – 4.0
84 – 92	B	2.5 – 3.49
75 – 83	C	1.5 – 2.49
70 – 74	D	0.5 – 1.49
69 – 0	F	0 – 0.49

Anytime a student is awarded a grade of “F” in any quarter, the teacher must have on file documentation showing why the grade was awarded and what methods the teacher has utilized during the quarter to remediate the student.

Parents will be notified to attend a “Third Quarter Retention” conference for students who are in jeopardy of repeating a grade. The retention hearing is to alert the parent of the student’s academic process and the educational plan to assist the student in meeting success. Conferences are generally held between January – March.

A STUDENT MAY RECEIVE PASSING GRADES BUT FAIL A COURSE BECAUSE OF ATTENDANCE. Students who are absent more than 16 days during a school year will not be promoted to the next grade without proper documentation and a parent/student conference.

PROMOTIONAL SUBJECTS

Students in grades first and second must maintain a 70% or better average (D) in each subject of reading, language, and mathematics for promotion to the next grade.

Students in grades third through fifth must maintain a 70% or better average (D) in each subject of reading, language, and mathematics; a combined average of 70% or better (D) in science and social studies; and an overall average of 70% or better (D).

Students in grades sixth through eighth must maintain a 70% or better average (D) in each subject of reading, language, mathematics, science and social studies; and an overall average of 70% or better (D).

***Note:** Students receiving Exceptional Children’s Service are bound by the same requirements for their respective grade. However, they may not receive a grade below “C” in any of the subjects.

GRADE WEIGHTS

The following are the percentages used to calculate students’ grade per promotional subject:

	<u>Grades 1st – 3rd</u>	<u>Grades 4th – 8th</u>
Assessments	50%	60%
Quarterly Exams	15%	15%
Classwork	25%	15%
Homework/Participation	10%	10%

Physical Education & Grading Policy

The official James M. Singleton Charter School Physical Education Uniform:
White Shirt with Logo
Black Shorts with Logo
Black lace up athletic shoes

The uniform is mandatory for students in grades 3rd – 8th.

Note: Students will not be able to participate in class without the complete P.E. uniform.

Students in grades PK – 2nd may wear their P.E. uniform in place of their school uniform **ONLY** on their scheduled P.E. days.

Physical Education Quarterly Grade Weights:

(Grades 3rd – 8th)

Dressing Out (proper uniform)	25%
Participation	25%
Tests (Skills & Written)	50%

HONOR ROLL

Students who exhibit exemplary achievement in the promotional subjects during the school year will earn a place on one of the school’s academic rolls.

Principal’s Honor Roll	4.0 (A)
Honor Roll	3.45 – 3.99 (A/B)

Merit Roll	2.45 – 3.44 (B)
Perfect Attendance	“0” Absences with 5 or few tardies

EXCEPTIONAL CHILDREN’S SERVICES

James M. Singleton Charter School follows an Inclusion Model with accommodations provided in accordance with the student’s Individualized Educational Plan within least restricted environment. We service the following students’ needs with identified exceptionalities:

- 504 Plan / Individualize Accommodation Plan (IAP)
- Individualize Health Plan (IHP)
- Individualize Educational Plan (IEP)
 - Speech
 - Specific Learning Disability
 - Other Health Impaired (OHI)
 - Mild Moderate Disability
 - Autism
 - Emotional Disorder
 - Academically Gifted
 - Talented in Visual Arts
 - Talented in Theater
 - Talented in Music
 - Vocal
 - Instrumental

Response-to-Intervention (RtI) is the practice of providing high-quality instruction/intervention matched to student needs. Progress is closely monitored and changes in instruction are based on data collected from on-going assessment. RtI represents an educational strategy to close achievement gaps for all students, by preventing smaller learning problems from becoming insurmountable gaps. There are three tiers that are involved in this process.

Tier 1:
Whole Classroom
Quality core instruction provided to all students 80%-90%

Tier 2:
Small Group
Supplemental needs-based instruction
10-20%

Tier 3:

Intensive
Individualized instruction 5-10%

RESPONSE-to-INTERVENTION

Step 1. Child is identified as possibly needing special education and related services.

Referral or request for evaluation. A school professional or parent (guardian) may request that a child be screened for a possible disability. This request may be verbal, but it's best to submit it in writing.

Parental consent is needed before a child may be evaluated. Under the federal IDEA regulations, evaluation needs to be completed within 60 days after the parent gives consent.

Step 2. Child is evaluated.

Evaluation is an essential early step in the special education process for a child. It's intended to answer these questions:

- Does the child have a disability that requires the provision of special education and related services?
- What are the child's specific educational needs?
- What special education services and related services, then, are appropriate for addressing those needs?

By law, the initial evaluation of the child must be "full and individual"—which is to say, focused on that child and that child alone. The evaluation must assess the child in all areas related to the child's suspected disability.

The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child.

If the parents disagree with the evaluation, they have the right to take their child for an Independent Educational Evaluation (IEE). They can ask that the school system pay for this IEE.

Step 3. Eligibility is decided.

A group of qualified professionals and the parents look at the child's evaluation results. Together, they decide if the child is a "child with a disability," as defined by IDEA. If the parents do not agree with the eligibility decision, they may ask for a hearing to challenge the decision.

Step 4. Child is found eligible for services.

If the child is found to be a child with a disability, as defined by IDEA, he or she becomes eligible for special education and related services. Within 30 calendar days after a child is determined eligible, a team of school professionals and the parents must meet to write an individualized education program (IEP) for the child.

Step 5. IEP meeting is held and the IEP is written.

The IEP team gathers to talk about the child's needs and write the student's IEP. Parents and the student (when appropriate) are full participating members of the team. If the child's placement (meaning, where the child will receive his or her special education and related services) is decided by a different group, the parents must be part of that group as well.

Before the school system may provide special education and related services to the child for the first time, the parents must give consent. The child begins to receive services as soon as possible after the IEP is written and this consent is given.

Step 6. After the IEP is written, services are provided.

The school makes sure that the child's IEP is carried out as it was written. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.

Step 7. Progress is measured and reported to parents.

The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year. These progress reports must be given to parents at least as often as parents are informed of their nondisabled children's progress.

Step 8. IEP is reviewed.

The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school ask for a review. If necessary, the IEP is revised. Parents, as team members, must be invited to participate in these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP, and agree or disagree with the placement.

Step 9. Child is reevaluated.

At least every three years the child must be reevaluated. This evaluation is sometimes called a "triennial." Its purpose is to find out if the child continues to be a child with a disability, as defined by IDEA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child's parent or teacher asks for a new evaluation.

Step 10. There should be constant collaboration between the Parent, Regular Education Teacher, and the Special Education Teacher about the student's academic progress.

Discipline of Special Education Students

Students with disabilities are subject to the same discipline rules as non-disabled students, but with limitations. After the removal of special education students for more than 10 school days, consecutive or cumulative, for any reason, the student must be provided with procedural safeguards. Procedural safeguards are set of technical state and federal laws that override all other state laws to the contrary.

LIMITED ENGLISH PROFICIENCY (LEP)

Who is an LEP student?

Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write, or understand English can be considered Limited English Proficient, or "LEP." The school provides a Home Language Survey to all parents as part of the registration process. If a language other than English is listed on the HLS, the student should be given an English Language Proficiency screener. The screener will determine if the student is proficient in English. If the student is not proficient in English, parents will receive a notification letter from the school that indicates the student's LEP status. This student will be identified as LEP until s/he exits the program.

Within 30 days of a student registering, the school will assess and inform the student's parent/guardian(s) of the details of the program in which the student is, or will be, participating in the LEP program.

State Assessments

- All LEP students must take the appropriate state assessments for their enrolled grade and shall take ELDA annually.
- LEP students may qualify for accommodations, provided they are used in the students' regular classroom instruction and assessment.

English Language Development Assessment

K-12 students who are learning English as a second language are assessed annually using the English Language Development Assessment (ELDA). ELDA is a research-based program designed to measure proficiency in reading, writing, speaking, and listening to English.

In order for a LEP student to be considered English proficient and exit LEP status he/she must attain certain scores on the ELDA as outlined by the state.

DISCIPLINE POLICY

ZERO TOLERANCE

Discipline should be a learning process which teaches individuals to behave in a manner consistent with stated expectations. It is the expectation of the James Singleton Charter School that every student should avoid physical confrontation by walking away and/or seeking help from a staff member and shall not instigate fights or confrontations.

Responsibilities

It is the responsibility of the student, parent, and staff members to report any incidences that may result in a physical confrontation.

Note to Students: It is your responsibility to alert a principal, teacher, coach, or other responsible school official to any hostile attempt directed at you. Administrators are then required to take immediate action to prevent further hostility.

PHILOSOPHY OF DISCIPLINE

Every student is entitled to an education.

Every student shall comply with all rules of the James M. Singleton Charter School. Each teacher at James M. Singleton Charter School is responsible for providing learning environments that are humane, just, and designed to promote excellence and to maintain safety and good order. The home shares the responsibility in the education of our youth.

DEFINITION OF DISCIPLINE

"Discipline" is defined as the steps or actions which teachers, administrators, support staff, parents, and students follow to enhance student academic and social success.

DEFINITION OF DISCIPLINARY ACTION

Disciplinary action is the method whereby appropriate standards of conduct and order are maintained within the school environment. Disciplinary methods will include a continuum of approaches, ranging from proactive, educational, and positive procedures that range from promoting appropriate behavior to consequences for rule violations.

DISCIPLINE AND THE LAW

Expectations & rules

- Each person on the school campus will be expected to be:
 - Responsible
 - Respectful
 - Cooperative
- Teaching procedures will be used to support an understanding of the expectations.
- A positive reinforcement system will be used to motivate students to follow the expectations.

Responsibilities of the Principal

In order to maintain a safe and orderly school, a principal is mandated by the Louisiana Department of Education Recovery School District and Louisiana State Law to do the following:

1. Implement the Student Code of Conduct and Management Plan in a fair and consistent manner.
2. Inform all school personnel, parents, and students of discipline policies.
3. Maintain accurate data on school-wide issues and individual students.
4. Review and act upon requests from school personnel concerning violations.
5. Use professional judgment to prevent minor incidents from becoming major problems.

Responsibilities of the Teacher

Teachers are obligated to do the following:

1. Endeavor to hold every student to a strict accountability for any disorderly conduct in school or on school grounds or other property of the school.
2. Teach and positively reinforce rules and regulations concerning student conduct.
3. Address rule violations with multiple strategies.
4. Maintain a learning environment that provides for academic success.
5. Use professional judgment to prevent minor incidents from becoming major problems.

Responsibilities of the Student

Students are obligated to do the following:

1. Follow the school's expectations.
2. Respect authority of all school personnel and the rights of other students.
3. Comply with Student Code of Conduct and Discipline Management Plan.
4. Comply with James M. Singleton Charter School attendance, dress code, and zero tolerance and bullying policies.
5. Behave in a manner that focuses on academic success.
6. Be responsible and be held accountable for following classroom rules.

Responsibilities of the Parent, Tutor, or Guardian

A parent or guardian should do the following:

1. Respect and support the rules and regulations of the school.
2. Respect and support the James M. Singleton Charter School policies.
3. Recognize that school personnel must enforce school rules and regulations.
4. Teach the child to respect the rights of others.

5. Emphasize the importance of being prepared for school and the adherence to school rules to foster academic success.

HARASSMENT, INTIMIDATION and BULLYING

Harassment, intimidation and bullying of any kind will not be tolerated.

"Harassment," "intimidation," and "bullying" are defined as any intentional gesture or written, verbal, or physical act that:

- A. A reasonable person under the circumstances should know will have the effect of harming a student or damaging his property or placing a student in reasonable fear of harm to his life or person or damage to his property; and
- B. Is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive educational environment for a student.

We will educate our student population and staff concerning the school's intolerance of such harassment and shall require students and staff to report any such behavior to the school principal or designee. Harassment, intimidation, and bullying policy information shall be disseminated to the student population.

Procedures for Student-To-Student Harassment, Intimidation and/or Bullying Complaints

Complaints of harassment, intimidation and/or bullying should be filed with the school principal or designee. All reports received shall be properly and adequately investigated, and appropriate action shall be taken.

INFRACTION OF SCHOOL RULES

Students disrupting normal classroom activities, violating school rules, or interfering with an orderly education process may be disciplined by disciplinary actions that employ consequences that take into consideration, but are not limited to student disciplinary history, severity of the infraction, and frequency of occurrence.

PROCEDURAL POLICIES FOR DISCIPLINE CASES

School Conference Procedures

1. A conference shall be conducted by the principal or his designee prior to the suspension of any student unless the student's actions present a danger to persons or property or threatens the interruption of the learning process.
2. The conference shall be conducted with the principal or designee within a reasonable time.
3. The principal or designee shall advise student of the accused misbehavior and reasons for the accusation. The student shall be given the opportunity to present his/her version of the incident. The principal or designee may call witnesses requested by the student, as appropriate. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition.
4. The principal or designee shall make a reasonable effort using available resources to contact the student's parent or guardian when a student is suspended or expelled.

5. No additional conferences are required if the principal imposes a suspension of less than ten days or does not recommend expulsion.

Note: The designee shall inform the principal of each instance of removal of a student from the school.

Disciplinary Infractions Guide

Classroom Management Three Strikes Policy

1st Strike- Verbal warning/Redirect problem behavior. This should not take away from instructional time. Simply use visual and verbal cues to alert students about being off task.

2nd Strike- Conference with student. This is when you talk to the student in an isolated environment to discuss necessary changes and explain what will happen next.

3rd Strike- Conference with Parent and Student. Getting the parents involved is the last step for the classroom teacher before turning the student over to the Disciplinarian.

Prior to directing students to the Disciplinarian, the teacher must document each of the Three Strike attempts on the form and send a copy of that to the Disciplinarian. For In-School Suspension (ISS) or Time Out Room (TOR) leveled infractions, teachers should send meaningful classwork; not busy work; with each student.

The following infractions should initially be addressed in the classroom, using the "Three Strikes" Classroom Management policy:

- Talking/Disruptive behavior
- Refusal to do work
- Chewing/Eating (only permissible in the cafeteria)
- Uniform infractions
- Lying/Cheating
- Throwing objects (no harm to someone)
- Computer abuse
- Excessive Tardiness/Absences
- Unauthorized Electronic Devices
- Unprepared for Class
- No Hall Pass

The following infractions immediately warrant time in ISS or TOR:

- Profanity (written or verbal)/Obscene Gestures

- Defiance/Willful Disobedience
- Disrespect to Authority
- Property Damage (unintentional)
- Horseplay (tap out, etc)
- Physical contact (unwanted)
- Throwing objects (resulting in harming someone)
- Bus Disturbance (minor)
- Campus Disturbance
- Cutting class
- Inappropriate Field Trip Behavior
- Forged notes/paperwork
- Habitually violating school rules
- Promiscuous Uniform Infractions

The following infractions immediately warrant an Out of School Suspension (OSS) or Expulsion:

- Bullying/Intimidation/Threatening Students or Faculty
- Harassment (Sexual)/Indecent Behavior
- Theft or Damage to property (Vandalism)
- Fighting
- Disrespect to Authority
- Physical Contact (sexual or forceful)
- Throwing objects with the intent to harm
- Bus Disturbance (major)
- Cutting class/Leaving campus
- Inappropriate Field Trip Behavior
- Drugs/Alcohol
- Explosive(fireworks or worse)/Incendiary(lighters, matches, etc)/Poisonous Gas
- Any weapons
- Gambling
- Illegal Activity
- Habitually violating school rules

- Missing/refusing assigned detention
- Possession of Tobacco products
- Smoking
- Any other offenses that the Administrators feel warrant specific consequences

*AND ANY OTHER OFFENSES ARE PUNISHABLE AT ADMINISTRATOR'S DISCRETION

James Singleton Charter School Expectations & Rules							
Settings and Expected Behaviors							
EXPECTATIONS	Computer Lab	Cafeteria Rules	Hall Rules	Commons/ Playground Rules	Restroom Rules	Bus Area Rules	Gym
RESPONSIBLE	<ul style="list-style-type: none"> • food, drinks, or gum chewing not allowed 	<ul style="list-style-type: none"> • all food remains in cafeteria • clean area/dispose of all food items properly • make healthy choices 	<ul style="list-style-type: none"> • go directly to destination • be prompt 	<ul style="list-style-type: none"> • keep hands and feet to yourself 	<ul style="list-style-type: none"> • use restroom and supplies properly and quickly (potty partner if not whole class) 	<ul style="list-style-type: none"> • report to bus area on time 	<ul style="list-style-type: none"> • food and drinks are not allowed
COOPERATIVE	<ul style="list-style-type: none"> • be neat • tidy your area before departing 	<ul style="list-style-type: none"> • stand in single file line • sit in assigned areas • follow dress code 	<ul style="list-style-type: none"> • always walk quietly to the right of hallway • follow dress code 	<ul style="list-style-type: none"> • remain in your assigned area • ask permission to use the restroom 	<ul style="list-style-type: none"> • flush toilet and wash hands 	<ul style="list-style-type: none"> • maintain bus décor 	<ul style="list-style-type: none"> • participate in all activities
RESPECTFUL	<ul style="list-style-type: none"> • profanity not allowed 	<ul style="list-style-type: none"> • use your inside voice • keep your hands to yourself 	<ul style="list-style-type: none"> • be polite • use "zero" voice in hallway 	<ul style="list-style-type: none"> • keep a positive attitude 	<ul style="list-style-type: none"> • adjust clothing appropriately before exiting • keep area clear of graffiti 	<ul style="list-style-type: none"> • respect everyone in, on, and around the bus 	<ul style="list-style-type: none"> • respect gym property and handle equipment with care
SAFE	<ul style="list-style-type: none"> • follow directions 	<ul style="list-style-type: none"> • walk at all times (no running) • remain at table until released • keep food in proper place 	<ul style="list-style-type: none"> • keep hands, feet, and other objects to yourself 	<ul style="list-style-type: none"> • play fair and share • report all accidents immediately 	<ul style="list-style-type: none"> • dispose of personal items properly 	<ul style="list-style-type: none"> • remain seated on the bus until you reach your assigned destination 	<ul style="list-style-type: none"> • walk and sit on bleachers • no horse playing
PREPARED	<ul style="list-style-type: none"> • bring materials and assignments for class 	<ul style="list-style-type: none"> • lunch money/number should be ready 	<ul style="list-style-type: none"> • always have a hall pass 	<ul style="list-style-type: none"> • at the sound of the whistle or bell freeze • when the whistle is blown again line up 	<ul style="list-style-type: none"> • have a restroom pass 	<ul style="list-style-type: none"> • be prepared with your name, address, and phone number before 	<ul style="list-style-type: none"> • proper dress code (uniform with white tennis shoes)

						boarding the bus	
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SCHOOL BUS RULES FOR STUDENTS

Students authorized to ride the bus will be permitted to ride the school bus.

The bus driver is responsible for the operation of the bus and the safety and conduct of the students. Parents and students should think of the bus driver as similar to a classroom teacher because the driver is in charge of the students on the bus and at the bus stops, and the students are to observe classroom conduct.

Students may only get on/get off the bus at the location assigned by the school. If there is a need to change a location, parents must contact the office to request a change in location. Written permission will be given when the change is official and the student may begin at the new location.

*The bus rules also apply for students riding the bus to and from school sponsored field trips.

Waiting for the Bus

- Arrive at the bus stop 15 minutes early
- Avoid dangerous horseplay while waiting
- Stay out of the danger zone: stand at least 10 feet away from the edge of the road
- Wait until the bus stops, the door opens and the driver says it's okay to board the bus
- Use sidewalks and cross at the corner or marked crosswalk
- Don't talk to strangers

Getting on and off the Bus

- Use handrails at the steps
- Keep the aisle clear: watch clothing or backpacks with dangling drawstrings or straps
- Never try to retrieve an item dropped near the bus – get out of the danger zone immediately
- Be sure the bus driver can see you and you can see the driver
- Walk in front of the bus, never behind the bus
- Look both ways before crossing the street
- Wait for the driver's signal before crossing
- Always cross at least 10 feet in front of the bus
- Never run to or from the bus
- Stand back from the curb

Riding on the Bus

- Obey the bus driver
- Be courteous at all times. Foul language is prohibited
- Stay in your seat and face forward: never stand on a moving bus
- Keep noise level down and do not distract the driver (no yelling or shouting)
- Do not throw anything on the bus or out the window
- Keep hands and feet to yourselves
- Don't push, shove, and hit
- Keep hands, head and other items inside the bus windows
- No food or drinks are allowed on the bus
- No weapons of any kind will be allowed on the bus



THERE WILL BE ZERO TOLERANCE ON THE BUS, ANY INFRACTIONS WILL BE REPORTED AND DISCIPLINARY ACTION WILL BE TAKEN.

Violations of school bus rules will be handled on an individual basis. If a problem continues, parents will be contacted and the school will take progressive disciplinary actions. Immediate loss of transportation may occur depending on the severity of the violation. **Remember, school bus transportation is a privilege, not a right.**

Our policy and procedure in regard to discipline is:

1st Conduct notice – Consultation with student concerning his or her misbehavior, and the written conduct notice will be sent home with the student for the parents/guardians to sign and return to the bus driver before student can continue transportation (so parents/guardians will be aware of the situation).

2nd Conduct notice – Consultation with student concerning his or her misbehavior and implementing "*in-bus discipline*", and the written conduct notice will be sent home with the student for the parents/guardians to sign and return to the bus driver before student can continue transportation (so parents/guardians will be aware of the situation).

3rd Conduct notice – Consultation with student, contact the school principal, and suspend students from transportation for 3 consecutive school days, and the written conduct notice will be sent home with the student for the parents/guardians to sign and return to the bus driver before student can continue transportation (so parents/guardians will be aware of the situation).

4th Conduct notice – Consultation with student, contact the school principal, and suspend students from transportation for 5 consecutive school days, and the written conduct notice will be sent home with the student for the parents/guardians to sign and return to the bus driver before student can continue transportation (so parents/guardians will be aware of the situation).

5th Conduct notice – Consultation with student, contact the school principal, transportation director, and suspend students for the remainder of the semester (August-December / January – May), and the written conduct notice will be sent home with the student for the parents/guardians to sign and return to the bus driver before student can continue transportation (so parents/guardians will be aware of the situation).

There are of course problems that may arise that are serious enough to forgo the first two steps and go immediately to suspension, i.e. fighting on the bus or at the bus stop, possession of weapons, playing with fire (matches or lighter), possession of illegal or prohibited substances (including all types of tobacco), vandalism to the bus.

Students in grade Prekindergarten through Third (3rd) grade will not be released from the bus without proper supervision. Parents are responsible for receiving your child off the bus. If you are not available, you must designate someone to receive your child. The bus driver is not required to contact you if you are not at the bus stop when the bus arrives. Please arrive at least 15 minutes prior to the designated time. Failure to receive your child will be handled on an individual basis. ***Remember, school bus transportation is a privilege, not a right.***

Our policy and procedure in regard to failure to receive your child(ren) are:

1st Failure – The parent will be contacted and reminded of the bus' pick-up and drop-off times for your stop.

2nd Failure – The parent will receive a written notice of failure to pick-up children. The written notice will be sent home with the student for the parents/guardians to sign and return to the bus driver before student can continue transportation.

3rd Failure – A meeting with parent/guardian, bus driver, and transportation director will be scheduled within two days of the incident. Parent/guardian will receive a written notice of conference. If the meeting is not held within the timeline, the child will be removed from the bus until the meeting is completed.

4th Failure – The child is removed from transportation for 3 consecutive school days, and the written notice will be sent home with the student for the parents/guardians to sign and return to the bus driver before student can continue transportation.

5th Failure – The child is removed from transportation for the remainder of the semester (August-December / January – May), and the written notice will be sent home with the student for the parents/guardians to attend a conference with the bus driver, transportation director, and school principal before student can continue transportation.



STUDENT HEALTH

PROCEDURES FOR STUDENTS REPORTING TO THE SCHOOL NURSE

1. The school nurse will assess the student's health.
2. If a health issue is detected, a Notification of Suspected Health Problem form is completed by the nurse.
3. The parent is then contacted by the nurse informing them of their child(s) status.
4. The parents picking-up students are given instructions from the school nurse on the return policy.
5. The school social worker will acquire and issue grade specific homework package to the student to be completed and returned.
6. The Do Not Admit list is generated by the nurse or social worker daily and distributed to the teachers at the close of each school day.

PROCEDURES FOR STUDENTS RETURNING BACK FROM ILLNESS

1. When a child returns to school, he/she must report to the school nurse/social worker and provide them with a doctor's note.
2. The nurse reviews the Doctor's note.
3. The nurse completes a follow-up assessment on the student
4. The student is issued an admit slip to return to class.

Administering MEDICATION

The administering of medication will be by or under the supervision of the school nurse; or by a trained staff member. The medication must be brought to school by the parent/guardian in a container clearly labels with:

1. Child's Name
2. Name of Medication
3. Amount of Dosage
4. Time to be given

No medication will be administered without prior written permission of both the

student's physician and parent. The permission slip to administer medication must be filled out, signed by both the physician and the parent, and sent with the medication. Permission slips **MUST** be completed each year. **No over-the-counter medication will be administered at school.**

EXTRA-CURRICULAR ACTIVITIES

The purpose of Singleton Charter's extra-curricular activities is to offer enhancement of the school's education mission by providing enrichment and extracurricular activities. These activities support the development of life skills that will serve our students throughout their academic careers and adult lives – critical thinking, discipline, team building, and creative development.

We offer the following organizations / clubs to students in 4th – 8th grades:

- Student Council
- Drama Club
- Marching Lions (Band)
- Cheerleaders
- Flag Twirlers
- Majorettes
- Dance Team

Students in 5th – 8th grades have the opportunity to participate in the middle school sports program in the following disciplines:

- Flag football
- Basketball
- Track
- Volleyball

SINGLETON PARENTS

THE LIONS FAMILY PARENT-TEACHER ORGANIZATION (TLF-PTO)

The JMSCS Parent-Teacher Organization known as The Lions Family Parent – Teacher Organization (TLF-PTO) is a nonprofit parent/teacher organization whose membership includes all parents, legal guardians and staff at James Singleton Charter School. The TLF-PTO’s mission is to promote open communication and understanding between parents and staff of the JMSCS. Our efforts serve to enhance and maximize the education of every child while aiding them in achieving their highest potential. The TLF-PTO sponsors assisting teachers in the classroom setting, holding fund-raisers for supplemental educational materials and experiences, supporting school and family social interaction, and providing a non-biased forum for sharing information on issues that impact our children. It is our belief that the team effort of a parent teacher organization offers the best possible learning environment for our children.

REPORTING TO PARENTS

James M. Singleton Charter School will provide a variety of reports for each of the four academic quarters inclusive of the following:

Progress reports on Students to Their Parents

Student’s progress reports will be issued on a quarterly basis and will include, but not limited to the following student information:

- Grades and performance
- Social and personal growth (conduct)
- Attendance
- Responsiveness to curriculum and instructional method
- Opportunities for improvement
- Counselor’s report (if applicable)

Regular Reports on Student Attendance

James M. Singleton Charter School will complete regular reports on student attendance to submit to the Recovery School District in compliance with all applicable regulations.

PARENTAL CONCERNS/COMPLAINTS

The Dryades YMCA James M. Singleton Charter School Board and staff take every complaint made by parents and others very seriously. There are times when misunderstandings and disagreements may arise. This is especially true in an educational and school environment. The Board of Directors believes that complaints from parents and others should be given serious consideration and handled through a system that works efficiently, smoothly, and timely. The Board requests that parents use the following procedure to address any concerns or complaints:

1. If a problem arises in the classroom with a teacher, contact that teacher and try to resolve the problem.
2. If both of you cannot successfully resolve the problem, the parent's next step is to contact the principal to schedule a meeting. The Principal will then meet with the parent and, if necessary, the teacher, and the student to attempt to solve any problems that are found.
3. After these steps have been taken and the parent is still not satisfied, the Principal will then schedule a meeting with the Superintendent, the parent and all other parties involved. The Director will conduct an investigation and report back to the parent.
4. If the parent is still not satisfied, the Superintendent will then schedule a meeting with the James M. Singleton Education Committee. The parent may appear in person or in writing to discuss complaints or concerns.

PROCEDURES

VISITORS

Visitors are expected to obtain a visitor's pass at the main receptionist desk before coming to the school's main office. Visitors must sign-in at the main office before visiting any class or student on the school campus. Although parents and/or guardians are always welcome, other family members and friends are not allowed to visit students during normal operating hours except in special circumstances. Teachers are available to meet with parents/guardians during their planning periods. Parents should contact the main office or teacher to schedule a meeting with their child's teacher(s).

Unauthorized Visitors on Campus

Only those persons who have presented themselves to school office or have permission from the principal may be considered for an authorized visit on a school campus. To provide learning environments that are humane, just, and designed to promote excellence and to better maintain safety and good order, no person shall go on public elementary or secondary school grounds or in any public elementary or secondary school building or other school facility as a visitor during school hours without the authorization of the school principal or the appropriate school official designated by the school principal.

VOLUNTEERS

Singleton Charter School encourages the use of volunteers to support the work of the school. This may include volunteering in the office, assisting in the classroom, speaking, organizing an event, and/or chaperoning. As required by state law, any volunteers in significant contact with students and not always under the direct supervision of a certified teacher is REQUIRED to have a fingerprint report approval. This is for the safety of our students and includes coaches and parents.

