



**Southern Avenue**  
CHARTER SCHOOL

2025/2026

# STUDENT/PARENT HANDBOOK



EDUCATING THE  
WHOLE CHILD



Principal: Chiquita Perry  
Email: [cperry@sacsmemphis.org](mailto:cperry@sacsmemphis.org)  
Phone: 901-743-7335

Executive Administrator: Elise R Evans  
Email: [evans1194@aol.com](mailto:evans1194@aol.com)  
Phone: 901-743-7335

<b>Mission</b> .....	9
Philosophy.....	10
<b>Central Office Staff</b> .....	10
<b>Administration</b> .....	10
Board of Directors.....	12
<b>F.E.R.P.A. Rights</b> .....	13
<b>School Communication</b> .....	14
Calendars .....	14
Monthly Newsletters .....	14
Conferences and Communication .....	14
Contact Information .....	14
School Website & social media.....	14
<b>Admission and Enrollment</b> .....	14
Residence .....	14
Proof of Residence.....	15
Custody Issues.....	15
<b>Student Enrollment</b> .....	15
<b>Student Health Policy</b> .....	16
Immunizations .....	16
Waiver of Immunization Requirements .....	16
Communicable Disease.....	16
<b>SICK STUDENT POLICY</b> .....	18
Guidelines for Keeping Sick Children Home .....	18
• Coughing/Sore throat.....	18
• Shortness of breath .....	18
• Nausea/ Vomiting.....	18
• Diarrhea .....	18
• Headache .....	18
Additional information .....	18
<b>School Closure Procedures</b> .....	20
Emergency Closing.....	20
Delayed Opening.....	20
Early Dismissal .....	20
<b>Attendance, Absences, Tardiness,Truancy, and Withdrawal</b> .....	21
Attendance .....	21
All absences other than those outlined above shall be considered unexcused. ....	21

Unexcused Absences .....	22
Tardies.....	22
Excused Tardy .....	22
Unexcused Tardy .....	23
Parent Responsibility .....	23
Truancy Policy .....	23
Make-up Work.....	24
Withdrawals.....	24
Student Verification.....	24
Change of Information.....	24
Home Bound Services .....	24
<b>Arrival and Dismissal Procedures.....</b>	<b>25</b>
School Hours .....	25
Before and After Care Hours .....	25
Drop-Off Location .....	25
Dismissal,Afternoon Carpool Pick Up & Early Check-Out Procedures .....	25
Early Dismissal .....	26
<b>Carpool Pick-Up &amp; Drop-Off .....</b>	<b>26</b>
<b>School-Wide Discipline With Students With Disabilities .....</b>	<b>32</b>
<b>School-Wide Intervention Behavior Plans.....</b>	<b>27</b>
In-School Suspension .....	28
Out-of-School Suspension .....	28
Expulsion.....	28
Safety Assessment Associated with Expulsion .....	28
STUDENT CODE OF CONDUCT (Offenses and Penalties by Category).....	29
Category A – State Zero Tolerance Offenses.....	29
Penalty for Category A Offenses:.....	29
Penalty for Category B Offenses:.....	30
Category C.....	30
Penalty for Category C Offenses:.....	30
Category D .....	30
Category E.....	31
<b>Code of Conduct for Parents and Visitors.....</b>	<b>39</b>
School Visitors Policy and Expectations.....	39
Office and Entrance .....	40
Classroom Visitation .....	40
Expectations.....	40

<b>Field Trip Policy</b> .....	41
Field trip definition .....	41
Exclusion from field trips and Refunds .....	41
Field Trip Rules.....	41
Consequences .....	42
<b>Non-Discrimination Policy</b> .....	42
STUDENTS WITH DISABILITIES .....	42
<b>Student Dress Code</b> .....	42
Hair.....	Error! No bookmark name given.
Shoes.....	Error! No bookmark name given.
Socks .....	Error! No bookmark name given.
Shirts .....	44
Jackets.....	Error! No bookmark name given.
Uniform Bottoms .....	Error! No bookmark name given.
Jewelry .....	Error! No bookmark name given.
Make-Up .....	Error! No bookmark name given.
“Dress Down” Days.....	Error! No bookmark name given.
In General, .....	45
<b>Transportation Services and Expectations</b> .....	46
TRANSPORTATION SUPERVISOR.....	46
COMPLAINT PROCESS .....	47
Suspension of Bus Privileges.....	48
<b>Ridesharing Services and Taxis Policy</b> .....	48
<b>Personal Communication Devices Policy</b> .....	49
Cell Phone Policy.....	49
Other Electronic Devices.....	49
Computer and Internet Use .....	50
Social Networking.....	50
<b>Extended Care Program</b> .....	51
<b>Academic Honesty Policy</b> .....	52
Definition of Academic Honesty .....	Error! No bookmark name given.
TEXTBOOKS AND INSTRUCTIONAL MATERIALS .....	54
Distribution and Access Students .....	54
Care and Protection .....	54
Parental Review and Access of Instructional Textbooks and Instructional Materials .....	54
<b>Academic Information</b> .....	54
Standards .....	54

Curriculum Materials .....	55
Reading/Language Arts:.....	55
Mathematics .....	55
Science .....	55
Social Studies .....	55
Grading.....	55
Student Assignment.....	55
Report Card/Progress Reports.....	56
Kindergarten .....	56
Grades 1 – 5 .....	56
<b>Third Grade Commitment Law .....</b>	<b>56</b>
Promotion of Students to Third Grade.....	56
Weekly Graded Papers & PowerSchool.....	59
<b>Promotion and Retention Policy (K-8).....</b>	<b>61</b>
Exceptional Children .....	63
Gifted and Talented .....	64
<b>Title I Campus Parental Involvement .....</b>	<b>64</b>
Purpose .....	64
Part I. General Expectations .....	65
Part II. Description of How School Will Implement Required School Parental Involvement Policy Components.....	66
Part III. Shared Responsibilities for High Student Academic Achievement.....	68
Part IV. Discretionary District Wide Parental Involvement Policy Components .....	68
<b>Technology Use Policy.....</b>	<b>68</b>
<b>Harassment, Intimidation, Bullying &amp; Cyberbullying .....</b>	<b>68</b>
A. Definition .....	36
B. Reporting .....	36
C. Investigation .....	37
D. Procedures for Other Prohibited Conduct .....	37
E. Retaliation Prohibited .....	37
<b>Additional Parent Information .....</b>	<b>68</b>
Behavior .....	Error! Bookmark not defined.
Southern Avenue Charter Elementary School Wide Rules and Expectations .....	Error! Bookmark not defined.
General Behavioral Expectations.....	Error! Bookmark not defined.
Public Displays of Affection .....	Error! Bookmark not defined.
Language on Campus.....	Error! Bookmark not defined.
Disciplinary Referrals .....	Error! Bookmark not defined.

Behavior Notifications .....	Error! Bookmark not defined.
Suspensions .....	Error! Bookmark not defined.
Suspension Logistics: .....	Error! Bookmark not defined.
<b>Bullying/ Harassment/ Intimidation Policy .....</b>	<b>Error! Bookmark not defined.</b>
Bullying or Cyberbullying, Harassment, Intimidation .....	34
Reporting an Incident .....	34
Due Process.....	36
A. In-school Suspensions and Suspensions.....	Error! Bookmark not defined.
C. Expulsion.....	Error! No bookmark name given.
<b>Additional Information About School Wide Behavior.....</b>	<b>70</b>
S.A.C.S DEMERIT SYSTEM.....	70
DESCRIPTION OF DEMERITS .....	72
Parent Complaint.....	89
Section 504 Due Process Hearings .....	Error! No bookmark name given.
1.Grievance Procedures.....	Error! No bookmark name given.
1. Informal Grievance .....	Error! No bookmark name given.
2. Formal Grievance.....	Error! No bookmark name given.
<b>Tobacco/Alcohol/Drugs/Gun Notice.....</b>	<b>92</b>
Tobacco/Alcohol-Free School Notice .....	92
Gun-Free School Notice .....	92
Drug-Free School Notice.....	Error! No bookmark name given.
Southern Avenue Charter School .....	96
AI PROHIBITED USE POLICY.....	96
Employees and Other Authorized Users .....	96
1. PURPOSE .....	96
2. SCOPE.....	96
3. DEFINITION .....	96
4. PROHIBITED ACTIVITIES .....	96
5. REASONS.....	96
<b>AVAILABILITY OF STUDENT and PARENT HANDBOOK ONLINE .....</b>	<b>Error! No bookmark name given.</b>
<b>RECEIPT OF STUDENT/PARENT HANDBOOK.....</b>	<b>99</b>
<b>Kaleidoscope (Creative Arts) Musical Instruments and Materials .....</b>	<b>100</b>
Distribution and Access Students .....	100
Care and Protection .....	100
<b>Parents as Reading Partners.....</b>	<b>101</b>
Parents as Reading Partners Reading Agreement.....	102
Family Support Contract .....	103









development activities. These activities will provide the foundation for the child to perform successfully in the middle grades. **The evidence will be the ability of a child entering the sixth grade reading on grade level and ready to further learn.** Special emphasis will be focused on the development of knowledge, skills, and abilities of the scholar, as determined by grade level performance on TCAP/TN Ready, the state’s measure of accountability.

#### **Philosophy**

- We believe that every child has an obligation and a duty to learn, and we have the responsibility to teach that child.
- We believe that a child’s mind is like an “empty vessel” waiting to be filled.
- We believe that every child can learn and be successful in a learning environment that is safe, non-threatening, and cognitively compatible.
- We believe that success in the early grades is critical for future success in school. A child who learns early increases his learning capacity forever.
- We believe that learning deficits can be prevented through intervention in the early grades; improved curriculum and instruction; individual attention; and support from families.
- We believe it is our responsibility to find that child, where he/she is, and provide those experiences he needs to be academically, creatively, socially, and culturally successful.
- We believe that we teach children, “not” reading, writing, languages, math, social studies, science, music, or physical education.
- We believe that if children have not learned, the teacher has not taught. It is the responsibility of the teacher to provide children with engaging work that ensures that they learn what is expected.

#### **Central Office Staff**

<b>Elise Evans</b>	Founder and Executive Administrator
<b>Denise Dill</b>	Chief Operating Officer
<b>Walter Evans II</b>	HR Director
<b>Lois Madison</b>	HR Specialist
<b>Ebony Turner</b>	HR Generalist
<b>Ervin Pace</b>	Special Programs Director
<b>Jeffrey Cathey</b>	Payroll

#### **Administration**

<b>Chiquita Perry</b>	Principal/ Instructional Leader
<b>Manessa Parker</b>	Assistant Principal/ Instructional Facilitator/Building Testing Coordinator
<b>Teena Smith</b>	Instructional Facilitator /Curriculum Coordinator/ Title I Coordinator
<b>Terrell Mitchell</b>	Emergency Management

**Linda Hicks** Professional Counselor (K – 5)

**J. Christian Evans** Information (IT) Information Technology

## Board of Directors

The **Governing Body/Board of Directors** for Southern Avenue Charter School is fully constituted and functioning. Below is a list of their names, titles, and experience. Each has a proven record of community involvement and concern for the education of our children. The Board of Directions is fully capable of leading this school of excellence and providing a breadth of educational opportunities for our children. The Board meets the second Tuesday of the month (quarterly – August, November, February, and May) in the Reynolds-Hyde SACS School Library.

<b>Mr. Stanley Burton</b> <b>Acting Chair</b> State of TN Veterans Employment Representative	<b>Mr. Anthony Amos</b> <b>Board Member</b> Retired CDC Chemist & MATA Executive
<b>Mr. Edward McCain</b> <b>Board Member</b> Parent Representative	<b>Pastor Arnell Morris</b> <b>Board Member</b> Pastor: Messiah Fellowship COGIC Firefighter/Paramedic
<b>Ms. Stephanie Walker,</b> <b>Secretary</b> Retired Federal Express Corporation Sr. Information Planning Analyst	<b>Mrs. Tania Maria Incio</b> <b>Board Member</b> Spanish Teacher
<b>Mr. Sidney White</b> <b>Board Member</b> Retired Chemist & MATA Executive	<b>Ms. Regina Covington</b> <b>Board Member</b> Parent Representative
<b>Mrs. Carolyn Goodwin-Willett</b> <b>Treasurer</b> Kiddie College Childcare, Entrepreneur	<b>Judge Walter Evans</b> <b>Board Member</b> Retired Shelby County Chancery Court Judge
<b>Ms. Kathryn Smith</b> <b>Board Member</b> SPED Assistant	<b>Ms. Gwendolyn Boykin</b> <b>Board Member</b> Retired Educator
<b>Atty.. Dell Stiner</b> <b>Board Member</b> Retired Family Law Attorney	<b>Tyrus Perry</b> <b>Board Member</b> Retired Educator

### **F.E.R.P.A. Rights**

In 1974, the Family Educational Rights and Privacy Act (Buckley Amendment) Public Law 93–380, §438, was passed to ensure confidentiality of student records. Parents (custodial and noncustodial) and legal guardians have the right to inspect and review the accumulative and special education records of their child by making a written request to the official having custody of the records. The official shall have a reasonable time, not to exceed 45 days, to produce the records.

If the parent or guardian objects to the inclusion of any item or document in the record, a written statement identifying the specific item or document objected to and the basis of the objection must be filed with the custodian of the records. The custodian of records in the school is the principal. A conference with the custodian or his designated representative may then be scheduled in an attempt to resolve the matter informally. If not satisfied with the results of this informal resolution, the parent or guardian may make a written appeal to the Executive Director or his designated representative. A hearing shall be scheduled within 30 days of the receipt of the written appeal. A full and fair opportunity to present relevant evidence will be granted.

## **School Communication**

### **Calendars**

Southern Avenue Charter School (SACS) distributes a calendar booklet at the beginning of the school year that outlines the academic year. SACS calendars and events are also posted on the school website at [www.southernavecharterschools.org](http://www.southernavecharterschools.org). Please understand the calendar is subject to change. SACS will communicate updates via social media, robo texts, newsletters, and/or the Class Dojo app.

### **Monthly Newsletters**

The school newsletter is published monthly and sent home with students the first Wednesday of the month. These publications are the primary source of up-to-date information about the school and upcoming activities and events. Copies of the newsletter are also posted on the school website [www.southernavecharterschools.org](http://www.southernavecharterschools.org).

### **Conferences and Communication**

Open communication between parents and teachers is critical, and parent-teacher conferences or contacts are an important component of that communication. Parents should contact teachers during the year to discuss academic or social/emotional progress of their child/children by calling, sending in a note, or emailing the teacher(s). A teacher may also request a conference during the year to discuss with the parent/guardian student's progress, behavior, and/or an area of concern.

Southern Avenue Parents are required to attend at least one Parent Teacher Conference during the school year. (Parent/Teacher conference dates: September 11<sup>th</sup> and January 29<sup>th</sup> from 4pm-7pm.)

### **Contact Information**

It is the Parents responsibility to notify the Office Staff and Teachers when telephone numbers and address information changes. Parents, please keep the school informed of record changes.

### **School Website & social media**

Visit our school website for information: [www.southernavecharterschools.org](http://www.southernavecharterschools.org)

Like us on **Facebook**: Southern Avenue Charter Schools

Follow us on **Instagram**: @sacsmemphis

Join [Southern Avenue Charter](#) School on the Class Dojo App

Update phone numbers to receive RoboText

## **Admission and Enrollment**

### **Residence**

Pupils are required to attend school between the ages of 6 – 17, both inclusive, unless withdrawn in accordance with legal requirements. (T.C.A. 49-6-3001). Educational services will be provided for homeless students in accordance with local, state, and federal guidelines.

**NOTE:** A homeless child (defined in McKinney-Vento Homeless Assistance Act) lacks fixed, regular and adequate residence or has a primary residence in a supervised publicly or privately operated shelter for temporary accommodations, a public or private place not designated for use as regular sleeping accommodations for humans. For further information, please contact Executive Administrator and Founder, Elise Evans, Central Office, at 901-332-8515.

Southern Avenue Charter School will gladly receive parents interested in enrolling a child in grades K – 5, who have been zoned for a Shelby County School based on their home address; however, Southern Avenue Charter School reserves the right to interview all applicants and parents to:

- Assist in grade assignment, request documents, and recommendations from other schools, medical professions, or institutions.
- Secure parental participation and cooperation in the family Support Program which includes volunteer hours, fundraising, nightly parent/child reading time, bringing their children to school on time every day, and dressed in clean uniforms and ready to learn.
- Secure cooperation from the parent and child in abiding by the school's mission, rules and regulations.
- Be assured that the child will refrain from violent acts towards himself or others or the school.

Children will be admitted on a first come, first served basis, except for siblings of children already attending the school. If there is available space, a child is considered enrolled when Southern Avenue Charter School receives the child's application, report card, shot records, documentation verifying assignment to school on failing school's list, signed parent Contract of Agreement for participation in the Family Support Program, etc. Notification of acceptance will be sent to the parent verifying acceptance of the child in the school. If the parent has not completed the required registration process within a two-week period, the registration will be null and void.

If there is no space open for new enrollees when inquiries are made about registration, the child's name will be placed on a "waiting list" until space becomes available. The "waiting list" will be published to avoid any question of impropriety and a lottery will be conducted

#### **Proof of Residence**

The parent/guardian/custodian having lawful control of student will be required to provide two of the following items showing the parent/guardian/custodian's name and address, to prove residency:

- Most recent MLGW bill
- Mortgage statement or deed
- Lease or rental contract
- Public assistance / benefits documents
- Driver's license

#### **Custody Issues**

Only the residence of the parent with legal custody may be used for registration. In cases where parents have joint custody, only the address of the parent named as the primary residential parent may be used for registration. The parent whose residence qualifies the child to be registered is the parent the school personnel will consider the *custodial parent*. The non-custodial parent may receive school records when a written request is given to the school principal in compliance with T.C.A. 49-6-902 or T.C.A. 36-6-104.

#### **Student Enrollment**

A child must be 5 years of age on or before August 15 for the 2024-2025 school year to be admitted to kindergarten. All children entering first grade must have attended an approved kindergarten. Any transfer student legally enrolled as a first-grade student in another state, making an application for admission, shall be eligible for enrollment in Southern Avenue Charter School.

***Students enrolling in kindergarten who have not previously enrolled in any school will furnish the following:***

- ***Certified Birth Certificate***
- ***Proof of Immunization***
- ***Physical Examination Record:*** *Physical examinations are a requirement for entry into kindergarten or new students entering a TN school for the first time within 12 months prior to enrollment. Out-of-state physicals for entering students in kindergarten or a TN school for the first time are acceptable; however,*

*documentation on the TN Immunization Certificate is necessary for submission to the school along with all immunizations transferred to the TN Department of Health Immunization Certificate. Proof of physical exam is required.*

## **Student Health Policy**

### **Immunizations**

No student entering SACS will be permitted to enroll/attend without proof of immunizations. Parents are responsible for immunizing children and provide appropriate proof to the principal. Each student is required to have a current (up to date) immunization record signed by a healthcare provider upon admission to the school. If a student's immunization record is incomplete at entry, written documentation from a certified healthcare provider must be submitted to the school. Incomplete immunization forms accepted with healthcare provider documentation will be given 15 days to submit completed immunization forms. Your child must have two MMR shots if he/she is five years of age or older. **Health immunizations are required at the time of admission and are the responsibility of the parent/guardian.** Routine student record audits are performed to ensure all student files are in compliance with state regulations. Immunization records found to be incomplete or out of compliance could result in the student being removed from school until the parent/guardian has submitted a physician signed, up-to-date immunization record.

The only accepted form is an official TNDOH certificate of immunization filled out by a medical professional. If a parent wishes to receive an exemption for immunization, they must file a signed statement that expresses a religious or medical exemption. A medical exemption requires a doctor's note.

### **Waiver of Immunization Requirements**

State law (T.C.A. §49-6-5001) provides waiver of immunization requirements under the following conditions.

1. Absent epidemic or threat of epidemic, parents may object in writing, when immunization conflicts with the teachings and practice of a well-recognized religious denomination to which the parents adhere. However, if an epidemic or threat of epidemic occurs, objections on the behalf of religious teaching are invalid.
2. Certificate in writing from a physician stating that such immunization would be harmful to the student involved is provided to the school for the student's permanent file.

### **Medication**

State law governs the taking of medication by students at school. Any time prescription medication is to be given by the school nurse or school personnel, the medication must be in the original, pharmacy-labeled container. The pharmacist's label must be attached and must describe the type of medication dosage, how often the medication is to be taken, the student's name and the prescribing doctor's name. **The medication label must match the medical document on file. The medication must be delivered to the office by the parent/guardian of the student along with a physician signed and completed "Medication Authorization" form.** The form should include clear instructions for administering medication. Non-prescription medication WILL NOT be administered during school. Students are not allowed, nor will they be permitted to bring medication to school to be stored in the classroom, student's desk, student's backpack, or cubby area.

### **Communicable Disease**



Communicable diseases are those diseases that may be transmitted person-to- person, food, water and or animals and are the most common cause of school absenteeism. The following includes the most common communicable diseases seen on school campuses:

- Ringworms
- Acute contagious conjunctivitis (pink eye)
- Chicken Pox
- Head Lice
- Influenza (flu)
- Mononucleosis

Southern Avenue Charter School is aware that infections in schools are common. However, we are dedicated to educating our faculty and staff on the signs and/or symptoms of these diseases and in preventive measures to minimize the spread of such infections. The following guidelines will be used to prevent and minimize the spread of infections in our school:

- If a faculty/staff member has reason to believe that a student has a communicable disease, he/she shall immediately report this information to the Special Programs Director or designee.
- The Special Programs Director or designee will remove the student from the classroom.
- If the school nurse is available, the Special Programs Director or designee will consult with the nurse to evaluate the suspected condition of the student.
- The Special Programs Director or designee will notify the parent and recommend the parent pick up the student and have the student see a physician.
- Upon receiving confirmation from the parent/guardian and healthcare provider that the student **does not** have a communicable disease, the student may return to school.
- **Upon receiving confirmation from the parent/guardian and healthcare provider the student does have a communicable disease, the student will not be allowed to return to school until he/she has been cleared by a healthcare provider.**
- **Upon return to school, the parent must provide documentation from the healthcare provider clearing the student.**

## **SICK STUDENT POLICY**

### **Guidelines for Keeping Sick Children Home**

Please note if the scholar is sent home with any of the symptoms below the scholar will need a doctor's note to return to school

- Coughing/Sore throat
- Shortness of breath
- Nausea/ Vomiting
- Diarrhea
- Headache
- Fever at or above 100.4

**COVID-19:** Please keep your child at home if he/she has a fever of 100.4° or higher, is coughing, experiencing shortness of breath, has a decrease in sense of smell or taste, has a sore throat or has muscle aches or pains. A doctor's note is required for their return.

**Colds:** Please keep your child at home if he/she has a fever of 100° or greater or is experiencing discomfort that would interfere with his/her ability to perform in school. (i.e. uncontrollable coughing, severe lack of energy). If your child experiences green nasal discharge that continues throughout the day, or a cough lasting longer than ten days, or is accompanied by fever or chills and is productive of discolored sputum, consult with your physician. A doctor's note is required for their return.

**Conjunctivitis (Pink-eye):** Following a diagnosis of bacterial conjunctivitis, the child may return when eyes are clear. Students with viral infection may return when eyes are clear.

**Diarrhea/Vomiting:** A child with diarrhea and/or vomiting should stay at home and return to school only after being symptom-free for 24 hours. A doctor's note is required for their return.

**Fever:** A child should remain at home with a fever of 100° or greater. The child can return to school after he/she has been fever free for 24 hours (without fever-reducing medicine such as Tylenol or Motrin). A doctor's note is required for their return.

**Head Lice:** A child with head lice should stay home until after the first treatment with a medicated head lice product. Following the treatment, parents or guardians will need to remove lice with a fine-toothed nit/lice comb.

**Impetigo:** A child with impetigo may return to school 24 hours after treatment has begun. A doctor's note of proof of prescription is recommended.

**Rashes:** Common infectious diseases with rashes are most contagious in the early stages. A child with a suspicious rash should return to school only after a healthcare provider has made a diagnosis and authorized the child's return to school.

**Strep Throat:** A doctor's note is required before a child who's had strep throat returns to school

### **Additional information**

**Meningococcal:** As of August 7, 2023 keeping up to date with recommended vaccines is the best way to protect against meningococcal disease. Two meningococcal vaccines (MenACWY and MenB) provide protection against the five serogroups that cause most meningococcal disease in the US (serogroups A, B, C, W, and Y). CDC recommends meningococcal vaccines for preteens, teens, and people with certain medical conditions, travel plans, or jobs. The recommendations for the use of these vaccines differ:

- Meningococcal ACWY vaccine is recommended for all adolescents at age 11-12 years with a booster dose at age 16 years.
- Meningococcal ACWY vaccine is recommended for children aged 2 months through 10 years who have an increased risk of infection due to certain medical conditions, travel, or an outbreak.
- Teens and young adults (16 through 23 year olds) may also get a MenB vaccine, preferably at 16 through 18 years old. CDC does not routinely recommend this vaccine and asks that parents and healthcare professionals discuss the risk of disease and weigh the risks and benefits of vaccination before deciding. People need multiple doses of a MenB vaccine for best protection and must get the same brand for all doses.
- Meningococcal B vaccines are recommended for people aged 10 years or older who are at increased risk for serogroup B meningococcal disease, including people at risk because of an outbreak. Please see the website below for more information.

<https://www.cdc.gov/vaccines/vpd/mening/public/index.html>

●**Influenza:** All scholars of Southern Avenue Charter School have the option to take the influenza vaccine during the annual influenza vaccination period. Vaccines will be offered free of charge at various times and locations.

●**Flu:** Please keep your child at home if he/she has **any type of flu and should stay home until at least 24 hours after their fever has gone away on its own (without the help of fever-reducing medicines)**. A doctor's note is required for their return.

Please see the website below for more information.:

<https://www.scsk12.org/Health/files/2022/RSV%20FLU%20Guidance%20English.pdf?PID=2221>

#### **Lead Prevention Information (Please See Appendix for Signed Policy and MSCS 3008)**

1. [Lead FAQs](#)

<https://www.shelbytnhealth.com/516/Lead-FAQs>

2. Lead Resources

<https://www.shelbytnhealth.com/513/Lead-Resources>

3. More Information on CLPPP

<https://www.shelbytnhealth.com/512/More-Information-on-CLPPP>

#### **Lead Testing Information**

If you are concerned that your child might be at risk for lead poisoning, talk with your doctor, your child's pediatrician, or contact the Shelby County Childhood Lead Poisoning Prevention Program (CLPPP) at 901-222-9582 or by email for information on screening and testing for lead poisoning.

Lead testing is provided at most Shelby County public health clinics by appointment as a part of EPSDT screenings (Early and Periodic Screening, Diagnostic and Treatment) for children aged 0 to 5 years old. Call 901-222-9980 for more information or to make an appointment.

**\*If your child(ren) exhibits any of these symptoms at school he/she will need to be evaluated by a Healthcare Provider. A doctor's note is required for their return to school.**

## **School Closure Procedures**

### **Emergency Closing**

In making the decision to close schools, the Executive Director or designee shall consider many factors, including the following principle ones relative to the fundamental concern for the safety and health of students:

1. Weather conditions, both existing and predicted;
2. Driving, traffic and parking conditions, affecting public and private transportation facilities;
3. Actual occurrence or imminent possibility of any emergency condition which would make the operation of schools difficult or dangerous;
4. Inability of teaching personnel to report for duty which might result in inadequate supervision of students.

In the event schools are closed due to inclement weather or other calamity, all extracurricular activities scheduled for those days will be canceled or postponed. The decision will be made as early as possible, generally about 5:00 am. Media outlets will be notified no later than 5:30 a.m. The Executive Director or designee will notify and post a notice on the school website, social media account, or via robocall. Parents and families will also be notified via social media and robocall no later than 6:30 a.m. SACS generally follows Memphis Shelby County Schools (MSCS) school closure decisions.

### **Delayed Opening**

If the Executive Director or designee decides to delay the opening of school, proper notification procedures will be followed.

All staff, including the teacher will be on a 1-hour delay. Staff should report no later than 1 hour after their regularly assigned start time (1-hour staff delay). All staff shall assist in the supervision of students during arrival times to ensure student safety. School principals/administration will coordinate and assign duty safety posts for all staff. Classes will start 2 hours after their assigned time.

### **Early Dismissal**

If the Executive Director decides to dismiss school early, the procedure shown below will be followed for early dismissal of students:

- Students will be released from school only after the principal has determined that appropriate notice has been given to parents or guardians. Proper sign out and safety procedures should be implemented.
- Staff members should accompany students on the bus to ensure adult supervision is available and document safe release to an authorized adult.
- All school site staff may be released by the school principal when they are no longer needed to supervise students.

## **Attendance, Absences, Tardiness, Truancy, and Withdrawal**

### **Attendance**

The Tennessee State Compulsory Attendance Law (T.C.A. §49-6-3001 and T.C.A. §49-6-2007) requires that pupils of legal age attend school (ages of six and seventeen years, both inclusive) unless special circumstances arise which temporarily or permanently excuse the student from attendance. This also applies to five (5) year old students who have attended school for six (6) weeks. By state law, the student's school year shall consist of a minimum of 180 teaching days exclusive of all vacations, as approved by the board of education. (T.C.A. §49-6-3004)

Punctuality and regular attendance are necessary for academic success. Children must attend school everyday in order to keep up with the daily work and to fully grasp the concepts that are presented each day. Regular attendance also helps the student develop a sense of responsibility and discipline.

Southern Avenue Charter School believes that regular attendance is a necessary requirement of all students. All students are expected to attend school on each day that school is officially in session and remain at school for the entirety of the school day. Only the following reasons will be considered for **excused absences**:

1. Illness, injury, homebound circumstance, or hospitalization of a student. SACS may require a parent conference and/or physician verification to justify absences after the accumulation of ten (10) days of absence or three consecutive absences (whichever comes first) during a school year. Notes must be date specific and will be required for subsequent absences beyond three (3) days.
2. Death or serious illness within the student's immediate family.
3. When the student is officially representing the school in a school sponsored activity or attendance at school-endorsed activities.
4. Special and recognized religious holidays regularly observed by persons of their faith. Any student who misses a class or day of school because of the observance of a day set aside as sacred by a recognized religious denomination of which the student is a member or adherent, where such religion calls for special observances of such day, shall have the absence from that school day or class excused and shall be entitled to make up any school work missed without the imposition of any penalty because of the absence.
5. A court order; a subpoena; and/or a legal court summons.
6. Extenuating circumstances over which the student has no control as approved by the principal.
7. When the student is officially representing the school in a school sponsored activity or attendance at school-endorsed activities.
8. Special and recognized religious holidays regularly observed by persons of their faith. Any student who misses a class or day of school because of the observance of a day set aside as sacred by a recognized religious denomination of which the student is a member or adherent, where such religion calls for special observances of such day, shall have the absence from that school day or class excused and shall be entitled to make up any school work missed without the imposition of any penalty because of the absence.
9. A court order; a subpoena; and/or a legal court summons.
10. Extenuating circumstances over which the student has no control as approved by the principal.

**All absences other than those outlined above shall be considered unexcused.**

Parents may appeal unexcused absences to their child's school principal (or designee). The appeal must

be: (1) in writing and include documentation necessary to support the appeal; (2) submitted within five

(5) school days of the parent's receipt of the first official attendance letter generated by the District that is referenced in policy 6016 Truancy District; and (3) based on one or more of the allowable reasons for excused absences outlined in this policy. Within five (5) school days of receipt of the request for appeal, the Principal (or designee) shall review the appeal, meet with the parents to allow them an opportunity to be heard, and render a decision regarding the appeal. The decision of the principal (or designee) that is compliant with applicable law and district policy is final. (This appeal process for determining unexcused absences is ancillary to a truancy decision rendered by a juvenile court judge as described in TCA 49-6-3010.) Questions regarding school-level decisions may be directed to the principal and front-office.

- On the day the student returns from the absence, she/he must bring a note to document the excused absence. A student's absence will be considered unexcused if a properly documented note is not turned in to the office within two days of the absence.
- TN law requires students to attend school. Students will be considered truant after three "unexcused" absences. We will adhere to the SCS Policy 6010 to deal with truant students.
- Students who are absent from school cannot attend or participate in school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence, unless the school Director has given advance permission.
- Since missing class affects academic achievement, repeated absences may be reflected in the student's grades. If a student is repeatedly absent the principal, teacher(s), student and parent or guardian will meet to address the issue. Excessive absences will not be tolerated. If a student is absent with or without excuse for more than 10 days of the school year, unless in extreme situations, that student may be retained and unable to proceed to the next grade level.
- Any class work, homework, projects, quizzes, or exams — including midterms and finals — missed during unexcused absences will be counted as a zero and cannot be made up. During in-school suspensions, completed homework will receive credit, and all missed quizzes and tests may be completed in a timely manner.

#### **Unexcused Absences**

- Attendance notices will be sent to parents of students with 3 unexcused absences. A referral will be made to the Principal and the Principal or Designee will schedule a meeting with the parent/guardian to assess the student's absences and determine strategies to address attendance. ***Two attempts will be made to contact parents/guardians in writing of attendance to date (absences, tardies, and early checkouts), potential consequences, and penalties for failure to comply.***
- A student with 3 or more unexcused absences will be considered **TRUANT**. Schools are to notify the District Attorney General according to Tennessee State Compulsory Attendance Law (TCA 49-6-3007).

#### **Tardies**

Any student arriving at school after 8:01 am is considered tardy. Parent/Guardian must accompany the student to the office and sign the student in. The student will receive a tardy pass to class. **Students will not be allowed to be tardy more than 3 times a month. Excessive tardiness after 3 times will result in an overnight suspension.**

#### **Excused Tardy**

A tardy resulting from events beyond the student's control, such as:

- An accident
- Area power outage
- Medical or dental appointment (documentation required)
- Other reasons determined by the principal or designee as acceptable

### **Unexcused Tardy**

Tardies other than those outlined above shall be considered **unexcused**. Incidents such as:

- Oversleeping
- Errands
- Car trouble
- Similar reasons determined by the principal or designee as unacceptable are **unexcused**.

*Documentation will not obligate the principal or designee to excuse an unexcused tardy.*

- Attendance notices will be sent to students with **3 or more unexcused** tardies. Two attempts will be made to notify parents in writing or home visit of unexcused tardies and potential consequences.
- A student with **3 or more unexcused tardies** will be referred to the principal. The principal or designee will schedule a meeting with parent/guardian to discuss and assess the student's attendance, potential consequences and failure to comply.

### **Parent Responsibility**

Parents of school age (K-5) are responsible for his/her child's regular on-time school attendance. All students are expected to attend school each day that school is officially in session. We recognize that illnesses and or other emergent situations may occur that may cause a student to be absent. Please follow these guidelines when your child is absent:

- Parent/Guardian will provide their child with a signed, written statement accounting for the reason and date(s) of the absence to be presented upon the child's return to school for excused absences. *If a written statement is not received in the office within two (2) days of the student's return, the absence will be considered unexcused.*
- **Early dismissal will not be permitted under any circumstances, unless accompanied with medical documentation. No early dismissal/pick-ups will be allowed during TCAP Testing at all.**
- **Students will not be permitted to enter the school building after 8:15 a.m., unless they have a medical excuse.**
- **Students will not be allowed to be tardy more than 3 times a month. Excessive tardiness after 3 times will result in an overnight suspension.**
- If the student is absent 3 or more consecutive days due to illness, a note from a physician is required upon student's return to school for excused absences.
- Absences not accounted for in writing by the parent or physician will be documented as **unexcused**.

### **Truancy Policy**

Unauthorized absence from school is considered truancy and will be treated as such. This includes absence from any class, study hall, or activity during the school day for which the student is scheduled and remedial programs that are offered at no cost to parents provided that prior to requiring the student to attend the program a commitment of transportation is provided to those students who qualify for transportation to and from school. The principals, in coordination with any teachers who provide instruction to a student and any other appropriate school faculty, shall make the decision to require the student's attendance at such remedial instruction occurring outside of the regular school day, including but not limited to programs conducted during the summer and after the conclusion of the regular school day pursuant to state law.

### **Make-up Work**

Attendance should be necessary for passing grades. Students should make every effort and be afforded the opportunity to make up work missed due to excused and unexcused absences. In the event of an excused absence, students are expected to request missed work and submit completed assignments within one instructional day upon receipt (*Ex: Student missed school on Tuesday and returned to school on Wednesday. Student/Parent should request the missed work and submit the completed assignments to the teacher on Thursday..*)

In the event of an unexcused absence one day of make-up time shall be allowed for each day of unexcused absence, unless otherwise extended by the school or extended based on law or policy. This provision shall also apply to short-term suspensions. Students and/or their parents should work with the teacher for assistance in making up work (e.g., obtaining make-up work/assignments, participating in available tutoring/requesting tutoring, etc.)

### **Withdrawals**

If you are moving or withdrawing your student from school, please call or notify the school in person three **(3) days prior** to the withdrawal date. This will give the school sufficient time to complete the necessary paperwork and schedule an exit interview with the principal or designee. **Please note that all fees must be paid in full for any type of record release.**

### **Student Verification**

A student verification letter request will require a 24-hour notification period. This will allow our administrative team adequate time to properly document and verify your child's enrollment, attendance, etc. during the requested time period.

### **Change of Information**

Please notify the school immediately if there is a change in your address, telephone number, emergency contact, etc. It is important that our records are kept up to date in the event that your child becomes ill or injured.

### **Home Bound Services**

#### **Eligibility**

To participate in the Homebound Program at Southern Avenue Charter Schools, students must meet the following criteria:

- 1. Certification by a Licensed Professional:** The student must be certified by a licensed physician, clinical psychologist, psychiatrist, or neurologist who can provide documentation stating that the student is expected to be absent from school due to a physical or psychiatric condition for a minimum of 15 consecutive days.
- 2. Confinement to Home, Hospital, or Facility:** The student must be confined to their home, hospital, or another medical facility due to their condition, which prevents them from attending school in person.
- 3. Ability to Participate and Benefit:** The student must have the ability to participate in and benefit from an instructional program. This means that despite their physical or psychiatric condition, the student can engage in educational activities and make progress in their learning.
- 4. Undergoing Medical Care:** The student must be currently undergoing medical care for an illness or injury. This medical care can include treatment, therapy, or other interventions necessary for their well-being.
- 5. Ensuring Health and Safety:** Instructional services for the student can be provided without endangering the health and safety of the instructor. This requirement ensures that the student's condition or circumstances do not pose any significant risks to the well-being of the instructors or other involved parties.



**6. Enrollment at Southern Avenue Charter School:** The student must be enrolled in a Memphis School of Excellence school prior to being referred for homebound services. Enrollment in an MSE school is a prerequisite for accessing the Homebound Program.

**7. Homebound Agreement:** The student's parent or guardian must sign the homebound agreement, which outlines all the policies and procedures associated with the program. By signing the agreement, the parent or guardian acknowledges their understanding and compliance with the requirements of the Homebound Program.

To initiate the homebound application process, parents must contact the school's designated homebound liaison. The liaison will guide the parents through the necessary steps and provide them with the required forms and documentation.

### **Arrival and Dismissal Procedures**

#### **School Hours**

Monday – Friday 7:30 am – 2:45 p.m.  
After School Snack Program 2:46-3:00 p.m.  
Carpool 3:01- 3:15 p.m.  
Office Hours: 7:30 am – 3:15 p.m.

#### **Before and After Care Hours**

6:00am - 7:30am (Before-Care students only may enter the building)  
3:30pm - 5:30pm (After-Care)

#### **Drop-Off Location**

Parents are to drop students off at the back door via the carpool line (K-2 building) and at the side cafeteria door entrance via the carpool line (3<sup>rd</sup>-5<sup>th</sup> building). *For safety purposes do not park in the carpool area nor drop students off prior to pulling up and stopping at the specified drop-off door.*

**8:01 AM** – Students are considered **late** and will need to be signed in by parent/guardian (over 18 years old) and will receive a late pass from the office/covid team. *Students arriving late to school **2 times** will be issued a warning for tardiness per quarter, and parents will be called for a conference with the principal. Continued tardiness **6 or more times per quarter** will be referred to the Executive Administrator. Please note, excessive tardiness could possibly impact a student's success because of missed instruction and assignments. **If you have extenuating circumstances, please contact the school's main office.***

### **Dismissal, Afternoon Carpool Pick Up & Early Check-Out Procedures**

All children are expected to leave the school grounds immediately upon dismissal and no student is to be left on the property 30 minutes after the dismissal time unless they're in after school care; doing so may result in the contact law enforcement.

A teacher may not dismiss a child from the classroom during the school day. This must be done through the office and the parent or guardian must sign the child out of school. Proper identification is required before a student is released. Children will not be dismissed after the 7<sup>th</sup> period and must wait until the proper dismissal time, except in cases of extreme emergency with administrative approval.

If you wish to check out your student prior to the end of instructional time and/or the end of the school day, you must do so prior to 2:30 pm. Early check outs for illness, doctor appointments, emergencies, or other reasons that the principal deems necessary and reasonable are **excused**. Students will not be called to the office for dismissal after 2:30pm. Changes to your child's dismissal plan must be made in writing; phone calls are only acceptable in emergency situations. These procedures ensure the safety of our students, decrease the number of classroom interruptions, and will avoid any confusion regarding dismissal. In the case of a family emergency, please contact one of our administrators. Documentation is required to excuse an early dismissal. Records will be kept documenting the number of days a student checks out early. **Excessive incidents of unexcused early checkouts will be referred to the principal and may result in disciplinary action or other appropriate action.** Having more than 3 unexcused early dismissals per quarter will result in an overnight suspension.

### **Early Dismissal**

Early dismissal should be avoided. For safety and because of student drop off and pick up procedures, no child should be released 30 mins before the dismissal bell. Repeated late pick-ups will result in administrative conferences or a referral to the school social worker. We ask that parents make doctor and dentist appointments after school hours when possible. Otherwise, your children will miss activities that cannot be made up the next day. Please note that all early dismissals are logged onto the School Database and PowerSchool. Students will be released only to those persons listed on the registration. Identification must be shown to release students. If your child is to be released to another adult, written permission **MUST** be given by the parent and approved by the principal or designee. Due to security reasons we cannot grant telephone requests for students to leave early. All students must be signed out through the school office. These procedures are designed to protect our students. Your help in maintaining a safe environment for our students is greatly appreciated.

### **Carpool Pick-Up & Drop-Off**

In order to avoid difficulty in dropping off and picking up children we are asking for your help, assistance and cooperation. Our common goal is to ensure your child's safety. By following the guidelines and procedures listed below, you will be helping us tremendously in achieving this goal.

### **FOR THE SAFETY OF OUR STUDENTS AND STAFF, CELL PHONES ARE NOT ALLOWED TO BE USED IN THE CAR LINE!**

- Morning carpool arrival promptly begins at 7:30-8am. Students will need to arrive before 7:45 am for breakfast. After 8am, an adult must walk in to check in his/her student in the main office. Pajamas are prohibited on campus.
- During morning carpool, please ensure all students are awake, and have backpacks, lunchboxes, and uniforms prior to exiting the vehicle.
- A carpool card will be given to parents to display in the vehicle windshield.
- As you enter the carpool line from Democrat Rd.; the card is displayed for staff members to easily see.
- 3:01 pm – 3:15 pm: students are dismissed by name when their car arrives
- 3:16 pm: Parents/Guardians must pick up ALL students from the K-2 building back entrance area.
- Skipping, driving over 5mph, loud music, and distracted driving is prohibited during morning or evening carpool. Please note if rules are broken a fine will be issued to the parent/guardian.
- Only allow your children to exit and enter your vehicle on the curbside. Please do this as quickly as possible so that we can keep the flow of traffic moving.
- Never leave your vehicle while in the car pick-up area. If you need to park, please pull into a parking space.
- Never ask your children to walk in front of vehicles while in the car pick-up area.
- For your child's safety and to maintain the flow of traffic, car pick-up signs with your child's name should be displayed on the front dash.

**REMEMBER:** Due to end-of-day activities and procedures, early student sign-out must be prior to 2:30

p.m. except for an extreme emergency with administrative approval. *Carpool staff members are off duty at 3:16 pm. Students that are not picked up by 3:16 pm will be placed in aftercare and charged a \$15 drop-in aftercare fee. Fee payment is due at the time of pick up. Continued late pick-ups will be referred to the principal.* Please note after 3 late pickups per Tennessee Department of Education state guidelines, your scholar(s) will be automatically enrolled in the Aftercare Program. Fees will apply the following Monday of the 3<sup>rd</sup> notice. If you do not wish to commit to Aftercare Services, pick up no later than 3:16 p.m.

### **School-Wide Intervention Behavior Plans**

Southern Avenue Charter Elementary School shall strive to promote and support appropriate behavior in students at the school by implementing behavior programs that integrate school behavior intervention strategies with all aspects of a school's support services. To this end, each school shall develop a School-wide Behavior Plan that is consistent with district policies and applicable laws.

At a minimum, the school-wide Behavior Plan shall outline the school's operating procedures for utilizing various prevention and intervention strategies and utilizing progressive discipline within the school. Disciplinary Measures Several disciplinary measures may be employed to support acceptable student behavior. Disciplinary measures include parent/administrator conference, confiscation of items, loss of privileges, detention, suspension from the bus, in-school suspension, out-of-school suspension, expulsion, and remand/alternative placement. With the exception of privileges restricted by the principal, suspension from the bus and confiscation of items, schools shall not impose multiple disciplinary measures on a student for a single offense or violation of the Code of Conduct.

The principal may restrict activities for students who accumulate a certain number of suspensions. Activities that may be restricted by the principal and the actions that may place students on restriction shall be communicated to students and parents by the principal. Confiscation of Items and/or Loss of Privileges

1. Confiscation of Items "Confiscated items" include beepers, telephone pagers, laser pointers, and cellular phones, prohibited electronic devices, and any other item prohibited by the school. Unless the school board extends the return time of confiscated items because the item or its contents may be evidence of violation of law or policy, the parent may pick up the item at the time and location designated by the principal at the close of the next school day following the day that the parent received notification of confiscation or earlier at the principal's discretion. Thereafter, the parent may pick up the device by appointment.

**Southern Avenue Charter Elementary School does not take responsibility for confiscated items and will not compensate the owner for any lost, stolen, or damaged confiscated items while in the custody of the district. Students are subject to being searched at any time while on campus per Shelby County Board of Education Searches and Interrogations.**

[https://www.scsk12.org/Policy\\_Manual/pm/6000/6027\\_SEARCHES\\_INTERROGATIONS.pdf](https://www.scsk12.org/Policy_Manual/pm/6000/6027_SEARCHES_INTERROGATIONS.pdf)

2. Loss of Privileges Students may lose privileges including, but not limited to, the following:

- Loss of classroom privileges
- Loss of extracurricular/athletic or other school-wide privileges
- Privileges restricted by the principal Before/After School Detention Students may be detained before or after the school day or required to attend Saturday school as a means of disciplinary action.

The following guidelines shall be followed:

1. The student will be given at least one (1) full day of notice before detention/Saturday school.
2. Parents/guardians will be informed before detention/Saturday school takes place.
3. Students will be under supervision of certified staff members.
4. Detention will not exceed 45 minutes after the official closing of the school day but may be administered several days in succession. MSCS Student Handbook 2025-2026.
5. Teachers must have the approval of the principal before issuing detention or requiring a student to attend Saturday school.

6. Students riding school buses will be provided an alternative to detention, or, in collaboration with the parents, assigned a later detention date.
7. Students with religious exemptions to Saturday school shall be provided with an alternative disciplinary option.

### **In-School Suspension**

The in-school suspension program includes a behavior management component that teaches students skills to improve their behavior and make good choices while allowing students the opportunity to complete their regular classroom assignments in an isolated environment. The principal has sole discretion to issue in-school suspensions.

### **Out-of-School Suspension**

Out-of-school suspensions vary in length from one (1) to ten (10) days. It is not the intent of the system to remove students from the school society for minor violations. Therefore, suspension from school should be used with caution and only in appropriate cases. The principal has sole discretion to issue out-of-school suspensions from one (1) to ten (10) days.

1. A behavioral intervention plan shall be developed for students who accumulate more than five days of suspensions during the school year.
2. Multiple suspensions shall not run consecutively; nor shall multiple suspensions be applied to avoid expulsion from school. Reasonable effort shall be made to contact the parent/guardian immediately regarding any suspension. If contact with the parent/guardian cannot be made, the student will remain at school until dismissal time except in cases of police arrest or an emergency, such as when the student's continued presence poses a danger to persons or property in the school or an ongoing threat of disrupting the academic process. Students on suspension must not be permitted to enter school property, attend class, or participate in school-sponsored activities while under suspension, unless otherwise allowed by law and/or Board policy (see TCA 49-6-3401(d) and the policy 6055 Alternative Schools) or when scheduled with the school administration to take exams.

### **Expulsion**

Expulsions vary in length from eleven (11) days to the remainder of the school year or one (1) calendar year for state-mandated expulsions. [Any single suspension in excess of ten (10) consecutive days or multiple suspensions totaling 15 days in one month is an expulsion.] The principal may issue expulsions subject to student legal due process rights regarding appeals of expulsions [suspension of more than ten (10) days] and in accordance with the district-wide Student Code of Conduct. The superintendent may modify a state-mandated one-year expulsion on a case-by-case basis.

### **Safety Assessment Associated with Expulsion**

When the student's infraction involves:

- a credible/substantive threat of harm.
- possession of a dangerous weapon (firearm, knife, taser, explosive, etc.).
- assault resulting in serious bodily injury to staff/student(s); or
- off-campus felony with a firearm,

The principal/assistant principal or designee shall:

- 1) consult with appropriate district staff responsible for IDEA (i.e., SPED and 504) to determine whether a student has an identified or suspected need for services under IDEA and hold a manifestation determination meeting if necessary; and
- 2) immediately refer the student for a safety assessment. The department responsible for safety assessment shall provide the names of students referred for safety assessment to the department responsible for attendance and discipline.

Expelled students who either chose to appeal or chose not to appeal their expulsions may, at the discretion of the parent and upon assignment by the district, participate in alternative school or may attend other appropriate educational settings during the remainder of the expulsion. The office responsible for alternative schools will inform the parents that the placement decision is being taken under advisement pending the outcome of the safety assessment. Safety assessment findings and recommendations will be utilized in making the placement

decision and in the implementation of the safety plan of the student. Students with a confirmed identified or suspected need for services under IDEA shall be exempted from this advisement period and may receive immediate alternative school placement or other appropriate accommodations. The safety assessment advisement period must be completed within ten (10) days of the original incident. If extenuating circumstance exist preventing the completion of the safety assessment within ten (10) days of the incident (e.g., failure of parental/family participation in the safety assessment), then the department responsible for alternative schools shall convene a district administrative committee to discuss and make a recommendation regarding the appropriate placement of the student and the educational services (e.g., safety plan) available for the student. The district administrative committee shall include representatives of the departments responsible for alternative schools, attendance and discipline, and coordinated school health safety assessment, 504 implementation, special education services, and, when applicable, legal services. Upon consideration of the discussion and recommendations of the administrative committee, the department responsible for alternative schools shall make the placement determination and provide a justification if alternative placement is not made.

### **STUDENT CODE OF CONDUCT (Offenses and Penalties by Category)**

The infractions of school discipline in the Memphis Shelby County School District and Southern Avenue Charter Elementary School are listed below. They are grouped into categories according to the seriousness of the offense. This list is not intended to be exclusive or all inclusive. For infractions not specifically listed below, school principals shall assign discipline in accordance with the category that appears to be comparable to the offenses specifically listed in the category. (For assistance determining the appropriate category for an offense, schools should contact the district office responsible for student discipline.)

#### **Category A – State Zero Tolerance Offenses**

1. Aggravated assault resulting in serious bodily injury upon any teacher, principal, administrator, school resource officer, or any other school employee.
2. Unlawful possession, sale, or evidence of use of drugs/narcotics at school or at a school-sponsored activity.
3. Unauthorized possession of a firearm on school property or at a school-sponsored activity.

#### **Penalty for Category A Offenses:**

- Expulsion/Suspension for 180 days Notification will be made to law enforcement authorities. Any modification of this penalty can only be made by the superintendent.

#### **Category B**

1. Possession of a knife or any potentially lethal weapon, Taser, or explosive on school property or at a school-sponsored activities.
2. Being under the influence of and/or evidence of drinking or possession of alcoholic beverages in school or at a school sponsored activity.
3. Off campus criminal behavior that results in the student being legally charged with an offense that would be classified as a felony and the student's continued presence in school poses a danger to person or property or disrupts the educational process (see full Policy 6022).
4. Issuance of a criminal complaint charging a student with a violent felony or issuance of a violent felony delinquency complaint against a student if the principal determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. (\*Out of school suspension is not permitted for this offense. Remand or expulsion is required - See full Policy 6022).
5. Gang activities - Activity that is threatening and/or intimidating, harassing in nature or recruiting; gang notebooks with gang pledges, codes and symbols that are used in communication such as threats and warnings and recruiting; gang related fights, and all types of violent acts; gang graffiti especially drawn on school property (bathrooms, lockers and hall walls); electronic devices such as cell phones with recognized gang text, with gang symbols, signs and language that is threatening and or intimidating;



6. Being under the influence of and/or evidence of use or possession of drug paraphernalia, substances for huffing, any substance under guise of it being a controlled substance or prescription drug, and/or medical preparations without proper medical authorization.
7. Possession, use or distribution of counterfeit money on school property or at any school-sponsored activity.
8. Assault upon any teacher, principal, administrator, school resource officer, or any other school employee.
9. Continuous and/or severe Category C Offenses.

**Penalty for Category B Offenses:**

- Out-of-School Suspension or • Expulsion (11-180 day) When appropriate, notification will be made to law enforcement authorities. Modification of this penalty can be made by the superintendent or the Disciplinary Hearing Authority.

**Category C**

1. Threatening bodily harm to school personnel, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention.
2. False accusations against school personnel.
3. Making a threat, including a false report, to use a bomb, dynamite, any other deadly explosive or destructive device, including chemical weapons, on school property or at a school-sponsored event.
4. Smoking and/or the possession of tobacco products by students while in or on school properties or under school's jurisdiction during school hours or while participating in a school-sponsored event.
5. Gang activities - any gang related activity not specified in Category B; 6. One (1) or more students initiating a physical attack on an individual student on school property or at a school-sponsored activity.
7. Malicious destruction of or damage to school property, including electronic media, or the property of any person attending or assigned to the school.
8. Stealing or misappropriation of school or personal property (regardless of intent to return).
9. Immoral or disreputable conduct.
10. Continuous and/or severe Category D Offenses.

**Penalty for Category C Offenses:**

- In-School Suspension or
  - Out-of-School Suspension
- When appropriate, notification will be made to law enforcement authorities.

**Category D**

1. Open or continued defiant attitude or willful disobedience toward a member of school staff.
2. Vulgar, profane, immoral/disreputable or rude remarks or non-verbal action to staff members or fellow students.
3. Physical or verbal intimidation or threats to other students, including hazing.
4. Threatening bodily harm to another student, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a student and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention.
5. Fighting in or on school property unless, in accordance with state law, the principal recommends no disciplinary action for a student who is deemed to have acted in self-defense or defense of another.
6. Possession of mace or disabling sprays.
7. Inappropriate use of electronic media, including, but not limited to, all calls (landline, cellular or computer generated), instant messaging, text messaging, audio recording devices, iPod, MP3s or any type of electronic music or entertainment device, and cameras and camera phones.
8. Sexual, racial, ethnic, or religious harassment/discrimination.
9. Bullying, intimidation, and harassment.
10. Refusal to produce an object identified by metal detectors.
11. Inciting, advising or counseling of others to engage in any acts in Categories A, B or C.
12. Continuous and/or severe Category E Offenses.

**Penalty for Category D Offenses:**

- Parent-Principal Conference; or
- Before/After School Detention/Saturday School; or
- In-School Suspension; or
- Out-of-School Suspension

**Category E**

1. Habitual and/or excessive tardiness.
2. Class cutting.
3. Intentional disturbance of class, cafeteria or school activities.
4. Leaving school grounds without permission.
5. Being in an unauthorized area without permission.
6. Tampering with grades or report cards.
7. Possession of lighters or matches.
8. Possession of and access to beepers, cellular phones or other electronic communication devices during school hours
9. Inciting, advising or counseling others to engage in any acts in Category D.
10. Dress code violation, including wearing, while on school grounds during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment.

**Penalty for Category E Offenses:**

- Parent-Principal Conference; or
  - Before/After School Detention.
- or
- In-School Suspension

To read Policy 6022 in its entirety, please visit:

[https://go.boarddocs.com/tn/scsk12/Board.nsf/files/BJ9V2S7EAC1E/\\$file/6022%20Student%20Conduct.pdf](https://go.boarddocs.com/tn/scsk12/Board.nsf/files/BJ9V2S7EAC1E/$file/6022%20Student%20Conduct.pdf)

**Appeals Related to Student Discipline (Policy 6026)**

Southern Avenue Charter School (SACS) provides every student the right to a free and appropriated education (FAPE) and that suspensions and expulsions from schools may disrupt this right. Therefore the policy at SACS is to ensure that every student who receives a suspension or expulsion receives a notice and an opportunity for a fair hearing in accordance with applicable laws.

Southern Avenue Charter School governing board authorizes its Superintendent to establish due process procedures for students to appeal discipline decisions. Under any circumstance, suspensions and expulsions will remain in effect pending completion of the requested appeal. Instruction may be provided to student(s) during the appeal process in accordance to the guidelines established by the Superintendent.

A pupil determined to have committed a zero-tolerance offenses shall be expelled for a period of not less than one (1) calendar year, except that the Superintendent may modify the expulsion on a case by case basis. Nothing in this policy is intended to prohibit the principal, vice principal, or assistant principal of any public school from suspending a student from attendance at their school, including school sponsored activities, or from riding a school bus, for good and sufficient reasons as permitted under T.C.A. §49-6-3401. To view policy 6022 in its entirety, please visit:

[https://go.boarddocs.com/tn/scsk12/Board.nsf/files/CABRHJ6DDE17/\\$file/6022%20Student%20Conduct.pdf](https://go.boarddocs.com/tn/scsk12/Board.nsf/files/CABRHJ6DDE17/$file/6022%20Student%20Conduct.pdf)

TN law T.C.A. § 49-6-3401 provide the principal and/or superintendent with the decision to expel any student. This decision will be made in writing and will include the reason for the expulsion after hearing about the events involved in a situation. Student and student's parent/guardian may appeal the expulsion within five (5) school days

of the suspension being issued. The 1<sup>st</sup> appeal will be made to the Executive Director or Designee. The student may not attend classes until the appeal is heard. The 2<sup>nd</sup> appeal will be made to the SACS Board. All expulsion hearings will be held within ten (10) school days of the appeal being made. The decision is final.

If you would like to schedule an appeal, please contact the following persons below:

**Superintendent/Executive Director:** Mrs. Elise Evans Email: [eevans@sacsmemphis.org](mailto:eevans@sacsmemphis.org) Telephone Number: 901.743.7355

**Principal:** Ms. Chiquita Perry Email: [cperry@sacsmemphis.org](mailto:cperry@sacsmemphis.org) Telephone Number: 901.743.7335

**Assistant Principal:** Ms. Manessa Parker Email: [mparker@sacsmemphis.org](mailto:mparker@sacsmemphis.org) Telephone Number: 901.743.7355

### **School-Wide Discipline of Students With Disabilities**

In the case of a special education student, or a student who receives 504 accommodations, Southern Avenue Charter Schools will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities.

**Short-Term Suspensions.** School personnel may refer a student to an alternative placement or suspension for up to 10 total days without services. For subsequent exclusion of 10 days or less during the school year which do not constitute a change in placement: 1. The school must provide services to the extent necessary for progress in the general curriculum and IEP goals as determined by school personnel in consultation with at least one teacher. 2. If appropriate, the school must conduct a functional behavioral assessment and develop a behavioral plan.

**Change in Placement.** A change in placement is defined as removal for more than ten consecutive school days or for a series of shorter removals with consideration of the length and total time removed, as well as the proximity and similarity of behavior. On the date of a decision to make a removal constituting a change of placement, parents/guardians must be notified of the decision and the procedural safeguards.

Within ten days of a decision resulting in change of placement, the designated school personnel will convene a review team to determine whether the student's misconduct was a manifestation of his or her disability. The review team must include representatives of the school, parents/guardian, and other relevant members. The review team must consider all relevant information in the student's file, teacher observations, and relevant information from the parents/guardians. The team must determine whether the conduct resulting in the change of placement was:

(1) caused by the disability;

or (2) had a direct or substantial relationship to the disability;

or (3) was a direct result of the districts/schools failure to implement the IEP or 504 Plan. If any of these criteria are met, then the conduct is a manifestation of the student's disability.

#### **Manifestation Determinations**

**1. Standard of Review** - The IEP Team must review all relevant information including evaluation results, observations of the student, the student's IEP and placement, medical information, report cards, and other relevant information supplied by the parents of the student, and determine the following: a. If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP and/or BIP. IEP Teams must use the Manifestation Determination guidance found on the main page of EasyIEP when determining whether a behavior is manifestation of the student's disability.



**2. Manifestation Review Team** - Members include a school administrator, SPED staff, the parent, and other relevant members of the IEP Team (as determined by the parent and school).

**3. Conduct is Not a Manifestation of the Student's Disability** - If the team determines that the student's conduct is not a manifestation of the disability, the student can be disciplined the same as students who do not have disabilities; however, the student **MUST** continue to receive special education and related services and the ability to progress in the general education curriculum during the period of removal.

**4. Conduct is a Manifestation of the Student's Disability** - If the team determines that the behavior is a manifestation of the student's disability, the student may not be suspended beyond the ten (10) allowable days. The student must be returned to the placement from which he or she was removed unless the IEP team agrees to a change of placement. The school must address the student's behavior through a functional behavior assessment and a behavior intervention plan. This provision does not apply to the special exceptions listed below. Special Exceptions School personnel may remove students to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

1. carries or possesses a weapon at school, on school premises, or at a school function;
2. knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
3. inflicts serious bodily injury on another person while at school or at a school function. (The decision to remove a student in these situations must be made after a manifestation determination review has been completed and should only be done following a review of the relevant definitions of "weapon" and "serious bodily injury.")

**Discipline of Unidentified Students** Schools are deemed to have knowledge that a student has a disability and is entitled to discipline protections when:

1. Parents of the student expressed concern in writing to school officials or to a teacher that the student needs special education;
2. Parents requested an evaluation; or
3. Teachers of other school personnel expressed concerns about a pattern of behavior to a school official. Schools are not deemed to have had knowledge if:

1. The student was evaluated and determined ineligible; or
2. A referral was made, and parents refused evaluation or services

**APPEAL RIGHTS.** When a parent/guardian disagrees with the Team's decision regarding the manifestation determination, or alternative placement decision, the parents/guardians have the right to request an expedited hearing from the Bureau of Special Education Appeals. Placement pending the appeal is in the alternative setting as determined by the team for the duration of the discipline or completion of the appeal.

**Students with Disabilities under Section 504:** Students who are not eligible for services under the IDEA, but who have disabilities within the meaning of section 504 of the Rehabilitation Act are entitled to certain procedural protections associated with Section 504. Additional information regarding the procedural protections for students with disabilities under Section 504 can be obtained from the Principal/ Vice Principal or designee or Special Services Coordinator.

**Superintendent/Executive Director:** Mrs. Elise Evans Email: [eevans@sacsmemphis.org](mailto:eevans@sacsmemphis.org) Telephone Number: 901.743.7355

**Principal:** Ms. Chiquita Perry Email: [cperry@sacsmemphis.org](mailto:cperry@sacsmemphis.org) Telephone Number: 901.743.7335

**Assistant Principal:** Ms. Manessa Parker Email: [mparker@sacsmemphis.org](mailto:mparker@sacsmemphis.org) Telephone Number: 901.743.7355

### **Complaint Process**

Both the school and the Board work in conjunction with one another to hear and resolve any complaints. If a problem arises, both the school and the Board encourage the complainant to address the problem directly with the staff member(s). If the complainant is dissatisfied with the proposed resolution by the appropriate faculty or

staff member, the complainant should deliver in writing the nature of the complaint to the Principal/ Vice Principal or designee. The Principal/ Vice Principal or designee will receive a written report from the appropriate staff member. After reviewing the written statements by the staff member and the complainant and undertaking additional investigation, as necessary, the Principal/ Vice Principal or designee will present an appellate decision to the complainant.

If the situation has still not been resolved, the Board encourages attendance at the next regularly scheduled meeting of the Board of Directors. Please visit our website at [www.sacsmemphis.org](http://www.sacsmemphis.org) to see the scheduled board meeting dates for this academic year. The Board will not hear complaints that have not first followed the procedures listed above.

If you would like to request an appeal, please contact the following points of contact: Mrs. Elise Evans at [eevans@sacsmemphis.org](mailto:eevans@sacsmemphis.org).

### **Bullying/ Harassment/ Intimidation Policy**

#### **Bullying or Cyberbullying, Harassment, Intimidation**

The following policy and approach are adopted from the Shelby County Schools district policy. Tennessee law defines “harassment, intimidation, bullying or cyberbullying” as acts that substantially interfere with a student's educational benefits, educational opportunities, or educational performance, and:

- A. If the act takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop, the act has the effect of:
1. Physically harming a student or damaging a student's property.
  2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or
  3. Creating a hostile educational environment.
- B. If the act takes place off school property or outside of a school-sponsored activity, it is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the educational environment or learning process.

Students who are harassed/ intimidated/ bullied or who are a witness to these behaviors should report the situation to school administration immediately. Harassing behavior is subject to disciplinary consequences up to and including expulsion. In more extreme cases, the authorities may be notified.

\*Harassment is conduct or speech that is unwelcome, intimidating, derogatory, hostile, and/or offensive, and has the purpose of interfering with a student's ability to learn or a staff member's ability to do work. \*\*\*Cyberbullying means bullying undertaken through the use of electronic devices. “Electronic devices” includes, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, personal digital assistants, computers, electronic mail, instant messaging, text messaging and websites.

Student harassment, intimidation, bullying or cyberbullying will not be tolerated at Southern Avenue Charter School. Conduct aimed at defining a student in a sexual manner and conduct impugning the character of a student based on allegations of sexual promiscuity will also not be tolerated.

#### **Reporting an Incident**

Alleged victims of harassment, intimidation, bullying, or their parents or guardians shall report these incidents immediately to the school principal. Any reports made to teachers and staff should be forwarded to the school principal

immediately, “but no later than 24 hours” of the expressed concern. Anonymous reports may be made, however, disciplinary action may not be based solely on an anonymous report. Southern Avenue Charter School administration commits to responding to these incidents with all due care to both alleged victim(s) and alleged accuser.

SACS’s protocol for reporting incidents of bullying/ harassment:

1. Reporting: Any complaints of harassment, intimidation or bullying should include the following information:

- Identity of the alleged victim and the person accused.
- Location, date, time and circumstances surrounding the alleged incident.      Description of what happened.
- Identity of witnesses; and
- Any other evidence available

2. Investigating.

a. If the complainant is not the parent or guardian, the parents/guardians of the alleged victim shall be notified of the reported conduct by phone or in person prior to the end of the school day upon which the conduct was reported.

b. The principal will promptly and fully investigate allegations of harassment, intimidation, bullying/ cyberbullying. The principal will revisit statements and evidence presented regarding the incident and all follow-up efforts conducted will be appropriately documented.

c. After a complete investigation, if the allegations are confirmed, immediate and appropriate disciplinary action will be issued to the accused student.

3. Follow-up.

The principal will meet with and advise the complainant and their parent/guardian regarding the findings, and whether corrective measures, and/or disciplinary actions were taken. The investigation and response to the complainant will be completed within twenty (20) school days. A substantiated charge against a student may result in corrective or disciplinary action up to and including expulsion. Additionally, under state law, behavior constituting cyber-bullying may be prosecuted as a delinquent act.

***\*Students and families should be aware that any student, whether accused or alleged victim, found to be involved in an incident of harassment or bullying, whether active or associated, will receive consequences appropriate to their level of involvement including but not limited to expulsion.***

#### **Student Searches:**

Occasionally, a search of a student’s belongings is warranted. The principal or principal designee will notify the parent or legal guardian of a student under 18 years of age of the need to conduct a physical search of the student and to receive consent prior to conducting a search.

1. Periodically, Southern Avenue Charter School will conduct random searches of students and their belongings.
2. Campus safety personnel will be notified of the time and location for the searches.
3. Teachers and/or administrators will conduct the searches along with campus safety personnel.
4. All students subjected to a search will be treated with respect and care for their personal safety.
5. If a banned item is confiscated (e.g., a cell phone, weapon, or illegal drugs), the student will be referred to the appropriate authority (e.g., the principal, assistant principal, the school executive administrator). Southern Avenue Charter School is not responsible for any lost, damaged, or stolen confiscated items.

The Code of Conduct and all local rules which furnish the basis for discipline shall be published and made available to students, parents/guardians, teachers, counselors and administrative staff. They are to be posted in conspicuous places within each school throughout the school year. Reasonable efforts shall be made to keep parents/guardians informed of basic rules and regulations governing the conduct of their children while they are at school or are participating in school-related activities.

The issuing and handling of disciplinary measures, including suspensions and expulsions, shall be governed by the following procedures of due process.

## **Harassment, Intimidation, Bullying & Cyberbullying**

Student harassment, intimidation, bullying or cyberbullying will not be tolerated. Additionally, the following conduct will not be tolerated:

- Conduct aimed at defining a student in a sexual manner;
- Conduct impugning the character of a student based on allegations of sexual promiscuity;
- Conduct motivated by any actual or perceived characteristic, including but not limited to, race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, mental, physical or sensory disability, socio-economic or familial status.

### **A. Definition**

Tennessee law defines “harassment, intimidation, bullying or cyberbullying” as acts that substantially interfere with a student's educational benefits, educational opportunities, or educational performance, and:

1. If the act takes place on school grounds, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop, the act has the effect of:
  - a. Physically harming a student or damaging a student's property;
  - b. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property;
  - c. Causing emotional distress to a student or students;
  - d. Creating a hostile educational environment, or
2. If the act takes place off school property or outside of a school-sponsored activity, it is directed specifically at a student or students and has the effect of creating a hostile educational environment or otherwise creating a substantial disruption to the educational environment or learning process.

### **B. Reporting**

Alleged victims of harassment, intimidation, bullying, or their parents or guardians shall report these incidents immediately to the principal or building level administrator. Any reports made to staff should be forwarded to the principal or building level administrator immediately but no later than 24-hours of the expressed concern. Anonymous reports may be made, however, disciplinary action may not be based solely on an anonymous report. Any complaints of harassment, intimidation or bullying should include the following information:

- Identity of the alleged victim and the person accused;
- Location, date, time and circumstances surrounding the alleged incident;
- Description of what happened;

- Identity of witnesses; and
- Any other evidence available

### C. Investigation

1. If the complainant is not the parent or guardian, the parents/guardians of alleged victim shall be notified of the reported conduct by phone or in person prior to the end of the school day upon which the conduct was reported. The principal or designee shall promptly and fully investigate allegations of harassment, intimidation, bullying cyberbullying. The principal or building level administrator will revisit substantiated incidents and all follow-up efforts conducted will be appropriately documented.
2. After a complete investigation, if the allegations are substantiated, immediate and appropriate corrective or disciplinary action shall be initiated pursuant to the Southern Avenue Charter School Discipline Policy if the offender is a student. A substantiated charge against an employee may subject such employee to disciplinary action up to and including termination.
  - a. The principal or designee will meet with and advise the complainant and their parent/guardian regarding the findings, and whether corrective measures, and/or disciplinary actions were taken. The investigation and response to the complainant will be completed within twenty (20) school days.
  - b. A substantiated charge against a student may result in corrective or disciplinary action up to and including expulsion. Additionally, under state law, behavior constituting cyber- bullying may be prosecuted as a delinquent act.

### D. Procedures for Other Prohibited Conduct

The procedure outlined above shall also be followed in cases in which a student is the subject of:

- Conduct aimed at defining a student in a sexual manner;
- Conduct impugning the character of a student based on allegations of sexual promiscuity;
- Conduct motivated by any actual or perceived characteristic, including but not limited to, race, color, religion, ancestry, national origin, sex, sexual orientation, gender identity and expression, a mental, physical or sensory disability, socio-economic or familial status.

### E. Retaliation Prohibited

There will be no retaliation against any person who reports harassment, intimidation, bullying or cyberbullying or participates in an investigation. However, any employee who gives false information during the course of any investigation or who retaliates against someone for: (a) truthfully reporting harassment, intimidation bullying or cyberbullying or (b) participating in an investigation of allegations of harassment, intimidation bullying or cyberbullying may be subject to disciplinary action up to and

including termination if the offender is an employee and pursuant to the Southern Avenue Charter School Disciplinary Policy if the offender is a student.

## **Code of Conduct for Parents and Visitors**

At Southern Avenue Charter School, we are very proud and fortunate to have a dedicated and supportive parent community. Our parents recognize that educating children is a process that involves partnership between parents, teachers, and the school community. As a partnership, our parents will understand the importance of a good working relationship. For these reasons, we continue to welcome and encourage parents to participate in the life of our school.

The purpose of this policy is to provide the expectations surrounding the conduct of all parents and visitors to our school. In order to maintain an orderly, respectful, and secure educational environment with our students, faculty and staff, it is essential that all parents and visitors to our buildings be aware of their responsibilities and adhere to the expected code of conduct as set forth in this handbook.

### ***Parents/Visitors are expected to:***

- Recognize that the education of children is a joint responsibility of the parent and the school community.
- Know and adhere to school policies. Know school and classroom rules, and help children understand them.
- Support the school in its effort to maintain a positive teaching and learning environment.
- Inform the school of any issues or home situations that may affect student's conduct or performance.
- Follow the rules governing parking, carpool lane drops off and pick up procedures.

### ***Parent/Visitor Responsibilities:***

- Use respectful language towards all faculty and staff members at all times.
- No illegal drugs or weapons are allowed while on campus or school related events. (Southern Avenue has the right to search anyone and his/her belongings at any time.)
- Dress appropriately while on campus and/or participation in Southern Avenue Charter School sponsored events. (Please refrain from bonnets, wave caps/wraps, pajamas, exposed or revealing clothing, house shoes, or slides)
- Complete 20 parent/guardian volunteer hours per family for the school year. Please make sure to sign in the main office to receive credit for volunteer hours.
- Minimize technology usage while with students, recording minors or employees for personal usage is prohibited, and posting on social media is prohibited.

## **School Visitors Policy and Expectations**

SACS encourages parents and other citizens of the Network to visit schools, classrooms, and, as appropriate, network locations/properties during the school year. However, SACS has a legitimate interest in avoiding disruption to the educational process and is responsible for ensuring the safety of the educational and work environments of students and employees of the Network.

Authorization to visit in the school building or on the school campus will be determined by the Principal or designee who shall have the authority to exclude from the school premises any persons (1) disrupting the educational programs in the classroom or in the school, (2) disturbing the teachers or students on the premises, (3) on the premises for the purpose of committing an illegal act or (4) unlawfully on the premises. Unauthorized persons on the school property will be asked to leave the premises. Failure to comply could result in criminal arrest.

Additionally, if it is determined by the Executive Director or designee that the continued presence of a visitor or parent/guardian has caused disruption at a school, work environment, or network location/property, the Executive



Director or designee may take appropriate action. Appropriate action may include, but is not limited to, immediate removal; restricting access to a specified area; and/or banning the visitor or parent/guardian from the school or property for a specified period of time. Please refer to the board approved Visitors to School Policy for additional information.

#### **Office and Entrance**

For the safety of all students and staff, outside doors are locked at all times. All visitors must show a state or federal photo identification. Please be mindful all visitors are subject to search while on campus. Southern Avenue Charter School may also request certain personal items be left in the car prior to entering the school. Southern Avenue also reserves the right to deny anyone entrance into the school building as it pertains to student safety and security.

To gain entry, visitors will first need to push the buzzer located to the left side of the door and wait for instructions. Visitors **must** report to the office to obtain a pass, which must be clearly displayed at all times. A state issued photo ID is required to visit within the building. If you are working with children or visiting the school for children, Southern Avenue will run a background check through the TBI database system.

All visitors are required to stay professional while in the school buildings. Parents are allowed to attend in-person IEP meetings or other meetings with school staff or administration to conduct official educational business. Please contact your child's school to make arrangements or appointments.

**Teachers and instructional staff are available for conferences during planning times and set conference dates.** Teachers and instructional staff will not be pulled from instructional time for conferences. You may leave a message on class dojo, via email, or contact the main office to schedule an appointment for a conference.

#### **Classroom Visitation**

Classroom visits and conferences by parents and other authorized individuals are encouraged. Such visits must be arranged with the classroom teacher prior to coming to the school at least 24 hours in advance. Arriving at school unannounced may result in the inability to visit the classroom. Please be mindful that visits cannot interfere with the instructional program, and parents should refrain from discussing his or her child's progress during the observation. SACS reserves the right to limit or schedule the visit in such a way to diminish or avoid disruption to the normal operation of the school.

Authorization to visit in the school building or on the school campus will be determined by the Principal or designee who shall have the authority to exclude from the school premises any persons (1) disrupting the educational programs in the classroom or in the school, (2) disturbing the teachers or students on the premises, (3) on the premises for the purpose of committing an illegal act or (4) unlawfully on the premises. Unauthorized persons on the school property will be asked to leave the premises. Failure to comply could result in criminal arrest.

Additionally, if it is determined by the Executive Director or designee that the continued presence of a visitor or parent/guardian has caused disruption at a school, work environment, or network location/property, the Executive Director or designee may take appropriate action. Appropriate action may include, but is not limited to, immediate removal; restricting access to a specified area; and/or banning the visitor or parent/guardian from the school or property for a specified period of time. Please refer to the board approved Visitors to School Policy for additional information.

#### **Expectations**

We believe parents are the main influence in children's lives. Our goal is to build a relationship



with the child and with the family. As your child develops a sense of trust in us and the school environment, they learn to separate from you with confidence knowing you will return at the end of the school day. SACS students cannot succeed without you first setting the example and we know that our parents and guardians are PROUD of their children:

Participates in child's educational and emotional growth

Ready to volunteer, listen, and learn Outwardly

Calm and Inwardly Loving Understanding of

students, faculty, and staff Daily check the database

Parents not meeting expectations, addressing faculty or staff in an inappropriate manner, or inciting violence can be removed from campus and face legal action.

### **Field Trip Policy**

The purposes of these procedures are to help ensure the safety of all students, staff and volunteers, and to help reduce SACS liabilities by effectively eliminating and/or reducing loss exposures and risks. In an effort to extend learning activities, teachers may schedule field trips. When a field trip is scheduled, the teacher will send home detailed information, permission slips, requests for payment, and chaperone information. Volunteer **Chaperones must complete a background check prior to the field trip.** It is imperative that the permission slip be signed by the parent/guardian and returned with any money needed to cover the cost of the trip. **If your child is absent on a field trip day, we are unable to reimburse the field trip fee.** However, we can apply the field trip fee to a future field trip if applicable. *If a student does not have a signed permission slip on file on the day of the field trip, the student may not be permitted to go on the field trip.* Please be advised, money due for a field trip will be accepted during the timeline to pay only. Teachers will make every effort to plan and provide enough time to allow all parents/guardians the opportunity to return the necessary items to the school (monies, permission slip, etc.)

### **Field trip definition**

A "field trip" occurs when students leave school grounds for an educational purpose. It is a student trip for the purpose of curriculum-related study (part of the classroom educational experience), WIAA interscholastic athletics, co-curricular activities, outdoor education, or part of a school-sponsored club.

### **Exclusion from field trips and Refunds**

Exclusion from field trips will be determined via a case by case basis and at the discretion of the campus principal or designee. Unless otherwise stated, all field trips are non-refundable.

### **Field Trip Rules**

1. Students must stay with an adult leader (teacher) at all times.
2. Students must follow their leader's directions.
3. Students must be respectful and polite at all times.
4. Nothing can be taken from the building without permission from the teacher.
5. Students cannot damage any of the equipment.
6. Students are to wear the school uniform unless otherwise stated in the permission slip.
7. Students must follow school rules and policies at all times.
8. No student will be allowed to go on the field trip without a signed permission slip.

9. No offensive/inappropriate clothing allowed. *Skirts and shorts must come below the Knee. No crop-top, sleeveless shirts or visible mid-drifts.*
10. Students must not engage in any type of disruptive behavior during any part of this trip.  
**Instructions/directions given by the teachers must be followed immediately.**

## **Consequences**

Although students are not on school property, they are still expected to abide by the school rules and regulations. Students who do not follow the rules and cause safety problems will be subject to disciplinary action. In addition, the student's parents will be contacted, and the student may not be allowed to ride on the school bus.

## **Non-Discrimination Policy**

SACS does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the designated youth groups.

## **Student Dress Code**

We believe that a uniform dress code is an important part of a safe, orderly school environment where the focus is on student learning. A higher standard of dress encourages greater respect for individual students and others and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days. Students must be in dress code from the moment they arrive on campus each morning until they leave each afternoon. Southern Avenue Charter Elementary School has a dress code that is designed to maintain a modest and appropriate appearance for school. It is also intended to de-emphasize outward appearance and faddish dress. All students are required to dress in uniform. The Uniform Dress Code will be strictly enforced.

### **Daily School Uniform**

- Red Polo Shirt with School Logo
- Navy Bottom (at or below knee)
- Black, White, Red, or Navy socks or tights (solid colors only)
- Solid colors shoes (Tennis Shoes and Mary Janes are acceptable)
- Black or Brown Belt (solid color.... if pants have belt loops)
- School Logo Jacket are permissible on campus
- Boys' shirt must be tucked at all times
- Clear backpacks & Clear lunch boxes Only

**\*\*\*\*\*LABEL ALL CLOTHES WITH A PERMANENT MARKER ON THE TAG Southern Avenue is not responsible for any lost or stolen personal items.\*\*\*\*\***

### **Unacceptable Attire**

- Nonclear backpacks and lunch boxes
- Leggings, striped and colorful socks – boys and girls
- Hats and Scarves
- Trendy Shoes (i.e., Jordan's, light –up, flip flops, sandals, knee boots/tennis, Crocs, decorative shoes)
- Dangling or Hanging Jewelry (Earrings, Rings, Necklaces, and Bracelets)
- Sagging Pants
- Coats, hoodies, jackets, and sweaters are not permissible during the instructional day

- Shirts under uniform shirts (no colorful, long sleeve shirts, nor turtlenecks under uniform shirts) white t-shirts only
- School t-shirt (prior approval by administration only)
- Jeans with rips, holes, or tears are not acceptable on \$2 Jean Fridays

#### **Consequences**

Students must immediately correct the problem. Students will be given a uniform violation slip each time there is a uniform infraction; that will result in consequences after the 2nd offense.

#### **FIRST OFFENSE**

**Contact Parent Uniform violation slip sent home.**

#### **SECOND OFFENSE**

Behavior Interventionist will contact parent

#### **THIRD OFFENSE**

In school suspension (1 day) Parent conference with Principal and Behavior Specialist

*Dress code violations are viewed as insubordination. Numerous violations may result in a parent meeting with the discipline committee. If uniform violations continue this may result in student being sent home for OSS (Out of School Suspension)*

If students arrive at school without the proper uniform shirt or pants, the student will be allowed to buy a uniform shirt for \$12. The parent will be notified, and the student will receive a uniform violation.

If students arrive at school without proper socks, tights, or stockings, appropriate socks will be given to the student for a \$2 fee.

Students who are out of uniform due to pants or shoes will be asked to call home to get the missing item. If the missing item is not brought, the student will miss class and the absence would be considered unexcused. Not being admitted to class because of uniform will result in a loss of Class Dojo points for missed class periods and an accumulation of unexcused absences. Students will lose valuable class time.

#### **Special Events Dress Code**

At School (professional dress day, etc.)

When students are allowed to wear jeans, they should not be wearing tight, tapered pants. Jeans should also not be torn or ripped above the knee exposing skin.

Students are expected to follow these guidelines. Every student in attendance will wear a school uniform. Uniform shirts are available only through the school's vendor; uniform bottoms may be purchased at local stores that carry uniform style clothing. Any student out of dress code may be sent home. That student will have an unexcused absence for that day. **No excuses are accepted for being out of dress code!**

*The Principal or designee at our school reserves the right to interpret appropriate school attire.*

#### **Hair**

The student's hair style/color must not distract from or interfere with the learning and school environment. Hair must be kept well groomed, neat, and clean at all times.

#### **Shoes**

Shoes shall be worn and be securely fastened to the feet and have a low heel height. Footwear must be suitable for outdoor physical education classes and unsafe shoes are not allowed. Students must wear closed shoes at all times, no “mules”, slippers, crocs or “slides”. No heavy military type boots, shoes with metal tips or steel toes may be worn. Tennis shoes are preferred. Heelys are strictly prohibited.

**Socks**

Socks should be worn to avoid blistering of the heels and feet. Fishnet stockings, gang related colors or other inappropriate legwear is not acceptable.

**Shirts**

Students may only wear school purchased shirts or sweaters. Uniform shirts must be of the type and color designated by the school. Clothing exposing the torso or the midriff, either front, back or sides, shall not be worn. During cooler weather, a plain long sleeve t-shirt in white/black or school colors may be worn underneath the uniform shirts.

### **Jackets**

Appropriate jackets are permitted with non-distracting logos, images, or wording. The jacket may be full zip, half zip, or button front. If the jacket has a hood attached, the hood must not cover the student's head. Appropriate hoodies (sweatshirt-style pullovers with a hood) are permitted with non-distracting logos, images, or wording. Hoods must not cover the student's head while in the building.

### **Uniform Bottoms**

All uniform attire requiring a belt must be worn with a belt (no designs or studs) through the belt loops (if applicable), worn at the natural waist, be in good repair and be of appropriate size. All pants and shorts shall be secured at the waist. Underwear shall not be visible. Overly large, overly long, or tight fitting attire is not acceptable. Shorts and other knee baring attire must be no more than three inches above the knee. **Leggings are not permissible.**

### **Jewelry**

Jewelry is limited to one (1) watch, one (1) ring, and one (1) small chain. Chains must be worn inside of shirts and are not visible except at the front of the neck. Students may wear two pair of stud-type approximately ¼ inch diameter earrings. Earlobe plugs are not permitted.

### **Make-Up**

Our policy is to allow pupils at the school room to express themselves in terms of their personal appearance, but makeup must not distract, impede, or otherwise take away from the learning environment. Makeup is not to be put on or taken out in class; it will be confiscated. Also not tolerated:

- Having any visible body piercings or tattoos except for ear piercing.
- Wearing bandanas or bonnets. Hair should be maintained with clips, bobbles or soft hair bands only. Hair ribbons must be school colors. (Except religious reasons)
- Bringing hairspray or other hair products to school

### **“Dress Down” Days**

From time to time the school may permit students to refrain from wearing their school uniform all or in part. These times may be during school spirit weeks, holidays or other times designated by the Principal or designee. Students are expected to comply with the same guidelines as expected during uniform days. Spaghetti straps: tank tops, low cut blouses, clothing with offensive symbols or writings and clothes with holes or tears etc. are not permitted.

#### **In General, ...**

Medium and large hoops are not permitted because of safety reasons. No other body piercing or cartilage piercing is permitted. Garments and/or jewelry which display or suggest sexual, vulgar, drug- related, gang-related, weapons-related, or alcohol-related wording or graphics, or which provoke violence or disruption in the school, are not permitted. Wallet chains are not permitted. No bandanas or any kind or color. At no time are students permitted to wear anything offensive, immodest, or deemed inappropriate by the principal or designee. No gang attire, “Gothic” look attire, dog collars, spiked jewelry, etc. or any other accessories deemed inappropriate by the administration are permitted. Only a watch, one bracelet and thin necklace may be worn, if tucked inside the collar.

## **Transportation Services and Expectations**

School buses shall be maintained and operated in accordance with state law and State Board Rules and Regulations. Southern Avenue is primarily a parent provided transportation school. However, for the school year, bus transportation will be available on a **limited** basis. Please contact the school office for bus transportation information and bus routes. The routes may change periodically.

The School Transportation Program shall be monitored daily by the principals and the supervisor of transportation and subjected to periodic evaluations by them as necessary. An overall evaluation shall be conducted by the supervisor of transportation on or before November 1st and June 15th of each school year, and a summary report of the evaluation submitted to the Executive Director of schools and the Board. The supervisor of transportation shall be prepared to apprise the Board of the condition of the transportation service at any time.

Each bus shall be equipped with the phone number for reporting safety complaints. This number shall appear on the rear bumper.

To avoid the financial burden of replacing an aging bus fleet at any one time, the board shall attempt to replace a certain number of buses each year on a rotating basis.

All accidents, regardless of the damage involved, must be reported to the transportation supervisor, including incidents in which any part of the bus contacts any other object or vehicle.

The Executive Director of schools shall develop procedures to ensure compliance with the statutory and regulatory requirements for the transportation program.

All buses and other vehicles owned and operated by the Board shall be given safety inspections by the assigned driver and the transportation supervisor on a regular basis. The transportation supervisor shall develop and maintain a safety inspection record which shall be signed by the individual who conducts the inspection. In addition, all buses shall be available for regular state inspections. Any defects noted by either the regular local or state inspection shall be remedied prior to returning the unit to regular service.

Emergency evacuation instruction shall be conducted regularly throughout the school term to acquaint student riders with procedures in emergency situations.

Current regulations regarding transportation of special education students will be complied within.

### **TRANSPORTATION SUPERVISOR**

The Executive Director of schools or designee shall appoint a transportation supervisor for the system. He/she shall be responsible for the monitoring and oversight of transportation services for the district.

The transportation supervisor shall complete a student transportation management training program upon appointment. Every year the transportation supervisor shall complete a minimum of four (4) hours of training annually.

The Executive Director of schools or designee shall ensure that training is completed and provide the state

department of education with appropriate documentation.

#### **COMPLAINT PROCESS**

The following procedure will govern how students, teachers, staff, and community members shall submit bus safety complaints:

1. All complaints shall be submitted to the transportation supervisor; and
2. Complaint forms may be submitted in person, via phone, mail, or email.
  - a. Written complaints shall be submitted on forms located on the district's website. In the case of a complaint received via phone, the person receiving the phone call shall be responsible for filling out the form and submitting it to the transportation supervisor.

The transportation supervisor shall begin an investigation of all bus safety complaints within twenty-four (24) hours of receipt.

Within forty-eight (48) hours of receipt of the initial complaint, the transportation supervisor shall submit a preliminary report to the Executive Director of schools. This report shall include:

1. The time and date the complaint was received;
2. The name of the bus driver;
3. A copy or summary of the complaint; and
4. Any prior complaints or disciplinary actions taken against the driver.

## **Suspension of Bus Privileges**

Except as provided by law, a student may be denied the privilege of riding the bus if the principal, in consultation with the administrative team, determines that the student's behavior causes disruption on the bus, or if a student disobeys local rules and regulations pertaining to student transportation. Suspension of ridership privileges may be in addition to school disciplinary measures that may be taken by the principal according to the Student Code of Conduct. Suspension of ridership privileges may be the only disciplinary action taken when deemed appropriate for the level of the offense. In the event a suspension from school is issued for a bus conduct offense, the ridership privilege suspension will begin the student's first day back to school. The suspension of a student from riding the school bus is subject to the same review and appeal procedures as a school suspension.

The following procedure will govern how students, teachers, staff, and community members shall submit bus safety complaints:

1. All complaints shall be submitted to the transportation supervisor; and
2. Complaint forms may be submitted in person, via phone, mail, or email.
  - a. Written complaints shall be submitted on forms located on the district's website. In the case of a complaint received via phone, the person receiving the phone call shall be responsible for filling out the form and submitting it to the transportation supervisor.

The transportation supervisor shall begin an investigation of all bus safety complaints within twenty-four (24) hours of receipt. Within forty-eight (48) hours of receipt of the initial complaint, the transportation supervisor shall submit a preliminary report to the Executive Director of schools. This report shall include:

1. The time and date the complaint was received;
2. The name of the bus driver;
3. A copy or summary of the complaint; and
4. Any prior complaints or disciplinary actions taken against the driver.

Except as provided by law, a student may be denied the privilege of riding the bus if the principal, in consultation with the administrative team, determines that the student's behavior causes disruption on the bus, or if a student disobeys local rules and regulations pertaining to student transportation. Suspension of ridership privileges may be in addition to school disciplinary measures that may be taken by the principal according to the Student Code of Conduct. Suspension of ridership privileges may be the only disciplinary action taken when deemed appropriate for the level of the offense. In the event a suspension from school is issued for a bus conduct offense, the ridership privilege suspension will begin the student's first day back to school. The suspension of a student from riding the school bus is subject to the same review and appeal procedures as a school suspension.

## **Progressive Discipline of Bus Privileges:**

**1st Infraction:**

**2nd Infraction:**

**3rd Infraction:**

## **Ridesharing Services and Taxis Policy**

SACS does not recommend or endorse the use of any ride-share company; further, the terms of service of many well-known ride-share services expressly prohibit their use by unaccompanied persons under the age of 18. It is the responsibility of parents to research the policies and terms of service of companies. Families choosing to use a rideshare service to transport their student to and/or from school or any school sponsored activities must provide a signed permission form releasing SACS from liability for any risks or consequences of that choice. In addition, they must follow all relevant policies regarding carpooling transportation, and athletics as outlined in the Student/Parent handbook.



## Personal Communication Devices Policy

Students may not turn on or use any type of personal communication device including, but not limited to, cell phones, smartphones, smart-watches, or tablets during the regular school day on school property. Elementary students are prohibited from possessing any type of phone or personal communication device during the regular school day.

### Cell Phone Policy

- For first time violators, the confiscated digital electronic device will be returned to the student at the end of the school day.
- For 2nd and 3rd time violators, the student will receive a referral and the confiscated "other electronic device" will be returned to the parent or guardian afterschool.
- For students who violate the policy more than 3 times, the item will not be returned to the student until the end of the semester.
- Students may not wear earphones on campus (the only time this expectation may be different is in a class period where a teacher has explicitly stated that earphones will be needed for certain exercises). Students may bring earphones, but they should not be visible unless being used with permission (meaning, students should not wear headphones during transitions or outside). Students will not be allowed to bring phones to school.
- At no time should a student have a cell phone in class. If this happens, Southern Avenue Charter School will confiscate the cell phone, and the student will be referred. The cell phone will not be returned to the student but must be picked up by the parent on the following Friday at dismissal.
- For first-time violators, parents will be notified of confiscation, and the phone will be returned to the student on the upcoming Friday.
- For 2nd and 3rd time violators, the parent or guardian will only be allowed to pick up confiscated cell phones on Fridays after school from the principal or assistant principal. Fridays after 2:15PM, parents and guardians should go to the Main Office in order to retrieve the confiscated cell phone. No cell phones will be given before that time. If the phone is confiscated on a Friday, the phone will be allowed to be picked up the following Monday. If the office does not have the cell phone, they will reach out to an administrator who will follow up when they are available to do so.
- If a student refuses to surrender their cell phone or smartwatch to a teacher or administrator they will receive an automatic out of school suspension. All work and assignments will be considered unexcused and will not be allowed to be made up.

***Note: The school will assign consequences for misbehavior according to its best judgment. The purpose of disciplinary actions will be to encourage excellent behavior in all students. Failure to follow the Commitment to Excellence Agreement may result in a student's expulsion***

- Other Electronic Devices Students may not bring electronic devices such as Smartwatches, MP3 players, tablets, and iPads to campus. If these items are found, or out and used during the school day, they will be confiscated by teachers or administrators. Parents will be notified of the confiscation.

### Other Electronic Devices

- Students may not bring electronic devices such as Smartwatches, MP3 players, tablets, and iPads to campus. If these items are found, or out and used during the school day, they will be confiscated by teachers or administrators. Parents will be notified of the confiscation.
- For first time violators, the confiscated digital electronic device will be returned to the student at the end of the school day.

- For 2nd and 3rd time violators, the student will receive a referral and the confiscated “other electronic device” will be returned to the parent or guardian afterschool.
- For students who violate the policy more than 3 times, the item will not be returned to the student until the end of the semester.
- Students may not wear earphones on campus (the only time this expectation may be different is in a class period where a teacher has explicitly stated that earphones will be needed for certain exercises). Students may bring earphones, but they should not be visible unless being used with permission (meaning, students should not wear headphones during transitions or outside).

### **Computer and Internet Use**

- Students are responsible for good behavior on the school computer network, just as you are everywhere in the school environment. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege – not a right.
- Students are expected not to use excessive amounts of computer resources, including but not limited to network bandwidth, storage space, and printing supplies.
- Network storage areas may be accessed by network administrators to review files and communications, maintain system integrity, and ensure that users are using the system responsibly. Students should have no expectation of personal privacy in any content stored in, created, received, or sent over the school computer network, computers, email system, the Internet, or any other school equipment. These are subject to review by the school at any time, with or without notice, with or without cause, and without the permission of any student or parent/guardian.
- Students are prohibited from using school technology for any unauthorized or unlawful purpose. The activities listed below are not permitted:
  - Sending, viewing or displaying offensive messages or pictures (including, but not limited to, pornographic, obscene, or sexually explicit material, sexual comments, and jokes or images that would violate school policies)
  - Using obscene language
  - Giving personal information about yourself or someone else, such as name, phone number, address or photo, without permission from a staff member and parent/guardian
  - Harassing, insulting or attacking others
  - Damaging or modifying computers, computer systems, or computer networks
  - Violating copyright laws or trying to pass off material copied from the Internet as your own
  - Using others’ passwords or disclosing your password to an unauthorized person
  - Trespassing in others’ folders, work, or files
  - Intentionally wasting limited resources
  - Employing the network for commercial purposes, financial gain, or fraud
  - Uploading, downloading, or copying software or other material without the authorization of a staff member
- To protect the integrity of our computer systems, Southern Avenue charter School reserves the right to limit or restrict, without notice, any individual’s use of these systems, and to inspect, copy, remove or delete any unauthorized use of this technology upon authorization of the principal or School Director.

### **Social Networking**

Southern Avenue charter School prides itself on providing a safe learning environment for its students. We work relentlessly to build a community of scholars who support each other.

An emerging national concern is the inappropriate use of the Internet by students. This problem has the potential to be harmful to students and to the school, and we ask your support in assisting us with this challenge.

Across the nation, schools have seen an increase in negative student behavior as a result of messages written using electronic technology, posted to popular social networking websites like Facebook or Twitter. Many sites contain instant messaging components that allow students to chat with other students and to post statements that ordinarily would not be said in a face-to-face conversation.

Parents need to be aware of what their children are writing on the Internet and what others are posting in reply. Although most of what is written is not immoral, offensive, illegal, or bullying, some of it is. If you choose to do so, you may investigate this site by personally logging on to the site. The services are free, and users may register and join the site by using an e-mail address. Once you have registered, you can search by name and email address to see if your child is registered. You will be able to view the kinds of personal information, messages, diaries, and photographs that students post to this website, and we encourage you to do so.

As it states previously in Southern Avenue Charter School's Parent-Student handbook, "Cyber-bullying or making derogatory comments about students and staff through social media is unacceptable and will not be tolerated. Cyberbullying means bullying undertaken through the use of electronic devices. "Electronic devices" includes, but are not limited to, telephones, cellular phones or other wireless telecommunication devices, personal digital assistants, computers, electronic mail, instant messaging, text messaging and websites.

#### **Avoiding issues on social media**

Before making a post on social media, be sure to THINK to yourself...

T - Is it TRUE?

H - Is it HELPFUL?

I - Is it INSPIRING?

N - Is it NECESSARY?

K - Is it KIND?

...If it isn't, do not post it!

Please know that students who engage in negative behavior on social media sites and bring those issues to school will receive consequences of ISS, OSS, or may jeopardize their position at Southern Avenue Charter School.

Thank you for your support of our school's mission and your student's education.

*Note: Most social networking sites have a minimum age for participation. Please monitor your child to ensure appropriate use of and conduct on these sites.*

#### **Extended Care Program**

Sometimes it's necessary for parents to seek childcare for young students before or after school hours. SACS offers extended childcare services for K-5 students.

The hours of operation during the school year are 6:00 am to 7:30 am for morning care and 3:45 pm to 5:30 pm for after care. If you would like more information, please contact the front office.

The Extended Child Care Program provides safe, enriching, quality care for young learners during the hours when there may be no adult supervision in the home. Children will have the opportunity to engage in activities which will benefit them emotionally, physically, and educationally. The program includes crafts, sports, games, snacks and

many other creative activities. A designated time each day will be allotted for homework and tutorial assistance if it is needed.

Care before school and after school is supervised by Southern Avenue Charter School faculty and staff who provide a safe and enriching environment for our students. Parents/Guardians interested in utilizing our program:

- Registration fee - **\$15 per child, non-transferable and non-refundable**. Receipt of this fee and the registration form secures your child's spot.
- Before school care is available each day from 6:00 a.m. -7:30 a.m. Before care students will transition to breakfast at 7:00 am. **Before school care fee is \$25.00 per week per child.**
- After school care is available beginning at **3:30 pm Monday – Friday. The after-school care fee is \$40.00 per week per child.**
- Program fees are due **weekly on Monday.**
- Our program participates in the **DHS certificate** childcare program.
- **Students that are not picked up on time after school each day will be placed in after school care and may be charged a \$15 drop-in fee.**

For more information regarding the Before and After School Care Program, parents/guardians may contact Special Programs Director- Ms. Ervilin Pace, supervisor of program compliance.

### Academic Honesty Policy

The staff and students at Southern Avenue actively support and build a community built on academic honesty through foundational values and skills that promote personal integrity. The development of these values and skills is facilitated by:

- i. A shared definition of academic honesty
- ii. Identifying how teachers promote academic honesty
- iii. Identifying how students demonstrate academic honesty
- iv. Identifying how families support academic honesty.

Through a strong foundation of academic honesty, students at SACS become inquirers who develop skills needed to conduct research, open-minded citizens who seek and evaluate a range of points of view, and principled young adults who act with integrity and honesty.

### Definition of Academic Honesty

Academic Honesty - a principle, informed by the attributes of the learner profile that serves to promote personal integrity and engender respect for others and the integrity of their work.

Collaboration vs. Collusion: Collaboration is defined as two or more students working together to share/search information and/or ideas. The responsibilities are balanced, each students contribute equally, and ideas are original and not copied.

- Collusion is defined as giving or receiving information that is not the individual's original work and does not give credit to the creator of the work; i.e. working with another person on a project that was to be completed independently.
- Collusion may also be defined as students working together whereas students' workloads are greatly imbalanced. (Ex. One student does all or most of the work while another student does little to no work at all.)

Academic Dishonesty includes:

Plagiarism: using the ideas or work of another person as your own, such as copying language from a book or website and not citing its origin

Collusion: helping someone else cheat, such as allowing your own work to be copied by another

Misconduct: refusing to follow directions, such as taking test materials from a classroom or using prohibited electronic device

SACS, students who engage in academic dishonesty will receive an opportunity for learning, including but not limited to:

- Receiving a phone call home to a guardian
- Potential loss of credit/no credit for the assignment/assessment
- Opportunity for in-school, structured reflection

The consequences assigned to a student will be a result of a collaborative decision from the classroom teacher(s) and/or the department head and/or the supervising administrator. Consequences will be communicated with the student's guardian(s).

### **TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

#### **Distribution and Access Students**

Students are provided access to textbooks/instructional materials to enhance the learning process. Additionally, individual copies of textbooks may be distributed/issued to students. In accordance with state law, every student shall be permitted to take any textbook specifically issued to the student home for the purpose of studying the textbook. This does not prevent the school or a teacher from requiring a student to return the textbook during school hours.

#### **Care and Protection**

Textbooks/instructional materials are issued to the students with the understanding that the textbooks/instructional materials will be properly maintained and returned at the appointed time. Sanctions will be invoked in the event that a student refuses to pay for lost or damaged textbook/instructional materials at the replacement cost less reasonable depreciation. Sanctions are intended to prohibit lost or damaged textbooks/instructional materials through willful intent or neglect and include:

1. The withholding of all grade cards, diplomas, certificates of progress, or transcripts until restitution is made.
2. The refusal to issue any additional textbooks/instructional materials until restitution is made. (However, access to textbooks/instructional materials shall be provided.) Nothing in this policy shall prohibit any student or parent from voluntarily purchasing textbooks/instructional materials.

#### **Parental Review and Access of Instructional Textbooks and Instructional Materials**

In accordance with state law, parents/legal guardians SACS Student-Parent Handbook 8 2023-2024 shall be entitled to: (1) Review all teaching materials, instructional materials, and other teaching aids used in the classroom of the parent or legal guardian's child; and (2) Review tests that are developed by and graded by a teacher of the parent or legal guardian's child. Additionally, the district shall make all teaching materials, including handouts readily available for review upon request by the parents/legal guardians.

### **Academic Information**

#### **Standards**

The academic curriculum is aligned with grade level standards that have been established by the Tennessee State Department of Education. The standards define exactly what the children will need to know and be able to perform for completion of a course/content specific or grade level.

In the classroom, standards provide clear guidelines for what we teach and what the children are expected to learn. All instruction will be centered on the standards that have been aligned with criterion referenced tests and standardized achievement assessments. The standards make it easier to integrate instruction between subjects/content. The standards should be shared with parents and students to help educators to bridge the communication between school and home.

Instructional staff will communicate with parents the weekly objectives through a newsletter, Class Dojo, or school website.

Students will demonstrate mastery of standards through 3 school wide interim assessments during the school year. Students will take benchmark tests for grade level readiness in the fall, winter, and spring quarter. Students will receive grade level instructions for each content area.

#### **Curriculum Materials**

The listed materials for the Reading/Language Arts program in kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade have been purchased, evaluated, and ready for classroom instruction. Curriculum materials to be utilized, in whole or part will be:

#### **Reading/Language Arts:**

All grades K-5 will use the Amplify-Core Knowledge Language Arts Curriculum

K-3rd ELA Skills & Knowledge Base Curriculum

4th -5th ELA Knowledge Based Curriculum

This curriculum provides modules of rich informational and fictional texts for all scholars. Students will think critically about what they read. It also allows K-3 scholars to focus on phonological awareness and foundational reading skills through the skills books.

IReady Digital Platform (Computer Program Skills Based)

IXL.com Digital Platform (Computer Program TN State Standards Based)

#### **Mathematics**

SAVAAS Pearson Realize

Envision 2.0 Pearson Realize

Zearn.com Digital Resource

This series includes soft-cover practice books, manipulatives, teacher's kit, assessment tools, work mats, black lined masters, and online access.

IReady Digital Platform (Computer Program Skills Based)

IXL.com Digital Platform (Computer Program TN State Standards Based)

#### **Science**

Houghton Mifflin Harcourt Into Science Curriculum (K-5th Grade). This curriculum inspires scholars to think like scientists by engaging in phenomenon based, hand-on learning activities. IXL.com Digital Platform (Computer Program TN State Standards Based)

#### **Social Studies**

Primary Resources such as newspaper articles (archived or current), Studies Weekly, informational texts/books, and globes, maps, and Social Studies textbook.

#### **Grading**

#### **Student Assignment**

The assignment of students to classes and classes to teachers is the responsibility of the principal or designee. Students who enter the school from another school (district or otherwise) are to be placed by the principal or designee in the grade or level as indicated by the records from the former school. If the student's placement is

inappropriate in the grade or level assigned, he/she may be reassigned by the principal to another grade level. Parents shall be kept advised.

#### **Report Card/Progress Reports**

Southern Avenue Charter School follows the designated dates of Memphis Shelby County School District for progress and report cards. Southern Avenue Charter School teachers input grades and conduct in PowerSchool. Please contact the office if you need your updated information for Parent login.

Report cards are issued to students/parents at the end of each nine-week term. Report cards should be signed by the parent/guardian and returned to the school within two days. Conferences may be requested at any time in an effort to improve student performance and to gain parental support.

#### **Kindergarten**

The kindergarten report card shows progress toward the state standards. The grade level standards are set by the state and indicate what a student should know and be able to do. Students are evaluated based on their progress toward meeting benchmarks for each standard. This is indicated for each skill by:

- [ M]      Mastery of the skill for the quarter
- [ X]      Non-Mastery of the skill for the quarter

Additionally, the letter grades of E, G, S, N, or U will be used to express conduct, work habits, science, and social studies.

#### **Grades 1 – 5**

**Conduct Grades:** All students; conduct grades as E, G, S, N, or U and are to be reported at each grading period on the report card and progress reports.

**Academic Grades:** The basic grading system for knowledge/subject area is expressed by the letters A, B, C, D, and F according to the numerical values listed under the grading scale.

**First Grade:** *Science and Social Studies will be expressed by the letter grades E, S, N, and U.*

#### **Grading Scale**

<b>A</b>	<b>90 – 100</b>
<b>B</b>	<b>89 - 80</b>
<b>C</b>	<b>79-70</b>
<b>D</b>	<b>69 – 60</b>
<b>F</b>	<b>Below 60</b>

#### **Grading Weight Category**

<b>Homework</b>	<b>5%</b>
<b>Class Participation</b>	<b>5%</b>
<b>Classwork Assignments</b>	<b>40%</b>
<b>Projects/Presentations</b>	<b>5%</b>
<b>Assessments (tests/quizzes)</b>	<b>45%</b>

#### **Third Grade Commitment Law**

#### **Promotion of Students to Third Grade**



**(1)** Beginning with the 2022-2023 school year, a student in the third grade shall not be promoted to the next grade level unless the student is determined to be proficient in English language arts (ELA) based on the student's achieving a performance level rating of "on track" or "mastered" on the ELA portion of the student's most recent Tennessee comprehensive assessment program (TCAP) test.

**(2)** Notwithstanding subdivision (a)(1):

**(A)** A student who is not proficient in ELA, as determined by the student's achieving a performance level rating of "approaching" on the ELA portion of the student's most recent TCAP test may be promoted if:

**(i)** The student is an English language learner and has received less than two (2) years of ELA instruction;

**(ii)** The student was previously retained in any of the grades kindergarten through three (K-3);

**(iii)** The student is retested before the beginning the next school year and scores proficient in ELA;

**(iv)** The student attends a learning loss bridge camp before the beginning of the upcoming school year, maintains a ninety percent (90%) attendance rate at the camp, and the student's performance on the post-test administered to the student at the end of the learning loss bridge camp, as required under § 49-6-1502(4)(F), demonstrates adequate growth, as determined by the department;

**(v)** The student is assigned a tutor through the Tennessee accelerating literacy and learning corps (TALLC) to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the department; or

**(vi)** Beginning with the 2023-2024 school year, the student demonstrates proficiency in ELA standards based on the student's scoring within the fiftieth percentile on the most recently administered state-provided benchmark assessment, if the benchmark assessment is administered to the student in a test environment, as determined by the department, and the student's LEA or public charter school agrees to provide tutoring services to the student for the entirety of the student's fourth-grade year based on tutoring requirements established by the department. If a student is promoted to the fourth grade pursuant to this subdivision (a)(2)(A)(vi), then the student's LEA or public charter school shall notify the student's parent or guardian, in writing, of the benefits of enrolling their student in a learning loss bridge camp and encouraging the parent or guardian to do so; and

**(B)** A student who is not proficient in ELA, as determined by the student's achieving a performance level rating of "below" on the ELA portion of the student's most recent TCAP test may be promoted if:

**(i)** The student is an English language learner and has received less than two (2) years of ELA instruction;

**(ii)** The student was previously retained in any of the grades kindergarten through three (K-3);

**(iii)** The student retested before the beginning the next school year and scores proficient in ELA; or

**(iv)** The student attends a learning loss bridge camp before the beginning of the upcoming school year and maintains a ninety percent (90%) attendance rate at the camp, and is assigned a tutor through the TALLC to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the department.

**(3)**

**(A)** A student who is promoted to the fourth grade pursuant to subdivision (a)(2)(A)(v) or (a)(2)(B)(iv) may be promoted to the fifth grade if the student shows adequate growth, as determined by the department, on the fourth-grade ELA portion of the TCAP test.

**(B)** If a student is promoted to the fourth grade pursuant to subdivision (a)(2)(A)(v) or (a)(2)(B)(iv) and does not show adequate growth, as determined by the department, on the fourth-grade ELA portion of the TCAP test, then the student's LEA or public charter school shall convene a conference that must be attended by the following categories of participants: the student's parent or guardian, the student's ELA teacher, and the student's school principal. The recommendation made by a majority of the categories of participants in the conference determines whether the student must be:

**(i)** Promoted to the fifth grade and assigned a tutor to provide tutoring services to the student for the entirety of the student's fifth-grade year based on tutoring requirements established by the department; or

**(ii)** Retained in the fourth grade; provided, that a student must not be retained in the fourth grade more than once.

**(C)** Each student who is promoted to the fifth grade pursuant to subdivision (a)(3)(B)(i) must be assigned a tutor to provide tutoring services to the student for the entirety of the student's fifth-grade year based on tutoring requirements established by the department.

**(b)** Subject to available funding, and to the extent authorized by federal law, LEAs and public charter schools may use temporary assistance for needy families (TANF) program funds to cover up to fifty percent (50%) of the costs associated with providing tutoring services for students pursuant to subdivision (a)(2)(B)(iv).

**(c)**

**(1)** Subsection (a) does not supersede an LEA's or public charter school's obligation to comply with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.) or Section 504 of the Rehabilitation Act (29 U.S.C. § 794).

**(2)** LEAs and public charter schools shall not retain a student based on the student's disability or suspected disability.

**(d)**

**(1)** The state board of education shall promulgate rules to establish an appeal process, to be administered by the department, for a student who is identified for retention in third grade pursuant to subdivision (a)(1) based on the student's achieving a performance level rating of "approaching" on the ELA portion of the student's most recent TCAP test. The rules must provide, for the 2023-2024 school year and each school year thereafter:

**(A)** That if an appeal is filed, the filing must be made by the student's parent or guardian unless the student's parent or guardian consents, in writing, to a principal, guidance counselor, teacher, or other administrator of the student's school filing the appeal, in which case the appeal may be filed by such individual; and

**(B)** The process by which a principal, guidance counselor, teacher, or other administrator of the student's school must obtain the written consent of a student's parent or guardian for purposes of filing an appeal on behalf of the student's parent or guardian.

**(2)** The rules must be promulgated in accordance with the Uniform Administrative Procedures Act, compiled in title 4, chapter 5.

**(E)**

**(1)** For the 2023-2024 school year and each school year thereafter, the department shall report for each LEA:

**(A)** The number of students identified for mandatory retention pursuant to subdivision (a)(1) who were promoted to the fourth grade pursuant to subdivision (a)(2)(A)(vi);

(B) The provider, format, and frequency of tutoring services provided to students in the fourth grade who were promoted pursuant to subdivision (a)(2)(A)(vi);

(C) The percentage of students promoted pursuant to subdivision (a)(2)(A)(vi) that demonstrated growth or proficiency in ELA after receiving tutoring services in the fourth grade;

(D) The number of students promoted pursuant to subdivision (a)(2)(A)(vi) that enrolled in a learning loss bridge camp; and

(E) The percentage of students promoted pursuant to subdivision (a)(2)(A)(vi), and who enrolled in a learning loss bridge camp, that demonstrated growth or proficiency in ELA at the conclusion of the camp.

(2) The department shall report to the education committees of the senate and house of representatives:

(A) The information described in subdivision (e)(1)(A) no later than December 1, 2024, and each December 1 thereafter; and

(B) The information described in subdivisions (e)(1)(B)-(E) no later than December 1, 2025, and each December 1 thereafter.

(f)

(1) Beginning with the 2023-2024 school year, a student who is retained in any of the grades kindergarten through three (K-3) must be assigned a tutor to provide the student with tutoring services for the entirety of the upcoming school year based on tutoring requirements established by the department.

(2) The department may procure up to three (3) online tutoring providers for LEAs and public charter schools to use to provide online tutoring services to students. The chief procurement officer is authorized to approve an emergency purchase of online tutoring providers pursuant to this subdivision (f)(2) using procurement methods authorized by § 12-3-505 and the rules of the department of general services' central procurement office.

### **Weekly Graded Papers & PowerSchool**

Parents may request a conference with the teacher for updated grading information. Parents also have the option to check grades weekly via PowerSchool app or website. Teachers update grades weekly for homework, classwork, projects, tests, quizzes, and class participation.

Graded papers generally come home each Wednesday in the communication folder. Parents, please sign and return graded papers by the next school day. If you would like to keep the graded papers longer, please email the teacher.

### **Kaleidoscope (Creative Arts)**

Southern Avenue Charter School has developed and implemented a Creative Arts Program that is engaging, enlightening, and supports an integrated "Kaleidoscope" of experiences. Kaleidoscope is an integral part of Southern Avenue Charter School's holistic approach to educating the whole child.

The purpose of Kaleidoscope is to expand and elevate each child's learning forever by providing an exciting program of Creative Arts as a means of self-expression through the arts. The students may participate in activities such as dramatic arts, visual arts, group piano, book clubs, arts and crafts, etc. Kaleidoscope classes will be offered during the school day. Kaleidoscope classes will be available during the first semester of the school year. Sign-up and Kaleidoscope class offering information will be made available to parents/students after school

**begins.** The sign-up / selection process is on a first come, first serve basis with a limited number of spaces per class. Kaleidoscope athletic, majorette, and cheerleading clubs are offered on a **try-out** only basis.

All students enrolled must actively participate in a Kaleidoscope Creative Arts Program. Attendance is taken weekly. ***Scholars cannot be dismissed early during the time of Kaleidoscope.*** Please note early dismissal may result in the scholar losing their spot in their Kaleidoscope club.

## **Promotion and Retention Policy (K-8)**

### **PROMOTION AND RETENTION**

Regular assessment is important in order to guide the provision of academic services, enhance district and classroom instructional strategies, and measure student learning and students' progress toward meeting the district's academic achievement standards. Therefore, the district shall employ a comprehensive student assessment system to help ensure that students remain on course to meet the academic achievement standards of the district and on target to meet the grade level standards recognized by state and federal governments.

#### **Promotion and Retention Decisions**

Assessment of the student in the context of the total learning situation and its attendant circumstances should be used to determine what is best for the student. Factors to be considered in deciding what is best for the student should include:

1. Current skill level;
2. The students age;
3. Achievement potential;
4. Previous performance
5. Evaluation data;
6. Chances for success with more difficult material when current skills are inadequate;
7. Number of absences;
8. Previous retention;
9. Maturity level;
10. Standardized test results; and
11. What benefits can be accomplished by retention.

#### **Promotion**

Promotion shall be based on skill mastery and shall be considered on the basis of what is best for the child in terms of school success.

#### **Conditional Promotion and/or Assignment to Transitional Classes**

If a student's ability to succeed at the next grade level is highly questionable, consideration shall be given to conditional promotion and/or assignment to transitional classes if such classes exist.

#### **Retention**

Retention is used to help students improve their knowledge base by providing an additional year of instruction to address inadequate skills mastery. Retention will be considered on an individual basis. Deficiencies in several of the factors to be considered in deciding what is best for the student that are listed above indicate that retention shall be considered. Retention, however, should not be used as a punitive measure or as a way to hold a student back because of parental wishes when a student's performance does not warrant it or when the school feels retention is inappropriate.

#### **Special Consideration**

Special consideration for promotion and/or retention shall be given to students with special academic, social, and emotional needs.

#### **Third-Grade Promotion/Retention**

A student in the third grade shall not be promoted to the next grade level unless the student has shown a basic understanding of curriculum and ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. This provision shall not apply to students who have IEPs pursuant to 20 U.S.C. § 1400 et seq

**I. PURPOSE** To establish guidelines for promotion and retention of students in grades K-8 and to outline assessment and intervention standards.

**II. SCOPE** This policy applies to promotion and retention requirements for students in grades K-8. (For more information related to promotion and retention specific to High School grades 9-12, see policies 6032 Grade Classification for High School Students, 5005 Graduation Requirements, 5015 Grading System for Grades 6-12, and 5006 Awarding Credits.)

**III. POLICY STATEMENT** Promotion requirements for students in grades K-8 shall be in accordance with applicable federal and state law and guidance.

**A. Assessment** Regular assessment is important to guide the provision of academic services, enhance District and classroom instructional strategies, and measure student progress toward meeting academic achievement standards. Therefore, the District shall employ a comprehensive student assessment system to help ensure that students meet academic achievement and grade level standards.

## **B. Promotion and Retention Decisions**

### **1. Promotion**

The academic program implemented in each school shall be designed to help students achieve the expectations of the grade-level State Board-approved Tennessee Academic Standards and meet the requirements for promotion to the next grade. Promotion to the 5013 Promotion and Retention 1 of 7 next grade level shall be based on successful completion of required academic work or demonstration of satisfactory progress in each of the relevant academic areas. With Board approval, additional requirements may be established by the Superintendent.

### **2. Retention**

A student in grades K-8 shall not be retained more than one (1) time in any given grade level. Retention shall be considered only when it is in the best interest of the student, or as required by state law.

**a. Identification and Parental Notification** Pursuant to state law and rules the Superintendent (designee) shall identify students considered for retention in grades K-8 by February 1. Students may be identified for retention after February 1 in limited situations as outlined in the Administrative Rules and Regulations to this policy. The parents/guardians of identified students shall be notified within 15 days of identification in accordance with state requirements.

**b. Required State and District Interventions** Academic interventions, as deemed appropriate, should be provided to students on an ongoing basis. Instructional strategies, classroom grades, and intervention opportunities shall be monitored and reviewed by the Superintendent (designee) on a regular basis. In accordance with state law, a student who is retained in any of the grades K-3 shall be assigned a tutor for the entirety of the upcoming school year.

### **C. English Learners (EL)**

English Learners shall meet the same standards as all students. However, in accordance with federal law, English language proficiency shall not be the sole factor in determining that a student has not met performance standards for promotion. A student's Individualized Learning Plan (ILP) shall be considered in determining promotion/retention decisions for English Learners. Intervention strategies shall include, where appropriate, assistance in the development of English language proficiency.

### **D. Students with Disabilities**

Promotion and retention decisions for students with disabilities shall (1) comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and state guidance, and (2) be made on a case-by-case basis in consultation with the student's IEP/504 team. 2 of 7 5013 Promotion and Retention Students with disabilities who have an Individualized Education Plan (IEP) may be exempt from promotion/retention standards if an IEP/504 team determines that the student's performance is due to the student's disability or suspected disability. Students with disabilities are not subject to promotion/retention standards if, due to the nature and

severity of their disability, they have an IEP allowing them to take an alternative form of assessment.

***E. Petitions for Review of Promotion and Retention Decisions***

a. In accordance with state law and rule, the parent or legal guardian of a K-2 student may elect to have their child retained in the current grade level if the student has a documented academic or behavioral delay, as defined in state rule, and the parent/guardian believes that retention may benefit the student. The parent/guardian is required to provide timely written notification of their request before the District may retain the student subject to state requirements.

b. The parent/guardian or the school (with parental consent) of a student who is identified for retention in 3rd grade based on the student's achieving a performance level rating of "approaching" on the ELA portion of the student's most recent TCAP test, may appeal the retention in accordance with state rule.

c. All other retention decisions, excluding the above, may be appealed to the Superintendent (or designee). The decision of the Superintendent (or designee) shall be final.

**IV. RESPONSIBILITY** 1. The Superintendent (or designee) is responsible for administering this policy.

**Referral for Exceptional Children**

A student may be referred for an evaluation of a suspected disability by a parent, teacher, or administrator. If a parent is concerned, they need to reach out to school administration to express these concerns. If a parent suspects that their child has a disability or medical condition that impacts their performance in school, they may request a meeting from their child's principal to discuss evaluation.

A school administrator can explain the intervention and referral process and offer more general academic and behavioral interventions before evaluating the child for special education services. A school administrator can also explain the accommodations that can be provided under Section 504 to see if a 504 can meet the students' needs.

## **Gifted and Talented**

Gifted and Talented students are individuals who exhibit exceptional abilities or have the potential to achieve at a significantly higher level compared to their peers of the same age, experience, and environment. At Southern Avenue, we employ a child find program to identify these students, which involves various methods such as universal testing (students scoring in the 90th percentile), teacher referrals, and parent referrals.

Once students are referred for gifted or talented services, they undergo a thorough evaluation conducted by the student review team. Additionally, they may receive further assessments from the school psychologist to better understand their abilities. If it is determined that a student qualifies for these services, they will adhere to the plan outlined in the SACS Gifted and Talented Handbook.

Since intellectually gifted students are classified as a special education category in Tennessee, it is essential that students identified as such receive the necessary protections and individualized services provided for all special education categories. This includes the development and implementation of an Individualized Education Program (IEP) tailored to meet their specific needs.

## **Title I Campus Parental Involvement**

### **Purpose**

The success of SACS students based on a program emphasizing academic excellence while motivating student achievement. The SACS School model is:

- Rigorous (prepares student for college);
- Relevant (reinforces math and science skills); and,
- Relationships (a strong culture of meaningful personal relationships, reinforced by teachers and parents)

SACS attributes the strong performance of its schools and students to three core principles within the school model:

- A challenging math and science curriculum supported by theory;
- A focus on assessment across the school system; and,
- A culture of constructive competition, discipline and parental engagement.

To this end, we want to establish partnership with parents and with the community. Parents play an extremely important role as the children's first teachers. Their support for their children and for the school is critical to their children's success at every step of the way.



In support of strengthening student academic achievement, Southern Avenue Charter School that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) (district wide parental involvement policy). The policy establishes the SACS expectations for parental involvement and describes how the SACS will implement a number of specific parental involvement activities.

## **Part I. General Expectations**

SACS agrees to implement the following statutory requirements:

- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is

spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- A. that parents play an integral role in assisting their child's learning;
- B. that parents are encouraged to be actively involved in their child's education at school;
- C. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- D. the carrying out of other activities, such as those described in section 1118 of the ESEA.

## Part II. Description of How School Will Implement Required School Parental Involvement Policy Components

- Our school holds an official State of the School Address by the end of September through October each school year to review with parents Title I School requirements and the school's Parent Involvement Policy. In addition, the principal gives parents an update on school test data, adequate yearly progress status, and also facilitates a review of the school's improvement plan. (September-October)
- Our school annually invites parents to participate in review and revision meetings to examine and discuss our School Improvement Plan and Parent Involvement Policy. The school consistently reviews school policy in an organized, ongoing and timely way. An organized PTA has been established in our school to create a forum for parental input and involvement. Our school publicize and disseminate to teachers and other staff, parents, students, and the community, the results of the annual review under paragraph (2) of all schools served under this part in individual school performance profiles that include statistically sound disaggregated results as required by section 1111(b)(3)(I). (On going)
- An annual meeting where parents will learn about the requirements of the school's Title I program. A letter will be sent to each child's parents and meeting will be announced on each campus website (September-October)
- Parent meeting conferences are held two times a year. Meeting times need to be accommodated to the needs of the parents. Communications with the parents will be in a format and a language that they can understand (Fall / Spring)
- Related information regarding parent programs, meetings, and other activities will be sent to parents in a timely manner. Information's can be distributed through weekly newsletters, phone calls, web sites, or through classroom teachers (On going)
- Providing specific training and materials to help parents work with their children to improve achievement.
- Our school communicates with parents often the state's curricular and assessment expectations, school wide requirements in relation to the delivery of instruction, the techniques utilized to evaluate student

work, and individual classroom rituals and routines pertinent to the academic success of our students. We use a variety of communicative techniques such as our School Handbook, Weekly Newsletters, School Website, Teachers Websites, School Reach (phone call system), Parent/Teacher Conferences, School Council Meetings, individual notes/calls home, Family Fun Nights, Surveys, SACSs Parent web sites, parent workshops, Open House, Back to School Night, Report Cards, benchmark results, etc. to solicit parent participation and deliver important information in hopes of creating productive dialogue between home and school concerning improved student achievement. (On going)

### Part III. Shared Responsibilities for High Student Academic Achievement

As a component of the school-level parental involvement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement.

The education of a student is not only the responsibility of the teacher, but also of the parent and the child. For this reason, a Parent-Teacher--Student Compact has been developed and is utilized in our school. This document serves as an agreement between all parties that they will adhere to certain duties and responsibilities to ensure the success of the student. It is reviewed and signed by all at the beginning of each school year. The signed compacts are kept by the teacher and used in student and parent conferences to remind each participant of their responsibilities. These compacts are also used to motivate students and parents to become more involved in the educational process and to let parents know that they are equal partners in their child's learning.

### Part IV. Discretionary District Wide Parental Involvement Policy Components

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- establishing a district wide parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses in parental involvement activities; and
- providing other reasonable support for parental involvement activities

### P.E. Uniform Policy

To promote good health and hygiene practices, it is important that all students dress appropriately on a daily basis. The uniform will be designed by the campus principal, along with the Physical Education teacher. All students assigned to physical education will be expected to participate in all class activities as fully as physical capabilities and medical limitations allow.

### Technology Use Policy

Please refer to the SACS board approved Technology policy for specific details

### Additional Parent Information

#### **SACS Rewards for Student Achievement**

Southern Avenue Charter School believes that students should be recognized and rewarded for their excellent behavior, academic achievement, and overall growth as a SACS scholar. Below are a few ways SACS celebrates for student achievement:

- Academic Monthly Pep Rally (showcases all achievements and double-digit growth)

- Raffle for Monthly Perfect Attendance (Memphis Grizz family tickets, items from the Spirit Store, SACS gear, etc.)
- STAR Student of the Month (exhibiting the character trait for the month)
- Honors Society (excellent attendance, good behavior, Principal's List or Honor Roll for the entire school year.)
- Super STAR Subject Hall of Fame
- STARS in the Sky for grade level and homeroom classes
- Earn points to purchase from the SWAG (Students with Awesome Grades) Store.
- Honors Program & Activities as Assistant Principal for the Day/or Week

#### **Payments / Fees**

Payments to the school for field trips, school fees, fundraisers, etc. may be made in **CASH, CREDIT/DEBIT CARDS, CASH APP \$SouthernAveSchool, and MONEY ORDERS ONLY**. Please follow payment procedures as they apply to each event or activity. There are two cash app for uniforms and student incentives. **Field trip payments will not accept cash app payments.**

#### **Social Media and Scholars**

Students/Parents are prohibited from recording and posting any negative videos and/or messages that pertain to Southern Ave Charter School.

#### **Birthday Celebrations**

All birthday celebrations and family visitation during birthdays celebrations are prohibited at this time due to COVID-19.

. **\*At the teacher's discretion, the last twenty (20) minutes of the school day may be allotted for birthday celebrations in the classroom.**

#### **Mealtimes**

Fast food or restaurant food is prohibited during breakfast, lunch, and snack times. Students may bring their own lunch or healthy snacks. However, a free breakfast, lunch, and 2 snacks are provided to every scholar during designated times.. Please complete a dietary restriction form and keep the main office updated or any restrictions or food allergies.

At 4pm all children under the age of 18, may participate in the after-school supper program. All meals are eaten while on campus. Students are not allowed to take any food home or from the cafeteria or meal areas.

#### **Lost and Found**

All lost and found collections are maintained in the school cafeteria. Items not claimed at the end of each nine weeks period will be purged and donated to charity. Please label your child's clothing, lunch bag/box and backpack for easy identification and return. Lost eyeglasses and keys are held in the main office.

### S.A.C.S DEMERIT SYSTEM

Dear Parents/ Guardians and Students,

The Demerit System here at Southern Avenue Charter Schools has been created to increase the structure, culture, and the productivity of the school, students, teachers, and staff as a whole. Adjustments have been made so that the system would fit the needs of our students and be developmentally appropriate for our school's grades kindergarten through 5<sup>th</sup> grade. Here at S.A.C.E.S we have to ensure that learning is occurring, students are safe, and that appropriate behavior is being displayed at all times and the implementation of the Demerit System will assist with that.

Parents, please note that this is a copy of the Southern Avenue Charter School's Demerit System Policy in its entirety. We are requesting that both students and parents sign the Demerit System Policy. The signatures will indicate that parents and students alike have received the Demerit System Policy, understand it, and accept it will be fully implemented and begin on Monday, August 5, 2024. See the Parent/ Student Handbook for additional information. We look forward to working with you to help our student(s) have an exciting and successful year!

Please **SIGN** and **RETURN** the bottom portion of this page to show you have read the Demerit System with your child.

---

I understand and accept that Southern Avenue Charter School's Behavioral/Demerit System Policy will be implemented and fully effective August 4, 2025.

Student's Name \_\_\_\_\_

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

Parent Name \_\_\_\_\_

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

Parent Daytime Contact Number \_\_\_\_\_

Parent Evening Contact Number \_\_\_\_\_

## **DESCRIPTION OF DEMERITS**

### **BEHAVIORAL DEMERITS**

Students will receive a demerit consequence when they behave in a manner that violates classroom rules and our school's code of conduct. The behaviors that demonstrate a significant lack of judgment are:

1. Failure to follow directions
2. Classroom disruption
3. Direct disobedience or defiance
4. Talking without permission
5. Play fighting/Horseplaying
6. Vulgarity (obscene gestures, etc.)
7. Disrespectfulness and disrupts in the learning environment

### **NON-BEHAVIORAL DEMERITS**

Students will receive a demerit consequence when they violate classroom rules or are physically or mentally unprepared for class. This behavior may or may not disrupt the learning environment of the class but isn't acceptable.

1. Unexcused tardy to class (after the 2nd tardy for each 2 quarter)
2. Missing classroom materials (after the 2nd warning notated on the conduct)
3. Failure to attempt assignment (homework, class work)
4. Appearance of cheating (homework, class work)
5. Chewing gum without the educator's permission
6. Eating food/drinking beverages without the educator's permission
7. Possession of items not related to learning (toys, electronics, etc.)
8. Possession of a cell phone
9. Purposefully damaging property of school or others
10. Sleeping

### **UNIFORM DEMERITS**

Students will receive a demerit consequence when they violate our dress code policy. The dress code and the expectations are stated clearly in the handbook, and we will not deviate from the dress code policy, and it will be enforced daily.

1. Out of uniform
2. Missing items from uniform
3. Items from uniform not worn properly
4. Unacceptable accessories added to uniform
5. Coats/jackets worn over uniform

### **HALLWAY DEMERITS**

Students will receive a demerit consequence when they violate hallway rules and procedures. Student class transitions should be orderly and represent our school's code of conduct and our school's culture.

1. Talking without permission
2. Out of line
3. Not traveling with class (in a timely manner)
4. No hall passes

### **ZERO TOLERANCE OFFENSES**



Students who commit these infractions do not receive a demerit consequence. Due to the severity of these infractions students will receive an immediate referral to the office where the situation will be handled on a case-by-case basis.

1. Fighting
2. Possession of a weapon
3. Unlawful possession, sale, or evidence of use of drugs/tobacco
4. Possession or evidence of alcoholic beverages
5. Bullying/Instigating
6. Cyber bullying
7. Gang activities
8. Making a threat (personal or school wide)
9. Cursing/profane language (faculty and peers)
10. Stealing of school or personal property
11. Excessive defiant attitude/insubordination
12. Inappropriate contact/sexual harassment

#### **DEMERIT CONSEQUENCE LIST**

Teachers and instructional staff members will use the demerit system in the classroom, common areas of the school, and hallways. When rules are broken Demerits will be earned by students over the period of the school week and start over every Monday. The earning of demerits will result in the following consequences:

?

?

**First demerit** is a verbal warning issued to the student by a teacher or staff member

?

**Second demerit** student teacher conference

?

**Third demerit** parental contact via phone call and/or a letter from SACS instructional staff in the class the infraction occurred

?

**Fourth demerit** 2 days of silent lunch - parent will receive notification

?

**Fifth demerit** 1 day of detention/ parent, student, SACs conference (referral to RTI-B coordinator)

?

**Sixth demerit** referral to office/additional parental contact/1 day of ISS

?

**Seventh demerit** referral to office/ parental contact/2 additional day of ISS/Behavioral Action Plan

?

**Eighth demerit** referral to office/parental contact/overnight suspension

## **Parent Complaint**

### **Formal Complaint Procedures**

Usually student or parent complaints or concerns can be addressed simply by a phone call or a conference with a teacher. For those complaints and concerns that cannot be handled so easily, SACS has adopted a standard complaint policy. The following are steps to resolve all complaints:

#### **Step 1 - Contact the Staff Member**

The most direct route to resolving a concern is to confer directly with the person involved, (teacher, coach, etc.)

#### **Step 2 - Contact the Campus Administrator**

The principal and assistant principal(s) are responsible for the school's operation. Explanations of policies and procedures, various clarifications and all types of campus information are available in campus administration offices.

\*After this step you may enter the formal complaint process.

#### **Formal Complaint - Level 1 – Campus Principal**

If you have gone through the previous informal steps of problem-solving and have not met a satisfactory conclusion, you may then move into the formal process by filing the Level 1 Parents/Students Complaint form with the campus principal.

#### **Formal Complaint - Level 2 – Executive Director**

After you have gone through the first formal step of problem-solving and have not met a satisfactory conclusion, you may then move into the next formal process by filing the Level 2 Parents/Students Complaint form with the Executive Director/Designee.

#### Formal Complaint - Level 3 - School Board

SACS school board can be contacted at [www.sacsmemphis.org](http://www.sacsmemphis.org). A school board member must disqualify him or herself at the time of the hearing if he or she has been involved at any stage prior to the hearing.

#### **Section 504 Due Process Hearings**

The Rehabilitation Act of 1973 (Act), commonly referred to as Section 504, is a nondiscrimination statute enacted by the United States Congress. The purpose of the Act is to prohibit discrimination and to assure that disabled students have educational opportunities and benefits equal to those provided to nondisabled students. Notice of Parents and Student Rights under the Act, is available at the school. Parents shall have a right to challenge the actions of the Section 504 Committee with regard to their student's identification, evaluation, or educational placement through any one (1) or all of the following in accordance with this policy:

1. Informal Grievance Procedures;
2. Formal Grievance Procedures; and/or
3. Impartial Due Process Hearing

##### **1. Grievance Procedures**

Parents' decision to participate in the informal and/or formal grievance process does not prevent them from requesting an impartial due process hearing at any time. Parents/guardians may register a formal grievance or request an impartial due process hearing either orally or in writing. If the request is initially made orally, it shall be put in writing. The parent/guardian may be provided a form for this purpose.

##### **1. Informal Grievance**

If parents have a grievance, they may request an informal conference with a school level administrator. A conference will be scheduled after notice of the grievance is received by the principal. If the grievance is not resolved following the informal conference or if parents elect not to participate in an informal conference with school level administrators, a formal grievance and/or a request for a due process hearing may be filed.

##### **2. Formal Grievance**

Parents may lodge a formal grievance by filing a written Notice of Appeal with the school's Section 504 Coordinator within five (5) work days from the time they receive written notice of the Section 504 Committee's action(s).

The Executive Director (or designee) shall conduct an investigation and a written decision shall be rendered within a reasonable time.

If the grievance is not resolved after the Executive Director's (or designee) written decision, the parents may appeal to the Southern Avenue Charter School's board. The board shall meet and review the formal grievance and decide (1) that no hearing before the board is warranted or (2) notify the grievant of the scheduled hearing. If the grievance is not resolved following the formal grievance or the parents elect not to participate in a formal grievance process, an informal grievance and/or a request for a due process hearing may be filed.

The written request shall include the following information:

1. The reason for the request:
  - a. Denied identification, evaluation or educational placement of persons who, because of disability need or are believed to need special instruction or related services;
  - b. Placed in a setting which is not the least restrictive environment;
  - c. Denied appropriate services due to inaccessibility of programs;
  - d. Denied accommodations and/or modification to regular education program because of identified disability;
  - e. Denied participation in extracurricular or nonacademic activities because of a disability.
2. A suitable time for the hearing: morning, afternoon, evening
3. Two (2) possible dates for the hearing
4. A statement as to whether you prefer the hearing to be closed or open

The hearing must be held no less than fifteen (15) days and no more than thirty (30) days from the time the request for the hearing is submitted, unless the parent/guardian agrees otherwise, or the district official grants a continuance at the request of one of the parties.

School System's Responsibilities:

- The school will provide a location for the hearing.
- The school system will allow the student to remain in his/her present placement until after the hearing; unless the parents agree that a change in placement would be best for the student.
- The school system must inform the parent of any free or low cost legal services or other relevant services available in the area.
- If a parent/guardian is represented by a licensed attorney at the due process hearing, she/he must inform the school's Section 504 Coordinator and the appointed district official of that fact, in writing, at least seven (7) days prior to the hearing date.

Before the Hearing:

- All exhibits to be presented at the hearing shall be exchanged between the school system and the parents at least five (5) days prior to the hearing.
- The school system must allow the parent to examine the student's records and make copies if requested.

During the Hearing:

- The parent(s) and the school system may be represented by legal counsel.
- The student may be present at the hearing.
- After the impartial school official has heard the case, he/she will give a written decision.

- The impartial school official understands what the law requires for students with special needs. After the Hearing:
- A copy of the impartial district official's decision will be given to both the school systems and parents. The district official must render a decision within 45 days after the 504 Coordinator's receipt of the request for a hearing, unless the parents agree otherwise or the district official has granted a continuance at the request of one of the parties.
- The decision made by the school official is final unless parents or the school system appeals the decision to the appropriate state or federal court.

### **Tobacco/Alcohol/Drugs/Gun Notice**

#### **Tobacco/Alcohol-Free School Notice**

Southern Avenue Charter School prohibits student smoking or possession of tobacco products, lighters, matches, vaping devices (e.g., electronic cigarettes, vaporizers, vape pens, etc.) or alcoholic beverages on school campuses, at school-sponsored activities or on school buses. Additionally, drinking or smoking and/or the use of all tobacco products, including smokeless tobacco, are prohibited in all buildings (schools and other facilities); in any public areas, including but not limited to, bleachers used for sporting events, or public restrooms. All violators are subject to possible prosecution, as allowed by law. Additionally, student violators are subject to the disciplinary terms of the Student Code of Conduct.

#### **Gun-Free School Notice**

In order to provide a safe and gun-free environment for students and employees, any form of guns (ex. Real toy, play, look-alike) are prohibited on school property at all times, and at all school-sanctioned activities occurring on or off school property. Student violators are subject to the disciplinary terms of the Student Code of Conduct.

#### **Drug-Free School Notice**

The school believes that student use of illicit drugs is both wrong and harmful. Consequently, the school prohibits the use, sale, possession, or distribution of illicit drugs by students on school premises or any school activity, regardless of its location. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

**NOTE OF CAUTION: HOLDING PROHIBITED ITEMS OR SUBSTANCES** - In instances dealing with drugs, alcohol, tobacco, weapons, and/or any other items or substances prohibited by policy or state law, students who **HOLD** these items or substances for other students are considered to have possession and are subject to disciplinary action.

**DO**

**NOT**

**HOLD!**

### SACS Parent Complaint Form

The school board encourages students and parents to discuss their concerns through conferences with the appropriate teacher, principal, or other campus administrator. In order to better facilitate your concern in a thorough and timely manner, please complete the information below and return to our office.

Parent's Name: \_\_\_\_\_ Student's Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Today's Date: \_\_\_\_\_ Date of Incident: \_\_\_\_\_

Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_

Teacher's \_\_\_\_\_ Name: \_\_\_\_\_

**Please briefly describe your concern/need: (Please attach any additional documentation if necessary)**

---

---

---

---

**Desired Outcome: (Please briefly describe the outcome or resolution you are seeking)**

---

---

---

---

**Prior communication-please check all that apply:**

- ☐ I have spoken with or had a conference with the appropriate teacher regarding this situation.  
☐ I have spoken with or had a conference with an Assistant Principal/Counselor regarding this situation.  
☐ I have not yet spoken with any campus staff member regarding this incident.

**I request the following:**

- |  |   |
|--|---|
| <input type="checkbox"/> A phone call from the teacher | <input type="checkbox"/> A phone call from a campus administrator |
| <input type="checkbox"/> A phone call from a counselor | <input type="checkbox"/> A conference with the teacher            |
| <input type="checkbox"/> A conference with a counselor | <input type="checkbox"/> A conference with a campus administrator |

\_\_\_\_\_  
Parent Signature & Date

\_\_\_\_\_  
Received By & Date

**Bus Information**

**SOUTHERN AVENUE CHARTER SCHOOL**  
**TRANSPORTATION RULES**

The following student behavior and safety standards have been established as a guideline for all students eligible for transportation.

**BEHAVIOR EXPECTATIONS:**

1. Students who are provided transportation services will report to the K-2 Building/Cafeteria. Students must continue to follow school rules and expectations. Students who do not follow directives from staff can result in progressive disciplinary action, including bus suspension and/or removal from the bus.
2. Students in grades K through 5 shall display their transportation bus pass to the driver upon boarding the bus both morning and afternoon.
3. **Parent Initials \_\_\_\_\_**
4. Students in grades K through 1st are required to be supervised by an adult parent or guardian when delivered to the bus stop. These students will not be allowed to exit a school bus without a parent, guardian, approved adult, or a sibling 11 years or older not present to receive the student.
5. Special education students must have a parent or guardian at their residence to receive them when dropped off. If there is no one present, they will be returned to their school for supervision until picked up by a parent or guardian.
6. Cooperate with the driver. Students shall be respectful and not use obscene and/or abusive language.
7. Use of aerosol sprays, perfumes, etc. is prohibited.
8. No screaming or yelling on the bus.
9. Students will not throw items in or out of the bus. This behavior can cause serious safety consequences.
10. No fighting, bullying, harassment or horseplay on the bus or at the bus stop.
11. Students will not deliberately stand on private property while waiting for the bus.
12. Students will load and unload the bus in a safe and timely manner. Be at your bus stop at least 5 minutes prior to your assigned pick-up time.
13. Students must stay seated and not turn around in their seat. Nothing should ever block the aisle.
14. Smoking and using tobacco and/or drugs on the bus or at the bus stop is prohibited.
15. Students will not extend hands, arms, heads or any body parts out of the windows.
16. Students will not tamper with equipment or vandalize the bus. Parents/students will be charged for repair to damage of the interior/exterior of the school bus.
17. Students should keep the bus clean. Eating and drinking on the bus is prohibited.
18. Students may not use electronic devices including cell phones, cameras, iPods/MP3 players, etc. on the school bus. Cell phones and electronic devices may not be used for phone calls, texting or taking pictures at any time while on the bus.
19. Students may only ride the bus which serves their home address and may only board or de-board at assigned stop unless approved by the school principal and/or Central Office.
20. **If your child has broken any of the following policies and has to return to school campus, due to behavior issues, the parent is responsible for the aftercare Drop-In fee of \$15.00.**

**SAFETY:**

1. Students who ride the school bus must be able to follow directions.
2. Students will stay out of the streets while awaiting the arrival of the bus.
3. Students must remain seated until the bus has come to a complete stop and the stop arm has been extended.
4. Students shall cross the street in front of the bus and under the direction of the driver. Look both ways then proceed to cross when the driver signals to them and the bus stop arm has been extended.

5. There is no eating or drinking while the bus is in service.

***Remember: School Bus Transportation is a Privilege***

\*\*\*\*\*

I hereby agree that I, as a parent or guardian of the child/children receiving transportation services, will discuss the above rules with my child/children. Furthermore, my child/children will comply with the rules for transportation established by Southern Avenue Charter School.

Parent Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Parent Phone Number(s) \_\_\_\_\_

Parent/Guardian Phone Number(s) \_\_\_\_\_

Date: \_\_\_\_\_

Student Name (Print) \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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

Teacher: \_\_\_\_\_



**Southern Avenue Charter School  
AI PROHIBITED USE POLICY  
Employees and Other Authorized Users**

**1. PURPOSE**

The purpose of this policy is to ensure the ethical, secure, and responsible use of technology within Southern Avenue Charter School. This policy prohibits the use of Artificial Intelligence (AI) tools and systems to protect the organization from potential risks including but not limited to data security, privacy concerns, and ethical considerations.

**2. SCOPE**

This policy applies to all employees, contractors, consultants, temporary staff, and other workers at Southern Avenue Charter School, including all personnel affiliated with third parties.

**3. DEFINITION**

Artificial Intelligence is defined as a machine-based system that can make predictions, suggestions, or decisions that influence real or virtual environments. It is able to use machine and human-based inputs to observe a situation, analyze it, automatically create models of it, and then use model inferences to formulate options for information or action.

**4. PROHIBITED ACTIVITIES**

The following activities are strictly prohibited:

- Use of AI systems for any teaching or operational purposes.
- Use of AI-powered tools, applications, or platforms in the execution of job responsibilities.
- Sharing, integrating, or incorporating AI-generated content into any organizational systems, communications, or documentation.

**5. REASONS**

This policy is implemented based on the following considerations:

- **Overdependence on technology** - Naturally addictive; AI naturally tempts users to use it instead of their own knowledge and skills, which can be detrimental to a teacher's job experience and personal growth.
- **Inaccuracy** - AI is based on its own database, so it's information may not be up-to-date or accurate; This can lead to students learning the wrong information.
- **Lack of privacy** - AI collects data about users and their personal information, which can then be broadcasted over the internet. This encourages identity theft.
- **Removes direct human interaction** - AI weakens the teachers' interaction with the students and the methods they created through actual teaching experience that helps students learn efficiently.

**6. Consequences**

In violation of this policy the administration will be responsible for administering consequences.



## AVAILABILITY OF STUDENT and PARENT HANDBOOK ONLINE

The Student and Parent Handbook for Southern Avenue Charter Schools is available on the internet. Go to the school webpage at <http://www.sacsmemphis.org/> and click the "Student & Parent Handbook" under the Students or Parents tab.

Because of the expense of printing the handbooks, we are asking that you consider using the internet to access and review the Handbook rather than a paper copy. Using the internet to access the Handbook will allow the district to direct printing dollars to instructional needs and eliminate the need for you to search for your handbook when you have questions throughout the year. Thank you for considering this new use of technology to improve school-home communication.

Please complete and return this form. This will allow us time to get the Handbook to all students and parents who prefer a paper copy while avoiding the necessity of printing more copies of the Handbooks than necessary.

- ☐ **Thank you for providing the Student and Parent Handbook online. I will review it on the internet. My signed receipt below acknowledges receipt of the Handbook in a satisfactory manner via the internet.**
- ☐ **I prefer a paper copy of the Student and Parent Handbook.**

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Parent or Legal Guardian's Name: \_\_\_\_\_

Students' Signature: \_\_\_\_\_

Parent or Legal Guardian's Signature: \_\_\_\_\_

Student(s) Grade Level(s) \_\_\_\_\_

Return to Front Office

### RECEIPT OF STUDENT/PARENT HANDBOOK

This signed receipt acknowledges receipt of the Parent and Student Handbook of Southern Avenue Charter School (SACS). This receipt acknowledges that it is understood that the handbook contains student conduct and discipline rules. The undersigned, as student, agrees to follow such conduct and discipline rules. This receipt also serves to acknowledge that it is understood that the district's policies of non-discrimination and equity, and that specific complaint and grievance procedures exist in the handbook which should be used to respond to harassment or discrimination. The parent/guardian and student signing below are giving permission for SACS to place student photographs, artwork, writing, or other projects on the web site and social media. If you do not release this permission, please sign a separate "Media Release Form".

Drug-free schools statement: receipt shall also serve to demonstrate that you as parent or guardian of a student attending SACS have received notice of the standards of conduct of this district expected of students concerning the absolute prohibition against the unlawful possession, use, or distribution of illicit drugs and alcohol on school premises or as a part of any of the school's activities as described in board policy or administrative regulation. This notice is being provided to you pursuant to the Safe and Drug-Free Schools Law and 34 C.F.R. Part 86, both federal legal requirements for the district to obtain federal financial assistance. Your signature on this receipt acknowledges that you and your child or children who are students attending SACS fully understand the district's position absolutely prohibiting the unlawful possession, use, or distribution of illicit drugs and the possession, use, or distribution of alcohol or tobacco on school premises or as a part of the school's activities as herein above described and that compliance with these standards is mandatory. Any non-compliance with these standards can and will result in punitive measures being taken against any student failing to comply with these standards.

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Parent or Legal Guardian's Name: \_\_\_\_\_

Students' Signature: \_\_\_\_\_

Parent or Legal Guardian's Signature: \_\_\_\_\_

Student(s) Grade Level(s) \_\_\_\_\_

Return to Front Office

## **Kaleidoscope (Creative Arts) Musical Instruments and Materials**

### **Distribution and Access Students**

Students are provided access to musical instruments and materials to enhance the learning process during the season of the Kaleidoscope Creative Arts Program.

### **Care and Protection**

Musical instruments and materials are issued to the students with the understanding that the musical instruments and materials will be properly maintained and returned at the appointed time. Sanctions will be invoked in the event that a student refuses to pay for lost or damaged musical instruments and materials at the replacement cost less reasonable depreciation. Sanctions are intended to prohibit lost or damaged musical instruments and materials through willful intent or neglect and include:

1. The withholding of all grade cards, diplomas, certificates of progress, or transcripts until restitution is made.
2. The refusal to issue any additional musical instruments and materials until restitution is made. (However, access to musical instruments and materials shall be provided.) Nothing in this policy shall prohibit any student or parent from voluntarily purchasing musical instruments and materials for the Kaleidoscope Creative Arts Program.

This student/parent handbook is used as a means of communicating between the school and home. There are many policies, regulations and services discussed in these pages. Please read and keep this handbook readily available throughout the year.

Many of your questions have been anticipated and are discussed in some detail. We are always available to clarify any school matter. Please do not hesitate to call the school.

Close cooperation between parents and school is essential to promote the best interests of the child. Parents are encouraged to visit the school and to attend scheduled meetings of parents and teachers.

It is our hope that this handbook will be helpful to you. Please detach and sign the receipt at the bottom of this page and return it to the school.

**Please detach and return to your child's teacher**

---

I have received and read the Parent Handbook of Policies and Procedures for Southern Avenue Charter School of Academic Excellence and Creative Arts.

Student \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Parent's Signature \_\_\_\_\_ Date \_\_\_\_\_

### Parents as Reading Partners

Southern Avenue Charter School has adopted **Parents as Reading Partners**, a program designed for parents and children to spend time reading together every day. Southern Avenue is focusing on literacy and the importance of children developing good reading and communication skills. Each child and parent(s) at Southern Avenue Charter School will be given a **Reading Partners Agreement** and asked to set aside at least **30 minutes each day** (Monday-Friday) to read a story or book together. Parents will be able to watch their children develop good listening skills, comprehension skills, and build a broad reading vocabulary. The children will develop a love and appreciation for literature, while becoming lifelong readers. Every child needs a **Reading Partner**, who is one of the parents, a grandparent, another relative, or guardian.

The scholars will check out books from the school library and bring them home to read with a Reading Partner. The teacher will keep a log of the books when they are checked out and when they are returned.

Southern Avenue students are required to read 20 books for the school year – 10 books during the first semester and 10 books the second semester. We also encourage parents and children to visit the public library to check out books. Remember that **Reading is Fundamental** for lifelong learning.

Please read and complete the **Reading Partners' Agreement** below and return it to your child's teacher.

#### Parents as Reading Partners Reading Agreement

The **Reading Partners** named below agree to spend time reading together for a least **30 minutes every day**. We will read 20 books for the school year (10 books the first semester and 10 books the second semester). We understand that Reading is Fundamental for lifelong learning.

\_\_\_\_\_ and \_\_\_\_\_  
Child's Name Parent's Name

I agree to become **Reading Partners** in the Southern Avenue Charter School Reading Program.

Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Date \_\_\_\_\_

## **Parental Involvement / Family Support Program**

### ***Parent participation is a cornerstone of Southern Avenue Charter School.***

- Parents are required to volunteer ten (10) hours per family each semester – a total of 20 hours per school year.
- Parents are encouraged to participate in school fundraising activities and/or corporate contributions. Volunteer hours will be recorded and maintained in the main office of each building.
- Parents may schedule and perform volunteer hours daily between the hours of 8:00 am – 3:30 pm.
- Teachers will provide each volunteer with a list of areas of need and/or tasks.
- Parents are responsible for ensuring their child gets the proper amount of sleep each night to make sure the student is rested and ready to learn each day.
- Parents are responsible for reading to their children a minimum of 30 minutes each night, 5 nights a week. Other family members may also read to the children.
- Parents are required to sign Family Support Program contract and agree to participate as a condition of enrollment at Southern Avenue charter School

### **Parent participation is MANDATORY.**

#### **Family Support Contract**

- I agree to support my child's academic performance by communicating regularly with my child's teacher and/or academic support team members, and by attending parent/teacher conferences.
- I agree to attend parent orientation, parent meetings, and other school- sponsored events as scheduled and/or required.
- I agree to volunteer a minimum of ten (10) hours per semester.

**By signing this contract, I understand that I am agreeing to the aforementioned guidelines and responsibilities. I also understand that if I do not adhere to these guidelines, future enrollment of my child at Southern Avenue charter School of Academic Excellence and Creative Arts may be affected.**

\_\_\_\_\_  
**Parent / Guardian Signature**

\_\_\_\_\_  
**Date**

### SACS Parent Compliant Protocol

**Central Office Staff:**

- Elise Evans, Founder/Executive Administrator/Superintendent: [evans1194@aol.com](mailto:evans1194@aol.com) Office Number: 901.

**Instructional Team:**

- Chiquita Perry, Principal: [cperry@sacsmemphis.org](mailto:cperry@sacsmemphis.org), (Enter Contact Number)
- Manessa Parker, Assistant Principal: [mparker@sacsmemphis.org](mailto:mparker@sacsmemphis.org), Office Number: 901.799.2398
- Anettee Hall, Transportation Coordinator, [ahall@sacsmemphis.org](mailto:ahall@sacsmemphis.org)

### What Type of Problem Am I Having?

General Issues	Enrollment Issues	Special Education Issues	Critical Issues	
<p>Disagreement with a teacher or ongoing issues with another student.</p> <p>Don't like a discipline decision, except expulsion or if the decision involves special education</p>	<p>Confusion about student enrollment.</p> <p>Never received a school assignment.</p> <p>I want to transfer my child to another school.</p> <p>School said we should transfer my child or stated my child was not a good fit.</p>	<p>My child is not receiving the special education services required by his/her IEP.</p> <p>I disagree with a decision made by the IEP Team.</p>	<p>My child has been expelled, or another serious discipline issue.</p> <p>My child is in danger and the school hasn't responded.</p> <p>Any serious legal or safety issues that the school has not addressed.</p>	

### Who is Responsible for Working with Me to Find a Solution?

These issues are the responsibility of the school administration team.	Most issues can be resolved by the school.	These issues can be resolved by the school. The School Principal will serve as the mediator and will ensure that all required services are provided.	For these issues, the Central Office will work with you until the issue is resolved.	
--	--	--	--	--

### What Steps Need to Happen to Address my Problem?



<p>Today you may contact the principal. Within 5 school days you should hear a response. If you are not happy with the principal's decision....</p>	<p><b>Student Transfers:</b> Please meet with the last school of attendance to begin the transfer process.</p> <p>For other issues: Today, you may call or email the Central Office.</p> <p>Within 2 days the Central Office will let you know the next steps to resolve your issues.</p>	<p>Today, you may contact the principal.</p> <p>Within three school days, you should be invited to a school IEP Team meeting to discuss your child's needs. The school must give you a 10-day notice. You may choose to meet sooner.</p> <p>Within ten school days of the IEP Team meeting, any changes made to the IEP will be implemented unless otherwise determined by the IEP Team.</p>	<p>Today, you may contact the Central Office to describe your concern and previous school requests for help.</p> <p>Within two school days, the Central Office will make contact of the persons needed to get an answer and update you with next steps.</p> <p>Within five school days, the Central Office will let you know the plan to address your problem, if at the time it has not already been resolved.</p>	
---	---	--	---	--

**What Happens If My Problem Isn't Resolved After I've Done Everything on the List?**

<p>If the school principal does not respond within five days or the response is unsatisfactory, you can reach out to the Central Office.</p>	<p>Your child should continue to attend the assigned school, if applicable. If within five days, your student's enrollment issue is not resolved by the school, you may contact the Central Office.</p>	<p>Please review the Notice of Procedural Safeguards for steps to take if you disagree with the IEP Team's decision. If your child's new IEP is not implemented within ten days of the IEP meeting, please contact the Central Office.</p>	<p>You will always be able to reach the Central Office. These issues may not be solved immediately, but your contact will make sure you know what's going on, and will continue working with you until the issue is resolved.</p>	
--	---	--	---	--



# Southern Avenue

## CHARTER SCHOOL

### Appendix

- 2025-2026 Sick Student Policy:
  - COVID 19
  - Flu
  - Meningococcal
- SACS Lead Prevention Policy



# Southern Avenue CHARTER SCHOOL

## SICK STUDENT POLICY

SY 2025/2026

### *Guidelines for Keeping Sick Children Home*

Please note if the scholar is sent home with any of the symptoms below they will need a doctor's note to return to school.

- Coughing/Sore throat
- Shortness of breath
- Runny nose
- Nausea/ Vomiting
- Diarrhea
- Headache
- Fever at or above 100.4
- **COVID-19:** Please keep your child at home if he/she has a fever of 100.4° or higher, is coughing, experiencing shortness of breath, has a decrease in sense of smell or taste, has a sore throat or has muscle aches or pains. A doctor's note is required for their return.
- **Colds:** Please keep your child at home if he/she has a fever of 100° or greater or is experiencing discomfort that would interfere with his/her ability to perform in school. (i.e. uncontrollable coughing, severe lack of energy). If your child experiences green nasal discharge that continues throughout the day, or a cough lasting longer than ten days, or is accompanied by fever or chills and is productive of discolored sputum, consult with your physician. A doctor's note is required for their return.
- **Conjunctivitis (Pink-eye):** Following a diagnosis of bacterial conjunctivitis, the child may return when eyes are clear. Students with viral infection may return when eyes are clear.
- **Diarrhea/Vomiting:** A child with diarrhea and/or vomiting should stay at home and return to school only after being symptom-free for 24 hours. A doctor's note is required for their return.
- **Fever:** A child should remain at home with a fever of 100° or greater. The child can return to school after he/she has been fever free for 24 hours (without fever-reducing medicine such as Tylenol or Motrin). A doctor's note is required for their return.
- **Head Lice:** A child with head lice should stay home until after the first treatment with a medicated head lice product. Following the treatment, parents or guardians will need to remove lice with a fine-toothed nit/lice comb.



## Southern Avenue CHARTER SCHOOL

- **Impetigo:** A child with impetigo may return to school 24 hours after treatment has begun. A doctor's note of proof of prescription is recommended.
- **Rashes:** Common infectious diseases with rashes are most contagious in the early stages. A child with a suspicious rash should return to school only after a healthcare provider has made a diagnosis and authorized the child's return to school.
- **Strep Throat:** A doctor's note is required before a child who's had strep throat returns to school

### *Additional information*

- **Meningococcal:** As of August 7, 2023 keeping up to date with recommended vaccines is the best way to protect against meningococcal disease. Two meningococcal vaccines (MenACWY and MenB) provide protection against the five serogroups that cause most meningococcal disease in the US (serogroups A, B, C, W, and Y). CDC recommends meningococcal vaccines for preteens, teens, and people with certain medical conditions, travel plans, or jobs. The recommendations for the use of these vaccines differ:

Meningococcal ACWY vaccine is recommended for all adolescents at age 11-12 years with a booster dose at age 16 years.

Meningococcal ACWY vaccine is recommended for children age 2 months through 10 years who have an increased risk of infection due to certain medical conditions, travel, or an outbreak.

Teens and young adults (16 through 23 year olds) may also get a MenB vaccine, preferably at 16 through 18 years old. CDC does not routinely recommend this vaccine and asks that parents and healthcare professionals discuss the risk of disease and weigh the risks and benefits of vaccination before deciding. People need multiple doses of a MenB vaccine for best protection and must get the same brand for all doses.

Meningococcal B vaccines are recommended for people age 10 years or older who is at increased risk for serogroup B meningococcal disease, including people at risk because of an outbreak. Please see the website below for more information.

<https://www.cdc.gov/vaccines/vpd/mening/public/index.html>

- **Influenza:** All scholars of Southern Avenue Charter School have the option to take the influenza vaccine during the annual influenza vaccination period. Vaccines will be offered free of charge at various times and locations.



# Southern Avenue CHARTER SCHOOL

## LEAD PREVENTION POLICY

For the 2025-2026 school year, Southern Avenue Charter School will adopt the MSCS Safe School Drinking Water Policy (3008).

Director Anthony Amos,

Board Chairman

Anthony Amos

Elise Evans,

Founder/Executive Administrator/Superintendent

Elise R. Evans

Date: 7/28/2025

Chiquita Perry Principal  
7/28/2025

## SAFE SCHOOL DRINKING WATER

### I. PURPOSE

To ensure that drinking water in school facilities is safe.

### II. SCOPE

This policy applies to all District school facilities. For the purpose of this policy "school facilities" shall apply to District school locations and early childhood centers.

### III. POLICY STATEMENT

The Board of the Shelby County Schools believes that clean, healthy water in its schools is essential for the well-being of students and staff. It is therefore the policy of the Board to implement a program to reduce the potential sources of lead contamination in drinking water in District school facilities.

#### A. Mandatory Testing

The Superintendent or his/her designee shall test lead levels in drinking water sources at school facilities in accordance with applicable federal, state and District guidance.

#### B. Notification

In the event the result of a lead level test exceeds state and federal safe standards, the Superintendent or his/her designee shall provide notification to the Board within twenty-four (24) hours of receiving the test results. Notification to other governmental entities and parents shall be provided as required by law and/or District guidance.

#### C. Recordkeeping

The Superintendent or his/her designee shall maintain records of all tests conducted on water sources at school facilities in accordance with applicable law.

#### D. Training

Training for staff shall be provided as deemed appropriate.

### IV. RESPONSIBILITY

The Superintendent is responsible for ensuring that this policy is followed.

---

#### Legal References:

1. T.C.A. 49-2-133

---

#### Cross References:

Issued Date: 04/30/19

## **SAFE SCHOOL DRINKING WATER**

### **General Guidelines**

#### **A. Testing**

Sample testing of drinking water sources shall be conducted, at a minimum, every two (2) years at school facilities constructed prior to January 1, 1998. Additional testing shall be required if results reveal lead levels exceeding fifteen parts per billion (15 ppb).

1. **Greater than fifteen parts per billion (15 ppb) but less than twenty parts per billion (20 ppb)** Subsequent sample testing shall be conducted on an annual basis until retesting confirms that the level is less than fifteen parts per billion (15 ppb).

2. **Equal to or exceeds twenty parts per billion (20 ppb)**

Sample testing that is equal to or exceeds twenty parts per billion (20 ppb) shall be immediately removed from service and remain unavailable for use until subsequent retesting confirms the lead level of water from the source does not exceed twenty parts per billion (20 ppb).

The lead level of the drinking water source removed from service shall be retested within ninety (90) days of any corrective action taken.

#### **B. Recordkeeping**

Records maintained by the District, at minimum, shall consist of sample water testing procedures, testing results, and remediation if taken.

#### **C. Notification**

Notification of testing results equal to or exceeding twenty parts per billion (20 ppb) shall be provided within twenty-four (24) hours to the (1) Board of the Shelby County Schools in accordance with policy; (2) department of education, commissioner of environment and conservation, and commissioner of health (notification form); and (3) local department of health.

Within five (5) business days of receiving such results, notification shall be provided to the parents, students, and staff at the school and identified corrective actions to be taken. Paper and/or electronic communication shall be utilized as deemed appropriate.



## Southern Avenue CHARTER SCHOOL

- **Flu:** Please keep your child at home if he/she has any type of flu and should stay home until at least 24 hours after their fever has gone away on its own (without the help of fever-reducing medicines). A doctor's note is required for their return. Please see the website below for more information.

<https://www.scsk12.org/Health/files/2022/RSV%20FLU%20Guidance%20English.pdf?PID=2221>

## Lead Information

### 1. Lead FAQs

<https://www.shelbytnhealth.com/516/Lead-FAQs>

### 2. Lead Resources

<https://www.shelbytnhealth.com/513/Lead-Resources>

### 3. More Information on CLPPP

<https://www.shelbytnhealth.com/512/More-Information-on-CLPPP>

## Lead Testing Information

- If you are concerned that your child might be at risk for lead poisoning, talk with your doctor, your child's pediatrician, or contact the Shelby County Childhood Lead Poisoning Prevention Program (CLPPP) at 901-222-9582 or by email for information on screening and testing for lead poisoning.
- Lead testing is provided at most Shelby County public health clinics by appointment as a part of EPSDT screenings (Early and Periodic Screening, Diagnostic and Treatment) for children aged 0 to 5 years old. Call 901-222-9980 for more information or to make an appointment.

<https://www.shelbytnhealth.com/517/Lead-Testing-Information>





# Southern Avenue

## CHARTER SCHOOL

Director Anthony Amos,

Board Chairman

Anthony Amos

Elise Evans,

Founder/Executive Administrator/Superintendent

Elise R. Evans

Date: 7/28/2025