

**2016 - 2017**  
**9TH EDITION**

# **FAMILY HANDBOOK**

**HOME OF THE WARRIORS**

# **FANNIE C. WILLIAMS**

## **CHARTER SCHOOL**

**SERVING GRADES PRE-K - 8**



Beginning our 10th year serving the children of New Orleans

*Est. 2007- 2008 as Fannie C. Williams Elementary School  
Chartered as Fannie C. Williams Charter School 2010-2011*



## **Quick Facts About Fannie C. Williams Charter School**

**FCWCS is a Type 5 charter with BESE (Board of Elementary and Secondary Education),** that is awarded to pre-existing public schools under the jurisdiction of the Recovery School District. We are currently in our 6th year as a charter. Our charter was renewed last school year for another six years.

### **Mission Statement**

The mission of Fannie C. Williams Charter School is to achieve the highest academic success through collaboration of staff, parents, and community.

**School Motto**—Failure is NOT an option . . . the road to college or career readiness begins here.

**School Mascot**—The Warriors

**School Colors**—Royal Blue & White

**Grades Served**—Pre-Kindergarten through 8

### **School Profile**

Fannie C. Williams Elementary School was established during the 2007-2008 school year on the site of the former Fannie C. Williams Middle School on Dwyer Road in New Orleans.

It was opened as a Recovery School District school, with open enrollment for families returning to the city's eastern area after the storms and flooding of 2005. We have open access for all students who reside in Orleans Parish.

FCWCS educates students in grades Pre-K through 8. During the 2015-2016 session, we had approximately 610 students enrolled. Our student body is composed primarily of African-American children, but we also have students of Hispanic, Asian, and European descent.

We are anticipating our enrollment to remain steady from the 2015-2016 session, more than 610 students (390 families) for the 2016-2017 school year.

### **Transportation**

**Wells Transportation (504.469.1277)**, a private vendor, provides transportation via yellow school bus for about 90% of the students enrolled. The service is provided for students who live in Orleans Parish.

*The road to college or career readiness begins here . . .*

#### **Grade**

Pre-Kindergarten

Kindergarten

1st Grade

2nd Grade

3rd Grade

4th Grade

5th Grade

6th Grade

7th Grade

8th Grade

#### **Class of . . .**

2030

2029

2028

2027

2026

2025

2024

2023

2022

2021



### **Warrior's Creed**

Who are we?

We're Fannie C. and at Fannie C., we live the 4Ps:

P1 - We are Prompt—That means we're always on time;  
P2 - We are Polite—We strive to always be kind;  
P3 - We are Prepared—Ready to go, focused all the way;  
P4 - We are Productive—Giving our all, each and every day!

THIS IS OUR CREED—It is what we believe leads to our success. THIS IS OUR CREED—And we believe Warriors are the best!

### **Marching Warriors Creed**

I am a Warrior through and through

All I bleed is white and blue!

### **School Song**

Fannie C. Williams we love you.

We will strive for excellence all our lives through.

Wave her colors royal blue and white,  
We will achieve it with all our hearts.

We do believe when we conceive a thought,  
we will achieve it with all our hearts.

We do believe when we conceive a thought,  
we will achieve it with all our hearts.

Fannie C. Williams we love you!

### **Mailing Address**

11755 Dwyer Road, New Orleans, LA 70128

Office Hours: 8:00 a.m. - 3:00 p.m. (Monday - Friday)

Office Phone: 504.373.6228   Office Fax: 504.245.2796

Website: [www.fwcs.org](http://www.fwcs.org)

### **School Instructional Day**

8:00 a.m. - 3:15 p.m. (Monday - Friday)

Breakfast Served

7:30 a.m. - 7:55 a.m.. daily



## Who Was Fannie C. Williams?

Fannie C. Williams was born March 23, 1882 in Biloxi, Mississippi. In 1904 she graduated from Straight College, a school that later merged with New Orleans University to form Dillard University.

From 1908 to 1916 she taught near Biloxi. In 1920, she received two degrees from Michigan State College, a Bachelor of Arts and a Bachelor of Pedagogy.

When she returned to New Orleans in 1921, Williams served as principal of Valena C. Jones Normal School. The school was established to train African American teachers and then certify them to work in New Orleans' schools teaching African American students. She was instrumental in having nursery and kindergarten classes established for black children in the city's public school system.



She is also credited with creating an annual child health day, when medical professionals visited schools and performed their services free of charge. She retired from Valena C. Jones in 1954.

Williams participated in three White House conferences on education during the administrations of presidents Hoover, Franklin Roosevelt, and Truman. She served as president of the National Association of Teachers in Colored Schools and on the Board of Directors of Dillard University and Flint-Goodridge Hospital. In 1977, she was the recipient of awards from the American Teacher's Association.

She died June 12, 1980, at the age of 98 in New Orleans.

New Orleans Public Schools established a middle school in her honor on Dwyer Road at Bullard in New Orleans East during the late '80s. This school had a student population that many years numbered about 1200, 6th through 8th grade students. It was shuttered due to Hurricane Katrina in 2005. When it was reopened by the Recovery School District in September 2007, it became the Fannie C. Williams Elementary School, serving grades Pre-K - 6. Grades 7 and 8 were added during the 2008 and 2009 school years.

## What Is A Charter School?

Charter schools are elementary or secondary schools that receive public money (or private donations) but are not subject to some of the rules, regulations, and statutes that apply to other public schools in exchange for some type of accountability for producing certain results, which are written in the school's charter.



Charter schools operate from three (3) basic principles: **choice**: parents select the school and faculty/staff choose to work there; **flexibility**: charter schools are free to make timely decisions regarding the running of the school and the hiring of the staff; and **accountability**: charter schools operate under a multi-tiered accountability system—to parents, authorizers, the state and lenders (see Louisiana Association of Public Charter Schools-lacharterschools.org).

Fannie C. Williams Charter School is a Type 5 charter—that means the charter is with the Board of Elementary and Secondary Education (BESE). This type charter is organized from a pre-existing public school under the jurisdiction of the Recovery School District (RSD).

**Charter schools provide parents and students with alternatives to the traditional elementary or secondary school.** We're glad you've decided to entrust us with your son or daughter.

## A Brief History of FCW Charter School

Fannie C. Williams Charter School opened during the 2007-2008 school year as the Fannie C. Williams Elementary School, on the site of the former Fannie C. Williams Middle School in New Orleans East.

The school served Pre-K through 6 grades during its inaugural year. A 7th grade class was added in 2008-2009, and during the 2009-2010 academic year, an 8th grade was added.

Kelly S. Batiste and Monique H. Cook were chosen as principal and assistant principal, respectively, that first year. Cook was promoted in 2009 and Williette C. Wallace came aboard as assistant principal, along with resident assistant principal Tarynesa "Terri" Williams. Beginning in 2011-2012, Batiste and Williams became the administrators for FCWCS, our first year as a charter school.

The original building was uninhabitable due to the storms of 2005. Built between 1987 and 1989, the 120,000 sq. foot facility was demolished during the 2008-2009 school year. FCW spent the next four academic years in modular buildings. FCW was designated early on as one of five campuses to receive a new facility. Construction began in December 2010, just as we were granted our Type 5 charter from the state of Louisiana.

The 95,000 sq. foot building we now occupy cost about \$24,000,000 to construct. We moved in October 2012. Our building was formally dedicated with a Ribbon Cutting Ceremony on November 15, 2012.

This marks our 10th year as an educational institution and our 6th year as a charter school. We operate under the auspices of C.L.A.S.S., Community Leaders Advocating Student Success.

# **Fannie C. Williams Charter School: A Positive Place to Learn & Grow**

**Chief Executive Officer/Principal**  
Kelly S. Batiste

**Chief Academic Officer**  
Tarynesa “Terri” Williams

Operating under the auspices of **C.L.A.S.S.**  
(Community Leaders Advocating Student Success)

**President**  
Duane Stelly

**Board Members**—Debra Dean, Al Edwards, Brenda Flint-Minor,  
Donnyette Love, & Emily Roubion



11755 Dwyer Road (at Bullard)  
New Orleans, LA 70128

504.373.6228 (Office Phone)  
504.245.2796 (Fax)

**[www.fcwcs.org](http://www.fcwcs.org)**

*Failure is NOT an Option . . . The Road to College & Career Readiness Begins Here!*

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*Beginning our 10th year serving the children of New Orleans!*

## **MESSAGE TO OUR PARENTS & GUARDIANS**

August 24, 2016

This school session marks the start of our 10th year as an educational institution. Just as the ten weeks of summer vacation flew by, the first decade of our existence has also gone by quickly.

In our first 10 years, we have been a part of the changing scene of public education in New Orleans. We opened during the 2007-2008 session in modular buildings. Comfortable, but by no means an ideal situation for a school.

A massive, noisy orange generator powered our campus that first year. Electricity was not so reliable in New Orleans East. Powered by diesel fuel, there were a few times—just a few—when we ran out of fuel and thus power. Thankfully, it was usually near the end of the school day and the fuel truck always came to our rescue!

Our earliest days as a school were without the middle school component. Schools were then configured as Pre-K through 6 grades. Grades 7 and 8 were added during Fall '08 and Fall '09. We changed our name from Fannie C. Williams Elementary to Fannie C. Williams School. When we became a charter in 2011-2012, we became known as Fannie C. Williams Charter School.

It was during the early years that we developed our culture—how we would “do” school at “Fannie.” Our 4Ps—promptness, politeness, productivity, and preparedness—were developed by our staff as ideals of behavior for our student body. Some things we kept from the middle school that once was housed on these grounds. Our school song—“Fannie C. Williams, We Love You”—is a hold over from that earlier school. The school’s colors and mascot were also carried over from the Fannie C. Williams Middle School. At one time, it was possibly the largest middle school in Louisiana—home to more than 1200 students in grades 6 through 8.

When we arrived in September of 2007, the middle school building was still standing. Lessons could still be viewed on the chalkboards with that date of that last Friday in August of 2005. According to the architects who came to assess the damage, the orchestra pit in the auditorium still had water from the flood, two years after the storm. A decision had to be made—tear it down or renovate.

It was decided to build a new Fannie C. Williams School, with all the “bells and whistles” that a 21st century school building should possess. Our Warriors, like many others in the city,

would greatly benefit from the new state-of-the-art building! We moved in October of 2012.

We were here when the city had one of its rare snowfalls on Thursday, December 11, 2008. Talk about a teachable moment! Pre-K through 3rd grade teachers hurried students into their coats and hats to witness the “joy” of snow in New Orleans. An abstract concept of snow became an understandable occurrence to our children of New Orleans.

We got wrapped up in the happy “madness” that was New Orleans during the Saints Superbowl season in 2009. We learned the joy of civic pride—gathering around one entity to celebrate the joy of winning after the adversity and hard work of so many seasons. Our students understood the lesson there—you may be down, but you get up. Hard work pays off!

Visitors have been many to our school. Many came with gifts of encouragement, labor, and sometimes monetary donations that aided our school coffers. There was the gift of books from the Laura Bush Foundation that helped to stock our library of more than 5000 volumes. Social activist Cornel West and talk show host Tavis Smiley once graced our campus with a large contingent of individuals in February of 2008. The State of the Black Union (SOBU) brought the group to FCW to spruce up the campus. The paintings that adorn the halls and main office were brought over from the “trailers.” They were produced by the visitors at that time. The KaBoom! Playground on the back grounds was a project co-ordinated by our school’s Enrichment Team during the 2007-2008. Staff, parents, and volunteers finished the project on May 17, 2008. We learned it’s hard work putting up a playground. The Naked Brothers Band were at hand to entertain. Then RSD Superintendent Paul Vallas and CEO/Principal Kelly Batiste were both “slimed” by Nickelodeon. The New Orleans Saints came bearing a gift of \$10,000 during the 2008-2009 school year. It has helped to maintain our KaBoom! playground and finance our athletic endeavors—per the Saint’s stipulation. Journalist Soledad O’Brien graced our campus in September 2011 to push the merits of an After School program. The program has been a main stay of our school since.

These 10 years have been challenging, eventful, but highly rewarding to all who study and work here. We’ve seen our school develop into an institution where parents have confidence that the staff does things for the best interest of the children who study here. We continue to strive in year ten to make FCWCS a positive place to learn and grow. Thanks for your continued confidence!

*—Kelly S. Batiste, CEO/Principal*

**2016-2017**  
**SCHOOL CALENDAR**

*Every effort has been made to make this calendar as accurate as possible. But there may be events that are beyond the control of the school's administration and/or Board of Directors. Therefore, the calendar below is subject to change if situations warrant it. Your understanding is appreciated.*

**August 2016**

1 - 1st Day for Staff

6 - Supply Giveaway - Cornerstone United (our neighbors)

11 - Parent Orientation/School Supply Drop Off

15 - 1st Day of School for Students, Grades 1-8

15- 26 - FCWCS Culture Week

18 - 1st Day for Enrichment Classes, Grades 1-8

22 - First Day for Pre-Kindergarten and Kindergarten

24 - iReady Diagnostic begins

25 - 1st Day Enrichment for Pre-K & K

28 - Warrior Store Grand Opening

**September 2016**

1 - Faculty Meeting, 3:30-4:30 p.m.

2 - Warrior Store Grand Opening

5 - Labor Day, NO SCHOOL

6 - After School Program Begins, 3:30-5:15 p.m.

7 - iReady D1 Data issued to parents

9 - iReady D1 Celebration

14 - 1st Quarter Progress Reports Conferences, 4 - 6 p.m.; NO After School

14 - World's Finest Chocolate Candy Sale Begins

12 - 16 - Scholastic Fall Book Fair (Monday - Friday)

15 - Fall Pictures

16 - Grandparents' Day, Time: TBA

20 - C.L.A.S.S. Board of Directors Mtg, 6 p.m.

21- UnboundED School Visit; PTO Meeting, 6-7 p.m.

29 - 30 - iReady Progress Monitoring (PM)

30 - Grandparents' Day, Time: TBA; Warrior Store

**October 2016**

5 - 1st Quarter Study Guides Issued

7 - 10 - Fall Break, NO SCHOOL

11 -13 1st Quarter Exams

12 - Fall Break, NO SCHOOL

14 - End of 1st Quarter (44 days)

14 - FCWCS Goes Pink (Breast Cancer Awareness)

14 - PBIS Experience-1st Quarter

21 - 2nd Annual Trunk or Treat

25 - 26 - iReady PM

26 - Report Cards Issued

28 - 1st Quarter Awards Assembly

28 - Fannie's Scare House

31 - Halloween

**November 2016**

8 - Election Day, NO SCHOOL

10 - High School Night, 5 - 6:30 p.m.

11 - Annual Fall Festival

15 - C.L.A.S.S. BOD Mtg, 6 p.m.

16 - 2nd Quarter Progress Conferences, 4-6 p.m.; NO After School

18 - iReady D2 Celebration; Warrior Store Open

21 - 25 - Thanksgiving Holiday, NO SCHOOL for pupils & staff

28 - School Resumes

28 - 30 - iReady D2

**December 2016**

1-2 - iReady D2

8 - Santa Pictures, Time: 9:30 a.m.

12 - 14 ANET 2

16 - iReady D2 Celebration

19 - 20 - 2nd Quarter Exams

22 - Holiday Program/Class Parties, Times: TBA

23 - .5 day for Staff and Students

26 -30 - Holiday Break

23 - End of 2nd Quarter (41.5 days)

**January 2017**

2-6 - Holiday Break, NO SCHOOL for pupils & staff

9- Staff Returns from Holidays, NO SCHOOL for pupils

10 - Students return from Holiday Break

11 - 2nd Quarter Report Cards Issued

13 - PBIS Experience - 2nd Quarter; Awards Assembly

16 - MLK, Jr. Birthday, NO School

17 - 18 - iReady Progress Monitoring

27- Warrior Store Open

**February 2017**

3 - Black History Quiz Bowl, Grades 3-8

8 - 3rd Quarter Progress Reports Conference, 4-6 p.m.

10 - Annual Black History Quiz Bowl

14 - 15 - iReady Progress Monitoring

17 - Annual HBCU Step Show

23 - Annual Black History Program

24 - Students & Staff, NO SCHOOL

27 - 28 - NO SCHOOL, Mardi Gras Break

**March 2017**

1 - 3 - NO SCHOOL, Mardi Gras Break

6 - School Resumes for Students & Staff

7 -9 - ANET 3

9 - 3rd Annual STEAM Night (Science, Tech, Engineering, Arts, & Math)

13 - 15 - 3rd Quarter Exams

17 - 3rd Quarter Ends (43 days)

20 - 4th Quarter Begins

19 - 24 - Annual Spring Scholastic Book Fair

21 - C.L.A.S.S. BOD Mtg, 6 p.m.

23 - Founder's Day, Fannie C. Williams' Birthday

24 - Donuts with Dads, Time: TBA

27 - 31 - iReady D3

29 - Report Card Conferences, 4-6 p.m., NO After School

31 - LEAP Pep Rally

**April 2017**

3 - LEAP Testing, 3rd & 4th Grades

3 - May 5 - CBT LEAP Testing Window

10 - LEAP Testing, 5th & 6th Grades

12 - iReady D3 Celebration

12 - 4th Quarter Progress Reports Conferences, 4-6 p.m., NO After School

13 - 17 - NO SCHOOL Spring Break, Students & Staff

16 - C.L.A.S.S. BOD Mtg, 6 p.m.

17 - 3rd Quarter Ends (43 days)

18 - School Resumes

18 - LEAP Testing, 7th & 8th Grades

21 - Spring Bling, Annual Spring Festival

24 - May 19 - EOC (End of Course) Testing Window

25 - EOC (End of Course) Testing - 8th Grade

27 - After School Program Ends today

**2016-2017  
SCHOOL CALENDAR**

**May 2017**

- 1 - 3 - ANET 4 (ELA, Math, Science)
- 4 - 5 - 8th Grade Exams
- 5 - Muffins with Moms, Time: TBA
- 7 - Pre-K & Kindergarten Spirit Week
- 8 - 9 - 4th Quarter Exams, Grades 1 - 7
- 10 - Pre-Kindergarten EOY Celebration, Time: TBA
- 11 - Kindergarten Promotional Ceremony, Time: TBA
- 12 - 8th Grade Promotional Ceremony, Time: TBA
- 16 - C.L.A.S.S. BOD Mtg, 6 p.m.
- 17 - Awards Assembly
- 17 - Final Report Cards Issued to Students
- 18 - End of 4th Quarter
- 18 - Students' Last Day
- 19 - Last Day for Staff
- 22 - Summer Enrichment Begins
- 29 - Memorial Day, NO Summer Enrichment
- 30 - Summer Enrichment Resumes

**June 2017**

- 29 - Summer Enrichment Ends

**NOTES**

8/24/16





## FCWCS STAFF ROSTER 2016 - 2017

### Pre-Kindergarten - 1st Grade

Teacher/Staff	Grade/Position	Room
Ashley Singleton	Pre-K	1203
Shawn Tolliver	Pre-K	1202
Rae Harrell	K	1201
Kelly Donatto	K	1206
Tiffany Andrews	K	1204
Sharnell Theard	1st	1207
Ashlyn Williams	1st	1102
Eddrinea Lindsey	1st	1103

### 2nd Grade - 4th Grade

Arriane Jones	2nd	1118
Wendy Petty	2nd	1101
Helene Grey	2nd	1119
Sheila Gaskins	3rd	1111
Lawren Michalik	3rd	1112
Tony Washington	3rd	1113
Regina Robinson	4th	1108/1114
Pamela Prillman	4th	1109
MaryEllen Kelly	4th	1110

### 5th Grade - 8th Grade

Jacob Wells	5th, ELA/Social Studies	2118
Gabriela Voorhies	5th, Math/Science	2119
Willie Gray	6th, Math/Science	2102
Michelle Barbré	6th, ELA/Social Studies	2103
Troy Avery (7th)	7th, 8th Science	2101
Nicole Simmons (8th)	7th, 8th Math	2109
Karin Perrault (8th)	7th, 8th ELA	2110
Penny Ward (7th)	7th, 8th Social Studies	2114

### SPED\* Department

Ariane Boudreaux	SPED, PK - 2	
Kara Gardner, Chair	SPED, PK, K, 5	1208
Yiesha McFarland	SPED, 3-4	
Torey Calhoun	SPED, Intermediate SC*	2113
Beverly Castille	SPED, 7-8	2115
Aaron Harrison	SPED, 6	2107
Vilma Kiamco	SPED, Primary SC*	1305

### Enrichment Team

Phillip Britt	Art	1021
Terry Green	Physical Ed.	1401/1401C
Dana Williams	Physical Ed.	1401/1401D
Terry Smith	Computer Literacy	1703
Karen LeBlanc	Library/Art	1705
Dedric Jones	Instrumental Music/Band	1406/1406C
Stephanie Jordan	Vocal Music/Choir	1408/1408B

\*SC = self-contained

\*SPED = Special Education

### Substitute Teacher

Loretta Brown In-House Sub Teacher

### Paraprofessionals

Valerie Wimberly	Para-PK	1201
N'Daria Allen	Para-PK	1202
Linda Ducros	Para-PK	
Sonya Jones	Para-SPED	
Charline Varnado	Para-SPED SC*	
Jerri Harris	Para-3rd	1111/1112/13
La'Neisha Kelly	Para-2nd	1101/1118/19
Shannon Vigne	Para-1st	1207/1101/18
Kristie Carter	Para-SPED	2115
Pamela Reed	Para-K	1201/1204/07
Nadja Carr	Para-SPED	2115
Shelita Dyer	Para-SPED	
Candace Cormier	Para-SPED	
Stella Reynolds	Para-SPED	
Natashia Smith	Para-SPED	

### Reading Interventionists

Deidra Barnett	Reading (Lower Grades)	1205
Carla Lewis	Reading (Upper Grades)	2111

### Dean of Students/Reflection Room

Terri Daigle	DOS (Upper)	2112
Bernetta Sisco	DOS (Lower)	1107
Irene Hall	Reflection Room	1115

### Instructional Support Center (ISC - Main Office)

<b>Kelly Batiste</b>	<b>CEO/Principal</b>	<b>1004</b>
<b>Tarynesa Williams</b>	<b>CAO</b>	<b>1005</b>
Lynda McCray	Speech Pathologist	1314
Jacqueline Edmond	School Counselor	1016
Monique Aziz	Behavioral Health Professional	1017
Janice Watts	Instructional Coach	1013
Seané Taylor-Allen	Instructional Coach	1012
Bridget Alexis-Lewis	Data Manager	1007
Brenda Watson	Business Manager	1014
Cheryl Robichaux	School Nurse	1003
Gretchen Batiste-Johnson	Executive Assistant	1001

### Warrior Café Staff

Cassandra Patterson	Manager
Andrea Jones	Manager
Arletia Gatlin	Technician
Jacqueline Washington	Technician
Michelle Joseph	Technician
Sherlita Payne	Technician
Vanessa Holden	Technician
Carol Anderson	Technician

## **FCWCS STAFF ROSTER**

**2016-2017** (*cont'd from pg. -v-*)

### **Warrior Clean Team**

Patricia Tucker	Head
Aisha Holmes	FT/AM
Gerald Placide	Maintenance/Custodian
Vacancy	
Leslie Morgan	FT/AM

### **Security**

Kevin Batiste	Male Officer
Juleah Marcell	Female Officer

### **Itinerant Staff**

Karen Mahl	PT*	1208
Vickie McCoy	OT**	1208
Vacancy	Gifted	1406-E
Rhea White	SUNS Center	Library
Vacancy	ESL***	
Jason Sorapuru	APE****	Gym
Valerie Carter	Speech	1011

### **C.L.A.S.S. (Community Leaders Advocating Student Success)**

#### **Board of Directors**

Duane Stelly - President	Brenda Flint-Minor
Debra Dean	Donyette Love
Al Edwards	Emily Roubion

\*PT = Physical Therapy

\*\* = Occupational Therapy

\*\*\* = English as a Second Language

\*\*\*\* = Adaptive Physical Ed.

8/25/2016



# THE ABCs OF FANNIE C. WILLIAMS

## CHARTER SCHOOL

(everything parents and students should know about our school)

### A

#### Academics

##### Grading Procedure:

The scale listed below is used for all subject areas. The following weights will be applied: **40%** for Tests/Performance Tasks/Final Exam (TFE); **25%** for Quizzes/Special Projects (QP); **25%** for Classwork (CW); and **10%** for Homework (HW).

1. Teachers will issue Interim Progress Reports from the electronic grade book to parents/guardians as noted by the school's calendar found in this handbook on pages iii and iv and on the school's website ([www.fcwcs.org](http://www.fcwcs.org)). Grades will also be available in JPAMS, the electronic roll book for parents to review on a home computer, tablet and/or smartphone.
2. In determining quarter averages, numerical averages will be used to assign a letter grade. Letter and numerical grades will appear on the final transcript. The lowest F in the grade book will be a 60.
- 3. A student whose cumulative average is an "F" at the end of the school year in a promotional subject (Math, English Language Arts) fails for the year.**
4. In determining semester and final grades, numerical averages will be converted to letter grades and quality points are to be averaged to determine semester and the final grades.
5. Student conduct will not be considered when computing the quarterly grade. A separate conduct grade will be issued and graded in the following manner: "O" = Outstanding, "S" = Satisfactory, "N" = Needs Improvement, "U" = Unsatisfactory.
- 6. In order to be eligible for promotion, students must be in attendance daily. Elementary and middle school students will be in attendance a minimum of 63,720 minutes (405 minutes per day) of instructional time per state requirement.**

#### Grading and Reporting Policies (Grades 1-8)

Letter Grade	Numerical Grade	Quality Points	Quality Points Range
A	93-100	4	3.5-4.0
B	85-92	3	2.5-3.4
C	75-84	2	1.5-3.4
D	70-74	1	1.0-1.4
F	60-69	0	Below 1.0

#### Abuse (Child)

Fannie C. Williams Charter School abides by the Child Abuse Prevention, Adoption, and Family Services Act. This act mandates that all cases of suspected abuse and/or neglect be reported to Child Protection Services.

Mandated reporters are defined in Louisiana Law as professionals who may work with children in the course of their professional duties and consequently **are required** to report all suspected cases of child abuse or neglect.

There are five groups of mandated reporters as defined by Louisiana law. They are:

- Health Practitioners (doctors, nurses, hospital staff, etc.)
- Mental Health/Social Service Practitioner (psychiatrist, social workers, marriage or family counselors, etc.)
- **Teaching or Child Care Providers** (teachers, para-professionals, foster home parents, day care providers, etc.)
- Police Officers or Law Enforcement Officials
- Commercial Film and Photographic Print Processors.

**The faculty and staff are bound by law to report any cases of abuse or neglect we suspect or witness.**

#### Animals (Pets and Insects)

Students are not allowed to bring any type of animal, pet, or insect to school under any circumstances. Teachers may bring or authorize adults to bring animals to school as part of a special activity.

Animals are never allowed on the school bus.

#### After School Program

The After School Program offers educational and extra-curricular activities for students in Pre-K through 8. Hours: 3:15 p.m. - 5:15 p.m., Monday through Thursday. No After School on Friday. Bus service home is provided. Light snacks provided. **A registration fee of \$20.00 per child** is required (**non-refundable** and it covers the entire school year). Apps and fee must be submitted before the student is allowed to attend.

#### Agendas

Students in grades 6-8 will be required to purchase an agenda (\$5) to write homework and any other important info daily. Students should carry the agendas to school daily.

#### Arrival on Campus

Prompt arrival at school is expected of all students.

**Classroom instruction begins each day at 8:00 a.m.** Students arriving after 8:00 a.m. are considered late and will be marked tardy. All tardies are counted as unexcused, unless the student has a note from a doctor/dentist, has attended a funeral of an immediate family member, has participated in a school sponsored event, or the school bus was late or did not arrive at the designated stop.

#### Students should arrive at school no earlier than 7:30 a.m.

Teachers are not on duty until 7:30 a.m. FCW Charter School is not liable for students arriving before 7:30 a.m. Please do not drop your child to school before 7:30 a.m.

## **Late Arrival (Tardies)/Early Dismissal**

Students who arrive after 10:30 a.m. or leave before 1:30 p.m. are counted absent 1/2 day. Parents are encouraged to schedule doctor and dentist appointments after school or during the extended holiday breaks, if at all possible.

Students are considered to be in attendance 1/2 day when they are in attendance for 26%-50% of the student's instructional day.

If a student has one or more tardies or unexcused absences, the parent/guardian can expect the school to take one or more of the following actions:

- Phone call or letter to parent/guardian
- Parent/guardian conference at school
- Parent/guardian conference or home visit with the school social worker.

**Parents must come to the ISC (main office) to check children out of class.** Teachers cannot release a child who has not been properly checked out through the ISC. This is a safety measure to ensure the well-being of all Fannie students.

## **Asbestos Management Plan**

Asbestos is a naturally occurring mineral that was once used in building materials. It has been banned in the USA because it was found to cause cancer. Our facility was built without asbestos materials. Under the **Asbestos Hazard Emergency Response Act**, schools are required to have on site, documents regarding such. Brenda Watson, the business manager, has been designated our AHERA coordinator. Copies of the plan prepared in response to AHERA can be reviewed in the ISC. Call the school to arrange a time to review the document.

## **Assessments**

The No Child Left Behind Act of 2001 (NCLB) emphasized the theories of standard-based education reform. Emphasis is placed on the "core" subjects—reading, writing, mathematics, science, and social studies. NCLB has been replaced with the **Every Student Succeeds Act** (ESSA, 2015) that allows more flexibility for each state to define how it will handle assessments (testing).

Classroom instruction is developed from Louisiana Student Standards. Parents can visit Louisiana's Department of Education's website to seek specific information (types of questions, dates of administration) regarding state-wide testing ([www.louisianabelieves.com](http://www.louisianabelieves.com)).

To assist students in preparing for spring testing, students in 2nd through 8th grades are administered tests known as ANET (Achievement Network) every six weeks. We think of these as diagnostic tools that enable the classroom teacher to adjust instruction in a timely manner. They provide teachers and administrators with data to determine what should be re-taught to ensure maximum success on the state's mandated tests. Dates for these tests can also be found on the school's calendar and website.

## **Athletics**

FCWCS anticipates fielding the following athletic teams: cross country (boys and girls), basketball (boys and girls), flag football,

and volleyball. Students participating must maintain a 2.0 GPA and 75 points on their Responsibility Tracker.

## **Attendance**

**The school calendar for 2016-2017 reflects 68,648 minutes of instructional time. The state requirement is 63,720 minutes.**

State law mandates that elementary and middle school students must be in attendance for the required 63,720 minutes. FCWCS's calendar is 4,928 minutes above the state's requirement. Students not meeting the state's requirements will be subject to repeating the grade, regardless of the student's Grade Point Average (GPA). After the 3rd day absent, the classroom teacher will contact the parent/guardian to see what the problem is. If poor attendance still continues, the school's social worker will get involved.

**Louisiana State Law mandates compulsory attendance** and students are expected to be in attendance each school day as directed by their local school board from ages 7-18 or until the completion of high school.

The only exception to the attendance regulation shall be extenuating circumstances that are verified by the administration (or school counselor or social worker). The following are the **only** extenuating circumstances that are deemed acceptable for keeping a minor (child) out of the school:

1. Extended personal physical or emotional illness as verified by a physician or dentist;
2. Extended hospital stay as verified by a physician or dentist;
3. Extended recuperation from an accident as verified by a physician or dentist;
4. Extended contagious disease within a family as verified by physician or dentist;
5. Prior school system approved travel for education;
6. Death in the family (not to exceed one week);
7. Natural catastrophe and/or disaster;
8. Mandated court appearances as verified by a court official;
9. For any other extenuating circumstances, parents may make a formal appeal in accordance with the due process procedures established by the Board of Directors of C.L.A.S.S.

**Students missing school as a result of any suspension shall be counted as absent and unexcused. Each student must turn in all assignments he/she missed while on suspension within (2) days of returning to school to receive full credit.** For any other extenuating circumstances, parents, tutors, guardians shall have the right to appeal the denied promotion to the parish supervisor of child welfare and attendance.

The principal or her designee shall contact parents or guardians to obtain the reasons for the absences. **When a student returns to school after an excused absence, the student shall have the opportunity to complete missed assignments.** Missed assignments and/or tests should be made-up within two (2) days of returning to school, unless an extension is granted by administration. **It is the responsibility of the student and/or parent to request make-up work.** Unexcused absences can result in the student being ineligible to make up and receive credit for missed assignments (*see addendum for additional information*).

## Consequences for Unexcused Absences

1 or 2 unexcused absences	parental contact
3 unexcused absences	warning letter
3-4 unexcused absences	parental conference
5 or more unexcused absences	referral to Social Worker
5 or more unexcused absences	referral to Juvenile Court

## Awards

In order to be eligible for the FCW Charter Honor Roll (Principal's Honor Roll), a student may have no grade lower than "A" in any subject.

In order to be eligible for the "B" Honor Roll, a student may have no grade lower than a "B" in any subject.

In order to be eligible for perfect attendance in any grading period, students are required to be present from 8:00 a.m. to 3:15 p.m. each school day. Students who arrive after the tardy bell or leave before the official dismissal of school will not be eligible for perfect attendance recognition for the grading period in which the incident occurs. Excessive late arrivals or early pick-ups can result in further administrative action.

## B

**Band** (*see Marching Warriors*)

**Behavior** (*see Discipline & Student Code of Conduct in Addendum*)

## Birthday Celebrations in the Classroom

Birthday Celebrations involving cake and ice cream are welcomed at FCWCS. However, **parents must make arrangements at least seven (7) days in advance with the classroom teacher and the principal when planning a party**. If the date requested interferes with the educational process in the classroom, the request can be denied.

All students in the class must be included in the celebration, unless a child is excluded for behavioral problems by the teacher or the school's administration.

## Box Tops for Education

Box Tops for Education has helped FCWCS raise more than \$2300 in the last five years. Each coupon is worth .10 to the school's coffers.

Parents are asked to look for these coupons and send them to their child's homeroom teacher.

Additional information will appear in the monthly newsletter.



## Breakfast Procedures (*also see Lunch/Breakfast Program, pg. 10*)

The school nutrition program is an important part of the educational program. All students should have breakfast before beginning their academic day. (*Most students will be eligible for free breakfast/lunch. The Cafeteria Manager can advise of the cost for those paying full or partial prices.*)

## Breakfast Schedule

Breakfast is served daily in the Warrior Café beginning at **7:30 a.m. until 7:55 a.m.** Students who arrive by bus are directed to the café upon entering the building. **Students who walk to school or have parents who drop them off, must be here by 7:30 a.m. to partake in the morning meal.** The instructional day begins at 8:00 a.m.



## Bullying

Bullying is defined as any pattern of behavior by a student, or a group of students, that is intended to harass, intimidate, ridicule, humiliate, or install fear in another student or group of students.

Respect for others is the cornerstone of a great school. We teach the Golden Rule at FCWCS. Bullying creates an atmosphere that makes school a center of fear for those being attacked. **Students who prey on others will be subjected to disciplinary action.**

**Students and parents/guardians, please note . . .**

**It is your responsibility to alert an administrator, a teacher, or another responsible adult on campus to any hostile attempts directed at you.** Administrators are then required to take immediate action to prevent any further confrontations from developing.

Examples of "Bullying" may include the following (but are not limited to those listed below):

1. Mocking, taunting, or belittling;
2. Pointed questions intended to embarrass or humiliate;
3. Sarcastic "compliments" about another student's personal appearance;
4. Non-verbal threats and/or intimidation employing the body or bodily gestures;
5. Belittling humor relating to a student's race, gender, ethnicity, or personal characteristics;
6. Blackmail, extortion, demand for protection money, or other involuntary donations or loans;
7. Stealing or hiding belongings or the books of another student;
8. Blocking access to school property or facilities;
9. Deliberate physical contact or injury to person or property, and/or
10. Threats or harm to student(s), possessions, or others.

## Bus Service (*also see Transportation, pg. 13 and Addendum, pg. 17*)

Bus service is provided by **Wells Transportation**, a third-party vendor employed by the school to transport students living in Orleans Parish. Questions or concerns? Call **504.469.1277**.

**Please ensure that we have a current address and phone number for you in the school's office. Students can only be dropped off at the address of record in the school's office.**

**All Pre-Kindergarten through 3rd graders must be met at the bus stop by an adult in the afternoon, unless they are riding the bus with an older sibling (grades 4-8).** Pre-K through 3rd graders will be brought back to the school if no adult is present at the bus stop to receive them. Parents will have to then pick them up from the school's main office.

## C

### **Cancellation (Closing) of School/Inclement Weather**

School is cancelled only during circumstances such as extreme weather conditions, public crisis, or equipment failure. The administration makes every attempt not to cancel school. It understands the hardships it causes to working parents when it is abruptly cancelled.

Parents are notified via the following media of school closings:

**Radio Stations:** WWL/FM, 870 and WYLD/FM, 98.5.

**TV Stations:** WWL-TV, Channel 4; WDSU-TV, Channel 6; WVUE-TV, Fox 8 and WGNO-TV, Channel 26. The **school's website** will also be utilized ([www.fcwcs.org](http://www.fcwcs.org)).

The above media will be contacted to give information to the public.  
**Please do not call the school.**



In the unusual event that school must be cancelled during the school day, the school's administration and the classroom teacher will determine that all students have satisfactory transportation and an adult at home before releasing them from school.

### **Cell Phones (and other electronic devices)**

The intention of FCWCS is to provide students with a safe and nurturing learning environment that is free of outside distractions. Electronic devices can be distracting and disruptive to the instructional day. They also present a security problem during testing. Wireless devices used by students to communicate with others may inhibit the establishment of a proper learning environment and can be used to violate others' privacy rights.

**Students are allowed to bring cell phones to school, but they must be checked in to security in the morning before entering the building. Students will, however, be prohibited from the use of any electronic communication device while on school grounds for any purpose.** This includes the use of such devices to tape images or sound recordings that are in violation of law or otherwise invade the privacy of other individuals. Wireless devices, under this policy, include, but are not limited to, cellular phones, camera phones, tablets, beepers, pagers, text messaging devices and PDAs used as telecommunication devices.

Any student being in possession of an electronic communication device will result in the following:

**1st Offense: Warning (only a parent can retrieve the device);**

**2nd Offense: 1 day Out-of-School Suspension (only a parent can retrieve the device);**

**3rd Offense: 2 days Out-of-School Suspension (only a parent can retrieve the device).** The student will not be allowed to bring a phone on campus for the remainder of the school year.

**The date and time for pick-up will be at the discretion of the administration or Deans-of-Students. The school will not be responsible for any of these items that are lost, stolen, broken or misplaced.**

No action will be taken by the school's administration to recover forbidden items reported lost or stolen, which should not have been brought to school. This policy will be strictly enforced to protect the privacy of all individuals at FCWCS.

### **Checkouts from School**

The following procedures will be used to sign students out of school before the start of dismissal at 3:15 p.m.

1. Students who leave school for any reason must be signed out in the ISC (the main office).
2. Students may only be signed out by persons whose names appear on the registration form, unless the school receives permission in writing from the parent/guardian in advance.
3. Written permission is to be given by the parent/guardian or "emergency person" shown on the registration form before each checkout. Picture identification must be presented to the school official.
4. **No student will be checked out at 2:45 p.m. or later.**  
It disrupts the dismissal process for the classroom teacher and the rest of the campus.

### **Clubs & Organizations**

FCW Charter School has established several clubs, teams, and organizations geared to develop our students socially and physically. These groups are open to all students on campus (*however, some are restricted by age and/or grade*). The Marching Warriors—band, flag twirlers, majorettes, cheerleaders, letter carriers, and dance team are open to the students in grades 4-8. Group sponsors will advise you of age or grade restrictions.

Our school also sponsors boys' and girls' basketball teams, cross country, volleyball, flag football teams, choir, student council, scouting, and intramural games. Students are encouraged to participate in extracurricular activities. However, there are behavior and academic requirements that must be met:

#### **Behavior Requirement**

In order for a student to be a part of any extra-curricular activity, they must maintain at least a **75** average on their responsibility tracker for each quarter. Therefore, if a student is below a **75** average after the first quarter or any subsequent quarter, he/she will be placed on behavior probation.

Probation will allow the student to continue participating in the extra-curricular activity until the next quarter arrives. If a student is still below a **75** average after the probationary period has ended, they will be excluded from extra-curricular participation for the remainder of the school year.

#### **Academic Requirement**

Students participating in extra-curricular activities must also meet an academic requirement, along with the behavioral requirement to participate. Participants must maintain a **2.0 GPA** to be eligible for participation in said athletic or marching unit groups. Therefore, if a student's grades fall below the **2.0 GPA** after the first quarter or any subsequent quarter, he/she will be placed on academic probation. The student then has the opportunity to bring their GPA up to the required **2.0** for continued participation.

Failure to meet the requirements will result in removal from the extra-curricular activity for the remainder of the academic year.

### **Communicable Diseases (Contagious Diseases)**

FCWCS reserves the right to remove or exclude any student whose physical condition interferes with his/her ability to learn or exposes other students to contagious diseases. The school also reserves the right to request verification of treatment after removal. A doctor's slip will be required for readmission (*also see Health & Wellness*).

### **Computers in the Classroom & the Internet**

(*see Internet /Technology @ School*)

### **Corporal Punishment**

**FCW Charter does not allow corporal punishment.** However, students will be reprimanded by any FCW Charter employee for disruptive or unmanageable conduct such as vulgar language, insubordination, violent behavior, bullying, class cutting, theft, etc. (*see Positive Behavior Support*).

### **Crisis Management Plan**

The school has developed a Crisis Management Plan in accordance with state mandates. All staff have been instructed on the course of action to be taken, should the need arise. (*see Cancellation (Closing) of School/Inclement Weather for additional information*).

### **Custody Notice**

It is the responsibility of the custodial parent to furnish the school with a copy of the custody section of their divorce decree.

## **D**

### **Discipline Plan (School-Wide)**

At Fannie C. Williams School, we believe each member of our school community is responsible for maintaining an environment that promotes quality teaching and learning for all. Based on this belief, we have attempted to clearly define acceptable versus unacceptable student conduct, identify possible interventions to address unacceptable conduct, and ensure that all interventions are applied fairly, promptly, and appropriately. Our "Student Code of Conduct" applies to **all** students who are on school property, in attendance at school or any school sponsored activity, whether on-campus or off-site, or whose conduct, at any time or place, directly impacts the operations and/or general welfare of our school community.

Our school-wide expectations are simple regarding student behavior—all Warriors are expected to be . . .

### **PROMPT, POLITE, PRODUCTIVE, and PREPARED!**

We refer to these expectations as the **4Ps** and we spend the first few weeks of school teaching and reinforcing this concept to all students. It is referred to constantly. We refer to it as learning "the culture of Fannie C. Williams Charter School." The **4Ps** provide the guidelines for student behavior that we expect from all students, whether they are in Pre-K or 8th grade. They serve as the hallmarks of positive behavior that will promote the personal well-being of each pupil, as well as the common good of the school community.

### **Disciplining Children with Disabilities**

Discipline procedures for children with disabilities will be consistent with federal and state laws. These procedures will include, but are not limited to employing Positive Behavior Support (PBS) strategies, Reflection Room, and ISS. Suspension and expulsion are also available, if warranted (*also review the Addendum of this handbook for more info regarding student conduct and specifics regarding the Special Education Program, pg. 32.*)

Students for whom a disability has not yet been confirmed according to the Pupil Appraisal Handbook criteria, but are known to have or are suspected of having a disability, are also covered under the Louisiana Department of Education (LDE) Discipline Guide for Students with Disabilities. **A student with a disability may not be out-of-school for more than a total of 10 days per school year as a result of disciplinary actions.**

**Discuss these expectations and consequences with your child so that the school year is always a positive educational experience for the entire school family.**

### **Doctor & Dentist Appointments**

Medical appointments should be scheduled outside of school hours, if at all possible. However, when such scheduling is not possible, students will be excused for these special situations, if written notice of the absence is provided within the allowed time frame. **However, the student will not be recognized for perfect attendance.**

The school's website, this handbook (school's calendar) monthly newsletter, and notes sent home via students, always give advance notice of none instructional days for students. These days make excellent opportunities for medical appointments that do not interfere with the school day.

### **Dress Code & Uniform Guidelines**

Students attending FCWCS are required to adhere to the official dress code.

All students are expected to maintain personal attire and grooming standards that promote safety, health and acceptable standards of social conduct. Cleanliness should be a basic consideration. Students are expected to be responsible in the dress and grooming by avoiding extremes and manifesting self-discipline with regard to their appearance.

Elementary pupils rely on their parents for guidance regarding dress and grooming. FCWCS encourages all parents to play an active role in helping their young children dress for school each day.

Parents/guardians should carefully observe older students before they leave home each morning. Guidelines for acceptable, normal, good grooming should be taught and enforced in the home by adults.

**When parents send their child(ren) to FCWCS, it is understood that they agree to uphold the policy governing the use of uniforms. It is expected that all students will come to school neatly dressed, in clean clothes, and properly bathed. All students are required to follow the uniform policies. This is not optional.**

Parents are advised that the following guidelines will be used regarding the **school's shoe policy**:

1. All black-tops, shoestrings, and soles. **Shoes bearing logos in color are not appropriate.**
2. All white-tops, shoestrings, and soles. Shoes bearing logos in colors other than black or white are not appropriate.
3. A combination of black or white shoes—tops, shoestrings (black or white) and soles of either color (black or white).  
**Shoes bearing logos in colors other than black or white are not appropriate.**

All students are required to wear khaki bottoms (for example, Dickies uniform pants). Girls may wear skirts or jumpers, but they must be khaki. Students wearing khaki shorts must wear shorts that reach the knees and bear a hem.

#### Dress Down Days

##### (School-Spirit Fridays or Out-of-Uniform Days)

Occasionally, as a special reward, school fundraiser, or picture day, the administration may allow students to “dress down” or appear on campus out of uniform.

**Every Friday is School-Spirit Friday.** Students may wear a “Fannie” t-shirt of any description—band, cheerleaders, dance team, academic award, etc. However, they must wear the the uniform “bottom”—khaki pants (or skirt), black belt, and the uniform shoe. Students not wearing a “Fannie” t-shirt must be attired in the school’s polo-styled shirt with the logo over the left chest area.

**Days when uniforms are optional (Dress Down Days, Picture Days) will always be preceded with a note home from the school’s administration.** On these days students may wear jeans, t-shirts, shorts (knee length), etc. On picture day, students **not** taking pictures should be in full uniform. We ask parents to ensure that their child wears clothing that is in keeping with their destination—school.

Please refrain from allowing students to leave home in clothing that our educational community would find offensive or in poor taste. Their attire for the day should not be disruptive to learning. Middle school parents (grades 6-8) especially, are asked to review the attire of the child before allowing them to come to school. You will be asked to bring appropriate clothing if your child’s clothing is not suitable for school!

**Remember—unless a note from the school is sent home, all students should appear in full uniform each school day.**

*See the chart in Addendum (pg. 15) for a complete list of Do’s and Don’ts as it relates to the school uniform policy. The dress code policy can also be found on the school’s website—www.fcwcs.org.*



Polo-styled uniform shirt for male and female students. School logo belongs in the area depicted by arrow.

Pre-K through 5 wear royal blue shirts. Middle school (grades 6-8) wear gold shirts. All shirts should have the school’s logo on the left side.

#### Drug-Free School

FCW Charter School strives to provide a drug-free, alcohol-free, and tobacco-free learning environment for all students.

There is a **ZERO Tolerance** for drinking alcohol (and fighting) on our campus. Discipline policies dealing with using, possessing, or being under the influence of illicit drugs and alcohol are in compliance with state and local laws. Students involved in extra-curricular activities are considered school models and leaders. Therefore, **parents and students involved in extra-curricular activities will sign a document acknowledging understanding of this policy because it can result in dismissal from the team, organization, or school.**

All students should be aware that use of drugs, tobacco, or alcohol on campus will result in suspension or possible expulsion for the student.

#### Due Process (*Grievances & Complaints*)

Parents and guardians must recognize that school personnel **must enforce** school rules and regulations. Teaching your child to obey school rules and regulations will help to avoid most unpleasant situations. Remember, the FCWCS Family Handbook is published so that parents and students have a guide regarding the school’s expectations for student’s behavior.

The rules and regulations apply not only on campus, but **ON THE WAY TO AND FROM SCHOOL**, on school property, in sponsored vehicles (school buses), and while attending all school sponsored events.

If a parent or guardian has a complaint or grievance concerning a policy of the school, the following procedure should be employed:

1. The parent should put the grievance in writing or may present it orally to the individual staff member.
2. If the parent feels the complaint is unresolved after Step 1, the parent may request a meeting with the CAO (Chief Academic Officer or her designee, Dean-of-Students).
3. If the parent feels the complaint is still unresolved after Step 2, the parent may request a meeting with the CAO or CEO/Principal.
4. If the parent feels the complaint or grievance is still unresolved after meeting with administration, they should request a meeting with a representative of the FCW Charter Board of Directors.

The BOD of FCWCS (C.L.A.S.S.) mandates that all students shall be treated fairly and honestly in resolving grievances, complaints, or in the consideration of any suspension or expulsion (*also see Addendum*).

## E

### Emergency Contact Information

In case of an emergency, each student should have the following information on file in the school's ISC (main office):

1. Parent's/guardian's full name;
2. Complete and up-to-date home address (street and zip code);
3. Home phone number (landline also, if applicable);
4. Cell phone number of parents/guardians (including area code);
5. Phone number of two (2) relatives or close family friends and their names and relationships to the student;
6. Physician's name and phone number;
7. Medical alert information (e.g., *Is your child diabetic, asthmatic, epileptic, allergic to certain foods, bee stings? Is your child on medication?* We need to know . . . ).

Any changes in the above items during the school year should be updated immediately in the ISC and/or with the school nurse. Send the information in writing to your child's homeroom teacher or come into the office and submit the new information in person. Copies of the form can be found on the school's website ([fcwcs.org](http://fcwcs.org)) under the tabs marked Admission and FAQs.

## F

### Food Allergies (*see Health & Wellness*)

#### Food in the Classroom

Gum, candy, sunflower seeds, Ramen Noodles, salted snacks, soft drinks or other liquids, etc., are not to be brought to school for classroom or cafeteria consumption (*see exception in next paragraph*). Students are restricted from eating during instructional time.

Students bringing potato chips (*for example*) and "pouch" juices (*can only be opened once and consumed*) for consumption in the cafeteria, must also have a sandwich or salad as part of their lunch. Federal guidelines prohibit "junk food" in school cafeterias receiving federal aid.

Forbidden items will be confiscated and thrown away.

## G

### Gifted & Talented Program

FCWCS seeks students early in the school year who are candidates for the gifted and talented program. The Intervention Services (Gifted Students Division) will make arrangements for the testing of these children. Teachers are asked to survey their classes for students who exhibit characteristics of academically gifted or artistically talented students. Parental approval is always sought before proceeding with this evaluation.

## H

### Health & Wellness

It is the responsibility of parents to keep all students diagnosed with or suspected to have contagious or infectious diseases at home. FCWCS will follow strict guidelines to prevent as much infection and contagious illness as possible to protect the general student body. **Please do not send children to school if they are ill.**

**Schools are not required or intended to keep ill children for parents/guardians.** If your child has a contagious disease, a doctor's note stating that they are not contagious and are cleared to return to school, is required upon their return. Students absent five (5) consecutive days should return with a doctor's note.

The following is a list of requirements that must be met for children to return to FCWCS's campus after being ill:

- **FEVER:** Any fever over 100.4 requires a child to leave school and be at home for 24 hours. The student can then come back after this period (without the use of any fever reduction medicine).
- **UNCONTROLLED DIARRHEA:** The student must be diarrhea-free for 24 hours, has had a regular bowel movement and is able to eat a normal diet. This does not include diarrhea induced by antibiotics or their medications, if indicated by a physician.
- **VOMITING:** No vomiting for 24 hours and the child must have eaten at least one normal meal without vomiting.
- **PINK EYE (CONJUNCTIVITIS):** 24 hours on medication, symptom free and a note from the doctor that child is under care and not contagious.
- **RINGWORM:** Affected area must stay covered with a dry dressing and a note from the doctor that child is under care/treatment for affected area. Topical medication for ringworm on the body and oral medication for ringworm on the scalp are indicated.
- **HEAD LICE:** The hair must be nit (egg) free and treatment done as indicated on the note from the school nurse.
- **CHICKEN POX:** Six days after the onset of rash/pustules or until all lesions have dried and crusted over.
- **RASH:** Any unexplained rash must be completely clear or have a doctor's note clearing the pupil to return to class.
- **ACTIVE COLDS:** Mucus from a runny nose that is yellowish or greenish and thick, combined with coughing and sneezing needs a physician's note to clear a pupil's return to school and /or the student is symptom free after 24 hours.
- **OTHER:** Lethargy, crying in pain or discomfort. If your child is too ill to participate in the activities of the school day, then he/she is too sick to attend school. A sick child will not benefit from being in the classroom.

### FOOD ALLERGIES

Parents with students who suffer with **Food Allergies** should contact the school nurse, the classroom teacher, and/or the school's administration immediately to advise them of this health concern.

### ADMINISTERING MEDICATION at SCHOOL

**Administering any medicine** to students is not a recommended procedure for schools, but at times it is necessary. The school's nurse or trained designee will give any medicine that needs to be administered at school.

The following procedures will be used to administer medication if necessary:

- Written orders from a physician** detailing the name of the drug, dosage, and time interval the medication is to be taken. An expiration date (*if applicable*) should also be present.
- Written permission from the parent/guardian** of the student requesting the school's nurse to comply with the physician's order. **The school will not dispense medication without written parental authorization and doctor's orders.**
- Medication must be brought to school in the container appropriately labeled by the pharmacy or physician and given to the school nurse.**
- Students are not allowed to self-medicate** (an exception can be made for students with asthma). A student with asthma may possess and self-administer the prescription while on campus if:
  - a prescription is labeled on the medication;
  - the self-medication is done in compliance with the prescription or written instructions from the student's doctor or provider;
  - a written statement from the student's doctor stating that the student has asthma and is capable of self-administrating the prescribed medication, the prescribed dosage, the time at which or circumstances under which the medicine may be administered, and the period for which the medicine is prescribed.

**No student is allowed to have any medication (over-the-counter or prescribed) at any time in his/her possession, unless granted permission by FCWCS' administration.**

Parents should note that the **school nurse's** primary role is to improve the physical and mental health of students based on their own physical needs. Her duties include emergency care, providing for students who become ill at school, dispensing medication according to the Board of Director's and state's guidelines, providing health screenings, and maintaining immunization records.

**The nurse provides first aid only. She does not diagnose illness,** but will note symptoms and notify parents of her observations. Students injured at school will be administered first aid and parents will be notified.

#### **Parents with ill children should do the following:**

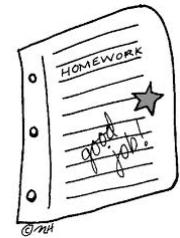
- keep a sick child at home;
- ensure children always wash their hands after using the restroom and before eating;
- make sure your ill child does not share food with other children;
- throw away used tissues immediately;
- make sure your sick child drinks plenty of fluids to avoid dehydration;
- check an ill child's breathing and temperature at regular intervals;
- keep the child in bed and warm;
- make sure medications are kept in child-proof containers and out of the reach of children.

The entire school community is endangered when these guidelines are not followed. Students kept home for the aforementioned reasons, must have medical clearance from a doctor before they return to

school. **Medical clearance is needed for any student absent five (5) or more days from the classroom.**

#### **Homework**

**Homework is assigned each night-Monday through Thursday.** It should take about 30 minutes to one hour to complete. Weekends will be used for long term assignments such as reading, essays, research and special projects (*primarily grades 5-8*). Students should turn in all assignments on time to receive full credit.



Students in grades Pre-K-5th grades will be given Homework Sheets and grades 6th-8th will write homework assignments in the agendas (*purchased from the school, see page 1*). After the third no homework infraction, a phone call will be made to the parent.

Homework traditionally picks up where the classwork left off—it is often an extension of the learning activities that take place daily in the classroom. It is an opportunity for students to get additional practice and apply those skills introduced and taught in the classroom. It allows students time to study and prepare for the next class or demonstrate mastery on quizzes and tests.

Homework is a vital part of the learning process. **It is the student's responsibility to complete the assignments, not the parents!**

**Students enrolled in the After School Program may begin their assignments here, but may not have enough time to finish.** The After School Program is designed to provide a safe place for students with working parents, an opportunity for structured activities after school and a place to get **assistance** with homework. **Parents should ensure that all assignments are completed as stated on the homework sheets and agendas.**

#### **Homework Guidelines for Parents**

- Be a motivator.** Act positively about homework, your child's capabilities and the importance of school;
- Be a monitor.** Watch for signs of frustration. Provide guidance.
- Be a provider.** Make sure the needed materials are available. Create a quiet, well-lit place to do homework.
- Establish a daily routine**—the when, where, and how of homework in your home will make this daily task much easier for you and your child.

Remember homework (or lack of . . .) impacts a student's report card grades and more importantly, mastery of the subject!

**Homework represents 10% of a student's report card grade.**

#### **Homework Requests (for ill students, etc.)**

Homework requests for students who are out due to illnesses or other important reasons should be made through the counselor's office. Please allow 24 hours (one school day) from the time of the request so that teachers may prepare a complete packet.

## **Illness or Injury**

In case of sudden illness or injury, the school nurse, Dean of Students, or a staff member will provide temporary care for your child. **School personnel will administer basic first aid treatment only.**

**If emergency medical treatment is necessary, you will be contacted. Please make sure your contact and/or emergency numbers and information in the school's ISC (main office) are current.** Remember, medical personnel are very reluctant to treat minors without the permission of a parent or guardian. Please keep your cell and home numbers up-to-date and be sure to provide the school with an alternative contact in case you can't be reached.

## **I**

### **Inclement Weather**

Parents are asked to invest in rain gear for students. Umbrellas and raincoats (or ponchos) are especially appropriate. Students who catch the school bus must wait at the bus stop, often without the benefit of shelter. By the time they reach school, they are "drenched."

**All rain gear should be clearly marked with your child's name and classroom number.**

### **Internet/Technology Use @ School**

Our campus has Internet access.



The building has two computer labs and each classroom has at least five desktop computers for classroom use. Students, teachers, administrators, and support personnel use the Internet daily. Teachers input attendance and grades into the system's network daily.

Our student body heavily utilizes our computer labs. Computer Literacy is also part of the Enrichment Program. Classroom teachers incorporate the computers in their classrooms to enrich their lessons. Reading, math, science, and social studies intervention is utilized (iReady and Study Island on these computers). Students utilizing the Internet are always under the supervision of their classroom teachers.

Computer usage is to provide students with computer skills, conduct research, and extra educational experiences/lessons. **The state's spring testing are scheduled to be taken on computers exclusively this year.** We stress the importance of the computer as a tool of learning and productivity, not a device for gaming. Those students who agree to act in a considerable and responsible manner will be allowed to use the school's computers and network.

Students are responsible for good behavior on the school's computer network, just as they are responsible for good behavior everywhere else on campus.

New this year, **parents will be able to access their student's attendance, grades, and transcript from their smart phones or home computers.** A link will be placed on the school's website ([www.fcwcs.org](http://www.fcwcs.org)) to direct parents to the Student Progress Center login screen. The address is:

<https://services.edgear.net/progress>

We utilize web sites and online programs for instructional purposes, so it is important that students realize that certain negative behaviors regarding the labs (and classroom) equipment and the Internet will not be tolerated.

The following is a list of **unacceptable behaviors** while using computer equipment at FCWCS:

- sending or displaying offensive messages or pictures;
- using obscene, profane, vulgar, or rude language;
- harassing, insulting, threatening, or attacking others;
- damaging computers, computer peripherals, computer systems, or computer networks;
- attempting to gain unauthorized access;
- violating copyright laws;
- trespassing in other's folders, work, documents, or files;
- intentionally wasting limited resources;
- loading or downloading software on any of the school's computers without permission;
- revealing personal information about yourself to others in cyberspace;
- accessing and using I-Tunes, You Tube, Facebook, Twitter, MySpace, Skype, Instagram, Pinterest, Tumblr, Vox, Snapchat, or any social media network without specific instruction from the classroom teacher; no use of personal e-mail accounts, unless provided or filtered by the school's administrators;
- accessing sites that have been deemed inappropriate for classroom use by the teacher;
- changing the settings on the computer without permission from the teacher;
- eating, drinking, or chewing gum in the labs or while using the lab, classroom or library equipment;
- vandalizing the computer station.

### **Instructional Support Center (ISC or Main Office)**

The ISC staff is part of the school's professional personnel. It is their responsibility to conduct the school's business in strict accordance with the policies and regulations established in this handbook. **The school's business office is open from 8:00 a.m. to 3:00 p.m., Monday through Friday.**

## **J**

**JPAMS** is the electronic grade and attendance book of the Student Progress Center that allows parents to review the child's attendance, grades, and transcripts on a smart phone or computer. The SPC can be accessed at:

<https://services.edgear.net/progress/>

## **L**

### **Lockers**

Our facility has lockers for middle school students (grades 6-8). A locker will be assigned to one student, but all lockers are the property of the school and may be inspected by school personnel without notice.

**Locker Regulations will be as follows (these items are subject to amendment or changes):**

1. Lockers are the property of the school and may be inspected.
2. Do not share your locker or its combination with anyone for any reason.
3. Take care in closing your locker to avoid items getting caught in the door.
4. Do not deface by drawing, painting, writing, or marking on your locker inside or out (this includes stickers).
5. Do not attach a second lock to your locker.
6. Do not keep valuables—band instruments, electronics, money, jewelry, etc. in the locker. It is meant for books, gym clothes, sweaters, and/or jackets. The school is not responsible for stolen valuables placed in a locker.
7. Report any problems immediately to the Dean of Students (this includes vandalism, thefts, broken locks, etc.).
8. Anything that is deemed illegal to have on campus does not belong in a locker (e.g., alcohol, cigarettes, matches, lighters, drugs, etc.).
9. There will be designated times to use the lockers. Make sure to adhere to the times as given by the school's administration.
10. Failure to follow these guidelines will result in loss of locker use.

### **Lost & Found**

Students are responsible for keeping up with their belongings—books, backpacks, sweaters, jackets, eyeglasses, umbrellas, etc.

**Parents should mark all items belonging to their child with their names and homeroom number.**

Students who find lost items are asked to return them to their teacher or the Deans of Student (Daigle and Sisco), where the owner can claim them. Any student who has lost an item should check with the their Dean of Student or the Physical Education teachers (items are usually stored in the gym or nurse's office until reunited with their owners). Eyeglasses are placed in the ISC (main office) until they are claimed.

Clothing not claimed by the end of the school year is given to the Goodwill, Salvation Army or Volunteers of America.

### **Lunch & Breakfast Program (*Child Nutrition Program*)**

The Warrior Café serves a nutritious breakfast and lunch daily. C.L.A.S.S. has placed the management of the food program under Orleans Parish School Board (OPSB). All federal guidelines are followed.

**Breakfast is served each morning beginning at 7:30 a.m. Students arriving after 7:55 a.m. will miss the opportunity to take part in the breakfast program.**

Students may bring lunch (or breakfast) from home. However, no canned or bottled soft drinks are allowed in the school's cafeteria. Students who bring lunch (or breakfast) to school must comply with the state and federal regulations for the Food Service Operation as they apply to the eating of food in the cafeteria during scheduled lunch (or breakfast) times.

They are as follows:

- Lunches (and breakfasts) are to be nutritious and well-balanced;
- No soft drinks are allowed in the cafeteria;
- Students bringing lunches (or breakfasts) to school may purchase milk from the cafeteria (the manager will advise student of cost);
- **“Fast Food” lunches (or breakfasts, such as McDonald’s, Wendy’s, Burger King, KFC, Subway, Taco Bell, Rally’s, etc.) are not allowed in the cafeteria due to federal regulations.**

Students bringing their food from home are reminded that gum, candy, sunflower seeds, salted snacks, Ramen Noodles, etc. are not allowed in the cafeteria. No canned or bottled soft drinks are allowed. Juices must be in pouches that can be opened only once and not resealed.

Any student attempting to bring such items onto the campus will have them confiscated. The Warrior Café must comply with the federal guidelines for the operation of school cafeterias during scheduled lunch or breakfast times. Students wishing to bring items such as potato chips, popcorn, and other salted snacks must also have a sandwich or salad as part of their lunch bag.

**Any parent with a student with food allergies or special dietary needs, should provide the information (in writing) to the school regarding their dietary restrictions.**

Most of our student body meets the federal requirements for free or reduced lunch. Current prices can be obtained by making an inquiry to the cafeteria manager.

### **Lunch Schedule**

The Warrior Café cannot accommodate the entire school in one sitting, so lunch is served as follows:

<b>Grade Level</b>	<b>Time</b>	<b>Recess</b>
1st & 2nd Grades	10:30-11:00	11:00-11:15
Pre-K and Kindergarten	11:10-11:40	11:40-11:55
3rd & 4th Grades	12:00-12:30	12:30-12:45
5th & 6th Grades	12:40-1:25	1:10-1:25*
7th & 8th Grades	12:45-1:15	1:10-1:25*



*\*Middle School does not have a daily recess on the yard, but rather a daily meeting in the cafeteria at the time designated above.*

## M

### **Marching Warriors (also Choir, Band, Auxiliary Groups & Athletic Teams)**

In an effort to develop students socially and emotionally, we have several organizations for students. Band and choir stress the importance of honing their musical skills and growing socially and emotionally. Auxiliary groups (dance, cheerleaders, majorettes, letter carriers, and flag twirlers) also allow their members growth emotionally and socially. Our athletic squads (cross country, volleyball, flag football and basketball) allow student athletes to grow physically, along with developing socially and emotionally.

**Students performing or playing in any of these groups or organizations do so with the understanding that they must maintain a 2.0 GPA to participate.** Failure to maintain the 2.0 GPA will result in dismissal from the organization.

Also, students participating in the Marching Warriors and any athletic team, must maintain at least a **75** average on their responsibility tracker for each quarter. Therefore, if a student is below a **75** average after the first quarter or any subsequent quarter, he/she will be placed on behavior probation (*see pages 4-5 for additional info regarding Clubs & Organizations*).

The Marching Warriors Band and Auxiliary Units are open to students in grades 4-8. Athletic teams, clubs & organizations may have restrictions regarding grade and/or age. See the group's sponsor for additional information.

The Marching Warriors Band members will receive a handbook specific to the band. Members are required to follow those rules and regulations as written.

### **Mechanical Pencils**

**Mechanical Pencils are not allowed on our campus. Students should only bring No. 2 wood cased lead pencils to school.** Parents are also asked not to allow students to bring pencil sharpeners to school. Please have students sharpened pencils at home. **Each student should have three (3) sharpened No. 2 lead pencils in their possession daily.**

**Medication** (*see Health & Wellness*), pgs. 7 & 8)

## N

### **Newsletter**

During the opening weeks of each month, the school sends home the **WARRIOR NEWS**, the school's newsletter that provides parents and the community with information regarding all the good things happening on our campus. The **WARRIOR NEWS** will be sent home in the Wednesday Warrior folder. Families with more than one child at FCWCS, will receive one copy only.



Parents are asked to read it carefully and maintain it for the month it serves. It contains dates of important campus happenings, pictures, honor rolls, and any special dismissal dates or holidays for our Warriors. The **WN** and the school's website

([www.fcwcs.org](http://www.fcwcs.org)) is our school's line of communication with parents. The **WN** is also archived on the school's website each month.

## P

### **Parent-Teacher Organization (PTO)**

The PTO is a voluntary organization bringing parents, teachers, and community together for activities relating to the welfare of Fannie C. Williams Charter School. Our PTO actively supports the educational goals of our school.

Our Fannie Family needs a creative group of parents to help to further develop this organization. The city's best schools always have a strong PTO. Meetings are held quarterly in the school's Media Center or Warrior Café. Dates and times will appear on the school's website, in the school's newsletter and in flyers sent home with students.

Consider joining, we need your voice!

### **Parental Involvement**

**Parents are the first teachers of their children.** Their involvement in the school and learning activities are paramount to the success of their children academically, emotionally, and socially during their school years and later in life.

We always encourage our parents/guardians to participate in as many of our school's activities as possible. We would like to extend an invitation to all Fannie parents the following opportunities to get involved with these happenings on campus:

- PTO meetings
- Grandparents' Day
- Fall & Spring Festivals
- Box Tops for Education
- School Candy Drive
- Field Trip Chaperone
- Attend our Annual Programs
- Scholastic Book Fairs
- Report Card Conferences
- Muffins for Moms/Donuts for Dads
- High School Night
- STEAM Family Night
- Support our Lemonade Day Stand

Parents are encouraged to participate in at least six (6) of the aforementioned activities during the academic year.

Your support will be greatly appreciated.

### **Positive Behavior Support (PBS)**

PBS emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and positive behavior and lifestyle outcomes.

PBS's aim is to build a positive environment in which positive behavior is recognized more than problem behavior. The PBS Experience is used to reward students with good behavior. Some teams within the school community have students work toward additional weekly/monthly rewards (*see Discipline*).

## Promotion Policy (State of Louisiana)

### Promotional Guidelines for Students in Grades K-8

Decisions to promote or retain elementary or middle school students are based on successful completion of the curriculum as evidenced by mastery of the **Common Core State Standards (CCSS)** and/or Louisiana's Student Standards and fulfillment of the state's attendance requirements (the state requires that students are present for at least 63,720 minutes of instructional time. FCWCS provides 68,648 minutes [405 minutes per day]).

FCWCS students will receive intensive documented academic intervention services before retention is considered.

#### Promotion from Kindergarten

- Attain mastery of at least 70% of required CCSS\* in reading and math as evidenced on the Kindergarten Portfolio Assessment Checklist (work samples, anecdotal records, photographs, etc.);
- Must meet the attendance requirements (*see Academics & Attendance*).

#### Promotion from Grades 1 and 2

- Attain at least a D in both English Language Arts (ELA) and mathematics as final report card grades, reflecting a minimum of 70% mastery of CCSS\*; and
- Must meet the attendance requirements.

#### Promotion from Grades 3

- Attain at least a D in each promotional subject—ELA, mathematics as final report card grades, reflecting 70% mastery of CCSS\*; and
- Must meet the attendance requirements.

#### Promotion from Grades 4-8

- Attain at least a D in each promotional subject (reading, ELA, mathematics) as final report card grades, reflecting 70% mastery of CCSS\*; and
- Must meet the attendance requirements.
- In addition to the above, students in Grades 4 and 8 must also achieve at or above the Basic/Accomplishing Basic standard on ELA/Math on the LEAP.

\*Current State of Louisiana Standards can be found on the Department of Education's website [www.louisianabelieves.com](http://www.louisianabelieves.com).

## Q

The school year is divided into four (4) **academic quarters**:

1st Quarter - August 17 - October 14

2nd Quarter - October 17 - December 23

3rd Quarter - January 10 - March 17

4th Quarter - March 20 - May 19

The instructional day is 405 minutes per day or 68,648 minutes for the year. The State of Louisiana requires 63,720 minutes.

## R

### Reporters (Mandated) of Child Abuse or Neglect (*see Abuse*)

#### Response to Intervention (RTI)

Our school uses Response to Intervention as a school-wide general education process that provides students with high-quality research based instruction and interventions which are matched to the student's need.

Data is used to drive decisions about student progress and to determine the appropriate instructional plan necessary for a student to achieve Benchmark success. RTI will follow a three-tiered process:

- Tier I is the level in which students *are achieving* Benchmark success;
- Tier II is implemented when students *need strategic support* to achieve Benchmark success;
- Tier III is the level at which students need *intensive support* to achieve Benchmark success.

At FCWCS, highly-structured, research-based interventions are provided school-wide according to the needs of the students. Students academic progress are monitored frequently to determine if the interventions are sufficient to help the student reach the instructional level of their grades.

## Responsibility Tracker

The Responsibility Tracker is sent home every Wednesday for parents to review and sign for pupils in grades 1-8. Behavioral Calendars are used for students in Pre-K and K. They are to be returned the next day (Thursday) in the same folder.

Each student will receive 100 points as a behavior grade weekly. Points can be deducted according to the behavior and effort chart listed in this handbook's addendum on page 16. If there are no infractions marked, the student had a great week. Students earning a cumulative grade of 90 points for the quarter will earn a PBS reward. Parents or guardians will be contacted when there is a weekly average of 80 points or less and/or a "D" or "E" infraction. Teachers will add a brief comment for all D & E (serious) level infractions (*see pg. 16 for additional info*).

## S

### School Supplies

Lists (by grade level) were issued at the close of last year, at New Parent Orientation, and in the ISC (main office). The list can also be found on the school's website—fcwcs.org. All students should bring the supplies listed during the opening days of school (please, **no mechanical pencils or pencil sharpeners permitted**).

## Searches by School Officials

School officials may search a student if there is a reasonable suspicion the student is in possession of an item that is illegal or against school rules. Student book bags, school desks, lockers, and other school property are subject to inspection and search by school authorities at any time without prior notice to students or parents. Students are required to cooperate if asked to open book bags, purses, or lockers on campus. Metal detectors and drug or weapon sniffing dogs may be utilized at school or at any school function, including activities outside normal school hours or off the campus at the discretion of the school's administration (*also see Lockers*).

## T

### Textbooks & Library Books

Students are responsible for the care of the textbooks issued to them. Each student will be issued a textbook for classroom use and to take home for study or homework. Textbooks must be returned at the end of the school year in good condition. A replacement fee will be assessed if textbooks are not in good or reusable condition or has been lost.

**Parents must sign a contract for textbooks, stating that they will be responsible for damaged or lost books.**

Students are to cover their books with book covers or brown paper bags. Covering textbooks protects them from the weather and abuse.

**Library Books** will be available for students to borrow. Borrowing from the school's collection will hold the same responsibilities as the use of textbooks. Parents will be responsible for damaged or lost library books.

## **Title I**

According to the government's website, the purpose of this title is "to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments."

Parents of students participating in activities, services, and programs funded by Title I, Part A of the NCLB Act agree that this compact outlines how parents, the entire school staff, and the students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.

### **Parent's Responsibility:**

- Ensure that my child attends school daily and arrives at school on time;
- Encourage my child to follow the rules and regulations of the school;
- Monitor my child's homework;
- Attend parent/teacher conferences and communicate with teachers frequently to discuss my child's progress;
- Review the Student Code of Conduct with my child and talk about the importance of being safe, responsible, and respectful at school and in everyday life;
- Review the Compact with my child.

### **Student's Responsibility:**

- Attend school and all scheduled classes daily;
- Complete and turn in all classroom and homework assignments on time;
- Accept responsibility for my own actions;
- Show respect for myself, other people, and property;
- Follow the school's expectations and rules;
- Follow the Student Code of Conduct.

### **School's Responsibility:**

- Provide high quality curriculum and instruction in a supportive and learning environment that enables the students to meet local and state academic standards;
- Maintain highly qualified teachers;
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success;
- Provide opportunities for ongoing communication between parents and teachers through:
  - Semi-annual parent/teacher conferences;
  - Periodic progress reports regarding each student's progress;
  - Opportunities to talk with members of the staff, volunteer in class, and observe classroom activities;
  - Provide parents with assistance in understanding academic achievement standards and assessments and how to monitor their child's progress.

**Transportation** (*also see pg. 3, Warrior Way, pg. 17 & Addendum*)  
Bus service is outsourced to third party vendor **Wells**

**Transportation (504.469.1277)**. The purpose of the bus service is to provide students who live within the boundaries of Orleans Parish with safe and timely transportation to and from school. Parental cooperation is needed to help students understand the rules and regulations regarding the bus service. Parents are expected to assist their children in the understanding of the consequences of misbehavior on the school bus. Remember . . .

**It is a privilege to ride the school bus, not a right!**

The safety and well-being of the students and bus driver are endangered when students misbehave on the bus. The bus driver is responsible for the safety of all who ride the school bus. Therefore, students must follow all requests made by the driver as it pertains to behavior on the bus. **The administration will act upon any discipline referrals submitted by the bus driver.**

When a driver reports an incident on a bus (with a written disciplinary referral), a disciplinary action from the list below will follow:

1. Mandatory parental conference;
2. Temporary removal from the bus;
3. Continuous disruptive behavior will result in **permanent removal** from the bus.

The school's administration reserves the right to override the sequence of consequences for negative behavior that is considered severe. **Parents will be responsible for transporting their child who is temporarily or permanently removed from the bus.**

Vandalism of school property or that of its third party vendors (school buses) is strictly prohibited. Students who willfully cause damage to the school bus will be required to pay for the damage before bus privileges are reinstated.

Students and parents are required to sign a Warrior Way Contract stating that they understand all rules and regulations regarding riding the school bus (*see Addendum, pg. 17*).

## **U**

**Uniforms** (*see Dress Code & Uniform Guidelines in the Addendum of this handbook on page 15*).

## **Uniforms (Physical Education)**

All students in grades 3-8 enrolled in Physical Ed. must purchase a uniform for class. Prices range from \$20-\$26 (youth-3XXX). Uniforms may be purchased from the school-money orders or cash only (no checks, please).

## **V**

## **Visitors on Campus**

Parents are always welcomed, providing arrangements are made 24 hours prior to a classroom visit. Only those persons who have presented themselves to the school office or have permission from the principal may be considered authorized to visit on campus.



To provide a safe learning environment for our students, **no one is allowed on the grounds of FCWCS as a visitor during school hours without authorization from the school's principal.**

All visitors must sign in at the ISC before proceeding to any other site on the campus. Parents are not to bypass the ISC (main office). You must be prepared to present a photo ID to enter the building. It will be scanned. Persons on campus without proper authorization will be considered trespassing. Trespassers are subject to arrest. Students are not permitted to bring friends or visiting relatives to school.



**Parental Contact with Students During the School Day**  
Parents wishing to visit with their child during the school day must check in first at the ISC and sign in as a visitor. **A visitor's pass will be given to the person in the ISC.**

Administration reserves the right to deny such request. If there are any questions concerning legal custody of the student, the parent must present documentation to the school's administration, establishing the parent's custody of the pupil or legal right of visitation.

**It is the responsibility of the custodial parent to make any visitation restrictions regarding the non-custodial parent known to administration by presenting a copy of file-marked court order.** Estranged parents may visit their child during school hours with the consent of the custodial parent.

Questioning of students by non-school personnel shall be granted only with a court order directing such questioning with permission of a student or in response to a subpoena or arrest warrant. Interviews will be conducted in the presence of the counselor, principal, or designee.

If the school makes a report to any law enforcement agency concerning a student's misconduct, or if access to a student is granted to a law enforcement agency due to a court order, the school's administration shall make a good faith effort to contact the student's parent(s), legal guardian, or other person having lawful control by court order, or person acting in place of a parent, as stated on the student's enrollment form.

## W

### **Warrior Folder**

Warrior Folders are distributed to pupils each Wednesday. Graded work/assessments, school notices and Responsibility Trackers are in this folder for you to review and sign. Folders are to be returned on Thursday. This year, parents will also have access to review grades and attendance in the electronic grade book called JPAMS. The link to access The Student Progress Center is and register or login is:

<https://services.edgear.net/progress>

### **Warrior Way (Rules & Regulations for Transportation)**

Warrior Way serves to aggressively "wrestle" any disruptive and potentially unsafe behaviors by FCWCS's scholars on the bus, while traveling to and from school. The bus policy can be found in the Addendum of this handbook, pg. 17 (*also see Bus Service, pgs. 3-4 and Transportation, pg. 13*).

### **Withdrawal from FCWCS**

To withdraw from FCWCS, a student must be accompanied by a parent or guardian. The counselor's office must have the new school's name and address. The following procedures will be utilized for student withdrawal:

- All withdrawals requests must be made 24 hours in advance by a parent or guardian in writing. Parents must have identification with them when withdrawing their child(ren).
- Textbooks, library books, musical instruments, athletic uniforms and any other items belonging to the school must be returned to the school prior to withdrawal. All fees must be paid or withdrawal documents will be withheld (*i.e., monies owed for World's Finest Chocolate*).
- After acquiring all necessary signatures, the withdrawal form must be submitted to the school counselor for review and signature.
- The school counselor will submit the withdrawal form to the principal or her designee for final signature.
- The parent is given a copy of the withdrawal form to use for enrollment at the new school.

## Z

### **Zero Tolerance\***

Zero Tolerance is the refusal to accept antisocial behavior, typically by strict application of school and district laws regarding student behaviors. Fannie C. Williams Charter employs Zero Tolerance in the discipline of its student body, especially in the use of drugs, alcohol, and firearms brought on campus. Students should be aware that all actions will have consequences.

Discipline should be a learning experience, which teaches individuals to behave in a manner consistent with stated expectations. Our school's expectations are simple—Warriors are always Prompt, Polite, Prepared, and Productive!

\*See additional information regarding Student Code of Conduct for Direct-Run Schools in the Addendum of this handbook.

# ADDENDUM

## Fannie C. Williams Charter School - 2016-2017 Uniform Policy

### Physical Education Attire

Physical Education Uniforms will be available through the school. Students in grades 3-8 enrolled in Physical Education will need a Physical Education Uniform for this class. Additional information regarding sizing and cost will be sent home.

Article	Grades Pre-K - 5	Grades 6 - 8
Shirts	<b>Royal Blue Polo-Styled Shirt</b> with Fannie C. Williams logo on left chest area (aka "Fannie Blue")	<b>Gold Polo-Styled Shirt</b> with Fannie C. Williams logo on left chest area
Bottoms	<b>Girls</b> - Khaki Dickie-Style Pants* or Khaki Skirts (knee length) or Khaki Dickie-Style Shorts (knee length) or Khaki Jumper (knee length)  <b>Boys</b> - Khaki Dickie-Style Pants* or Khaki Dickie-Style Shorts (knee length)	<b>Girls</b> - Khaki Dickie-Style Pants* or Khaki Skirts (knee length) or Khaki Dickie-Style Shorts (knee length) or Khaki Jumper (knee length)  <b>Boys</b> - Khaki Dickie-Style Pants* or Khaki Dickie-Style Shorts* (knee length)
	<p>*Pants (long or short) must fit at the waist and be free of frays, holes, cuts, slits, or splits. No "cut off," Capri, or skinny pants (jeans) are allowed.</p>	
Belts	<b>All students wearing pants or shorts should be attired in a solid black belt</b> with a standard-sized buckle (NO LARGE BUCKLES ALLOWED).	
SOCKS/STOCKINGS	<b>White or Black Socks</b> (no ankle socks or footies, socks should cover the ankles).	
SHOES**	<b>Shoes are to be black, white, or a combination of black &amp; white.</b> Shoes with shoelaces are to be tied at all times. Shoes with wheels or flashing lights are not allowed on campus. The correct uniform shoe must be worn from the first day of school to the last.  Mary Jane style shoes or velcro shoes are also permitted (in the colors of black, white, or black & white).	
Outer Wear	<b>Only royal blue or official Fannie C. Williams sweaters, jackets, or sweatshirts</b> may be worn <b>inside the building</b> . Students wearing outer wear of other colors will be asked to remove these items inside of the building.	
Undershirts	Must be solid black or white only.	

### Non-Acceptable Articles of Clothing

Hoods and hats are not allowed inside the building; earrings on male students (females earrings must be studs or nickel-sized hoops); string/rubber bracelets or support bands; nose rings or visible body piercings; any color hair accessories other than white, black, royal blue, or gold; any colored hair extensions; key chains/wallets hanging from the waist; make-up; bandanas, "snapbacks," or caps; non-prescribed glasses or sun glasses; more than one ring.

## Fannie C. Williams Charter School 2016-2017 RESPONSIBILITY Tracker

Each student will be assigned a behavior grade of **100 points each week**. Points will be deducted according to the behavior and effort chart listed below. The weekly grade will be calculated on Friday and sent home in the Warrior Way Folder the following Wednesday. They should be returned the following day (Thursday). If there are no infractions marked, the student has had a great week. Students earning a cumulative grade of 90 for the quarter will earn a PBS reward. Consistent grades of UNSATISFACTORY are unacceptable. Parents will be called when scores fall below 80 for the week.

Points	Behavior Infraction		<b>PBS Behavior Scale</b> 100 - 90 Outstanding 89 - 80 Satisfactory 79 - 70 Needs Improvement 69 or < Unsatisfactory
4	A-1	Excessive Talking	
	A-2	Playing during lesson/class (off task)	
	A-3	Quiet Zone Violation	
	A-4	Uniform Infraction	
	A-5	Tardy for Class	
	A-6	Calling out/Disruptive noises	
	A-7	Missing Materials for class	
	A-8	Failure to return signed RT in a timely manner	
	A-9	Missing Binder/Planner	
6	B-1	Disturbing others	
	B-2	Interrupting the teacher	
	B-3	Arguing with classmates	
	B-4	Missing homework	
	B-5	In possession of someone else's property	
8	C-1	Improper behavior, language	
	C-2	Talking during a test	
	C-3	Eating or chewing gum, candy, or drink	
	C-4	Throwing Objects	
	C-5	Being in an unauthorized area	
	C-6	After School Detention	
	C-7	Personal Space Violation	
10	D-1	Rude/disrespectful to any adult	
	D-2	Using obscene/inappropriate language	
	D-3	Making fun of/ridiculing another student	
	D-4	Cheating	
	D-5	Lost Card	
	D-6	Cell phone violation	
	D-7	Defacing materials, property	
100	E-1	Fighting	

\*ISS = In school suspension; OSS = Out of school suspension



Warriors in the “know” always follow the 4Ps. Our students are always . . .

**Prompt, Polite, Prepared, and Productive!**



# Warrior Way

## 2016-2017

The Warrior Way at FCWCS serves to aggressively “wrestle” disruptive and potentially unsafe behaviors that may occur on the school bus while traveling to and from school, field trips, or athletic activities.

**Way 1-** Pre-K Students should sit in the front of the bus, followed by Kindergarten and so on;

**Way 2 -** Girls should sit on the side behind the bus driver, boys should sit on the passenger side of the bus;

**Way 3 -** Parents will be given fair warning of impending suspensions;

**Way 4 -** Major incidents such as fighting, disrespect toward authority, or serious horse playing that could result in injury will merit a one (1) week suspension from the bus—without warning!

**Way 3 -** Parents will be given fair warning of impending suspensions . . .

- 1st incident - warning letter (to be signed and returned)
- 2nd incident - warning letter before suspension (phone call)
- 3rd incident - 1 week bus suspension
- 4th incident - warning letter (to be signed and returned)
- 5th incident - warning before one week suspension (phone call)
- 6th incident - 1 week bus suspension
- 7th incident - student will be considered for indefinite suspension!

Please note that absences from school resulting from bus suspensions are considered “unexcused,” therefore alternative transportation would be provided by the parent or guardian.

**Way 4 -** Major incidents, such as fighting, disrespect toward authority, or serious horse playing that could result in injury, will merit a one (1) week suspension from the bus without warning!

**All transportation changes must be in writing and presented in person at the school.** Question or concerns, please contact Ms. B. Sisco @ 504.444.1063 (cell) or 504.373.6228 (main office).

### -S A M P L E C O N T R A C T-

*Please do not remove this page from this handbook, you will be provided a single sheet to sign & return.*

### Warrior Way/Bus Contract 2016-2017

#### Warrior's Responsibility (Student)

- I will remain in my seat at all times.  
 I will not eat on the bus.  
 I will use my inside voice.  
 I will not fight.  
 I will not engage in horseplay.

*Student's Name (Print)* \_\_\_\_\_ *Grade* \_\_\_\_\_ *Student's Signature* \_\_\_\_\_

#### Parental Agreement (Parent)

I understand that I am not allowed on the bus for any reason and failure to adhere to this rule will forfeit my child's seat on the bus.

I accept the terms of this contract and will reinforce the expectations of the behavior on the bus.

I also understand that if this contract is broken by my son/daughter, it is my responsibility to provide an alternate mode of transportation to and from school.

*Parent's/Guardian's Name (Print)* \_\_\_\_\_ *Parent's/Guardian's Signature* \_\_\_\_\_

## A D D E N D U M

### Fannie C. Williams Charter School Master Plan for Discipline

#### Positive Behavior Support

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, Fannie C. Williams Charter School will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SIP). Fannie C. Williams Charter School will establish and use a school-based leadership team to meet on a regularly scheduled basis to review data and guide the positive behavior process. This leadership team shall, to the extent possible, include representatives of the school administration, both regular and special education teachers, parents, guidance counselors, and school bus operators (It may also include other groups, e.g., food services workers).

The leadership team will use a decision-making process utilizing a data-management system that allows graphical representation of discipline issues. Said data system will permit regular and efficient monitoring and evaluation of the effectiveness of the implementation of a school-wide system of discipline. School data collection shall include, but not be limited to, average referrals per day per month, referrals by problem behavior, referrals by location, referrals by time, referrals by student, referrals by staff, individual student report by month and by year, and referrals by grade level. Environmental changes may be made as indicated by data. For instance, increased monitoring, schedule changes, or changes in recess structure may help to alleviate congestion or over-crowding at certain times during the day.

**Leadership Team is fully implementing the requirements of R.S. 17:252(D), as required by the provisions of Act 136 enacted by the 2010 Regular Session of the Louisiana Legislature (as contained in its Master Plan for Discipline Worksheet attached).**

**Leadership Team is ensuring that the school affords itself the opportunity to have all applicable personnel, including classroom teachers, participate in classroom management courses required by Act 136 (as contained in its Master Plan for Discipline Worksheet attached).**

The team will uniformly use the two BESE-approved forms, i.e., "School Behavior Report Form" and "School Bus Behavior Report Form," to report incidents of alleged discipline violations. The referral system will be utilized consistently and appropriately.

The leadership team will review and revise any Zero Tolerance Policy of Fannie C. Williams Charter School to ensure that the policy is in compliance with R. S. 17:416.15; the policy does not violate R. S. 17:416 (H) which prohibits disciplinary action against any pupil reasonably acting in self-defense; and that inappropriate referrals are not made to agencies serving children.

The leadership team will review and revise its policies and procedures for handling suspensions and expulsions at Fannie C. Williams Charter School to ensure that suspension/expulsion policies are consistent with R. S. 17:416; suspension/expulsion policies are consistently and fairly executed; and alternative interventions, consistent with best theory and practice, to suspensions/expulsions are used including, but not be limited to, counseling, conflict resolution, social and family responsibility, peer mediation, and stress and/or anger management.

The leadership team will make referrals, as appropriate, to Alternative Education Programs that are designed to offer variations of traditional instructional programs, as well as strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in traditional programs, or are disruptive in the traditional school environment, remain in and be successful in school.

The leadership team will review the current Code of Student Conduct of Fannie C. Williams Charter School to assure that it is in compliance with R.S.17:416.12, R.S. 17:416.13 and Section 4114 of the No Child Left Behind Act of 2001 (NCLB). They will refine consequences to create a reward/incentives program for positive student and teacher behavior and ensure the delivery of consistent reinforcement. The team will define consequences for rule violations that are clear, reasonable, and consistently enforced and which support maximum time in instruction.

The leadership team will monitor, evaluate and modify the school master plan, as needed, throughout the school year.

Fannie C. Williams Charter School adopts the following clearly defined behavioral expectations in these five (can be less) basic rules. (Keep them simple and positive, e.g., "Keep your hands to yourself." "Respect others." "Be kind.")

1. Warriors are always prompt.
2. Warriors are always polite.
3. Warriors are always prepared.
4. Warriors are always productive. These are known as the 4Ps.

## **Fannie C. Williams Charter School Master Plan for Discipline** (*cont'd from pg. 18*)

These rules shall be posted in prominent places around the school site, e.g., hallways, cafeterias, gymnasiums, and classrooms. These rules shall be provided to parents and shall be known by all students and school staff.

Each teacher at Fannie C. Williams Charter School shall develop lesson plans and teach expectations across each school setting by providing direct instruction on expected behaviors at the beginning of the school year and reinforced throughout the year for all students.

Fannie C. Williams Charter School shall design programs for students with special needs so that the students are challenged and engaged in school curriculum, and are appropriately placed so they remain in school rather than being suspended/expelled or becoming drop-outs.

The principal of Fannie C. Williams Charter School shall submit annual reports to the district's Discipline Policy Review Committee.

### **Safe School Planning**

Fannie C. Williams Charter School has established and shall maintain grade-appropriate programs of alcohol, drug and substance prevention, education, information and counseling as provided in R.S. 17:404.

Fannie C. Williams Charter School has established a plan, in accordance with Sec. 4114, of the No Child Left Behind Act of 2001, for keeping the school safe and drug-free that includes appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and/or other drugs; has established security procedures at school and while students are on the way to and from school; has established prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments; has established a crisis management plan for responding to violent or traumatic incidents on school grounds; and has established a Code of Student Conduct (and as also required by R.S. 17:416.12 and R.S. 17:416.13) for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that allows a teacher to communicate effectively with all students in the class; allows all students in the class to learn; allows all students and school employees to be treated respectfully; has consequences that are fair and developmentally appropriate; considers the student and the circumstances of the situation; and, is enforced accordingly.

### **Parental and Community Involvement**

Fannie C. Williams Charter School is committed to parental involvement and family strengthening. As set forth in R. S. 17:406.1, effective approaches to involving families more fully as partners in the process of their children's learning require the participation and coordination of numerous state and local, public and private agencies shall be encouraged. Fannie C. Williams Charter School shall seek to make connections through a variety of local and culturally sensitive methods to facilitate parents/family members/access to local/regional family strengthening programs available in the community. (Programs can be specifically identified, as applicable, e.g., Families Helping Families, Regional Family Resource centers, Parent Information Resource Center, Families In Need of Services [FINs] programs and other family strengthening programs exhibiting peer to peer support systems and positive mental health initiatives).

Fannie C. Williams Charter School shall seek training to facilitate mutual understanding of research-based practices promoting positive relationships between parents, LEA personnel and community service providers.

Fannie C. Williams Charter School shall seek to identify the mental health needs of its students and match those needs with available local resources including public, nonpublic and/or volunteer organizations (These can be specified to the extent possible). Pending inclusion of mental health services in the Medicaid Health Services Program (School-Based), the availability of mental health services will be expanded in Fannie C. Williams Charter School.

### **Inter-Agency Cooperation**

Fannie C. Williams Charter School shall seek to improve communication, coordination and collaboration between schools and agencies serving children; shall foster cooperation regarding the sharing of data about children, youth and families involved agencies serving children; and shall work in cooperation with other schools/districts/communities/ regional planning boards to facilitate the successful re-entry and transition of youth formerly in state custody into their diverse school/community settings in order to encourage the continuation of education and their access to other needed services in order to prevent recidivism.

[For correctional facilities only: \_\_\_\_\_  
School/Program shall implement this Master Plan in to the extent possible and with the understanding that such facilities will adhere to all policies and procedures of the Department of Corrections/Office of Youth Development.]

## **Fannie C. Williams Charter School Master Plan for Discipline** *(cont'd from pg. 19)*

### **Student Records**

Fannie C. Williams Charter School shall provide for the transfer of student education records upon written request of any authorized person on behalf of an education facility operated within any correctional or health facility or, for children in the custody of the state, an education facility operated within any other state approved facility, whether within or outside the state of Louisiana, where such student has become enrolled or is seeking enrollment. The transfer of such records, whether by mail or otherwise, shall occur not later than 10 business days from the date of receipt of the written request. If the student has been expelled, the transferred records shall include the dates of the expulsion and the reason(s) for which the student was expelled.

No education record of any student may be withheld as the result of lack of payment of any fine, debt, or other outstanding obligation.

A student or his or her parent(s) may inspect the education record of that in accordance with the federal Family Education Rights and Privacy Act.

Any student seeking admission to Fannie C. Williams Charter School who has been suspended or expelled from any public or nonpublic school within or outside the state of Louisiana shall provide information on the dates of any suspensions or expulsions and the reason or reasons for which the student was suspended or expelled.

### **Visiting Teacher/ Child Welfare and Attendance Supervisor/Families in Need of Services (FINS) Officer**

It is the duty of all staff at Fannie C. Williams Charter School to cooperate fully with the visiting teachers, or supervisors of child welfare and attendance. Fannie C. Williams Charter School shall make available to visiting teachers, or supervisors of child welfare and attendance, FINS officers, and Truancy Assessment and Service Centers such information as will assist them in promoting the regular attendance and school adjustment of these children.

[For schools/programs housing children in state custody: It is the duty of the principals, superintendents, or heads of the training and correctional schools to notify the visiting teachers, or supervisors of child welfare and attendance, and FINS officer (if applicable) when a child is to be released and/or returned to a parish.]

Visiting teachers, or supervisors of child welfare and attendance (pursuant to R. S. 17:235), and FINS officers, shall cooperate fully with the state departments of social services, labor, and health and hospitals, and with other state and local agencies, including interchange of confidential and privileged information; cooperate fully with juvenile and family court authorities, training and correctional schools, law enforcement officers; and make such referrals and conduct such investigations as seem necessary for the enforcement of school attendance laws, including interchange of confidential and privileged information.

### **Statements of compliance**

Each homeroom teacher of students in grades 4-12 shall, on the first day of school each school year, provide information to and answer any questions from students relative to the statement of compliance as provided by Fannie C. Williams Charter School Board.

Each parent/guardian of each student in grades 4-12 shall sign a statement of compliance committing to do all of the following: ensure that his child attends school daily, except for school absences; ensure that his child arrives at school on time each day; ensure that his child completes all required homework assignments; and attend all required parent and teacher or parent and principal conferences.

### **N O T E S**

# A D D E N D U M

2016-2017

## Student Code of Conduct

(developed 2012-2013 by the Recovery School District with revisions for Special Education, July 2016)

The following information is taken from the RSD's Student Code of Conduct for Direct-Run Schools. It is reprinted here so that all members of the Fannie C. Williams Charter School will understand the expectations for student behavior and the consequences of behavior infractions.

### Behavior Infractions

Students who do not follow the school's rules and expectation will receive consequences appropriate to the severity of their infractions. The following paragraphs list examples of infractions and appropriate responses for schools to take. Because every behavior infraction cannot be listed in advance, school principals may decide if an unlisted infraction is a Level 1 or Level 2 offense. **Students may only be expelled for infractions that are described in Level 3.**

Under no circumstances may any school employee or official use any form of corporal punishment or locked isolation on any student. Under certain circumstances, school or district staff who are appropriately trained and certified may restrain students to prevent injury to themselves or others, but staff with appropriate certification may never restrain students as a disciplinary measure.

### Level 1 Infractions (Non-Suspend-able Offenses)

Level 1 Infractions are incidents that occur in school buildings or grounds, or at school activities, that are the responsibility of the teacher or principal to address through corrective strategies. **A student may not be given an out-of-school suspension for Level 1 infractions.**

- 1.01 Boarding and de-boarding school transportation at incorrect stop
- 1.02 Horse-playing
- 1.03 Entering an off-limits or restricted area
- 1.04 Habitual tardiness and/or absenteeism
- 1.05 Eating/drinking during prohibited times
- 1.06 Skipping class/school
- 1.07 Dress code violation
- 1.08 Not having proper materials or supplies for class
- 1.09 Not participating in class
- 1.10 Not wearing required clothing for physical education class
- 1.11 Littering
- 1.12 Failing to do or complete homework
- 1.13 ID violation (if applicable)
- 1.14 Making an unfounded charge against authority
- 1.15 Using profanity and/or obscene language
- 1.16 Refusing to sit in assigned seat
- 1.17 Engaging in inappropriate public displays of affection (holding hands, kissing, hugging, etc.)
- 1.18 Talking in class at inappropriate times
- 1.19 Any other infraction that the principal or designee deems similar in severity to other level 1 infractions.

### Corrective Strategies

Multiple corrective strategies may be used to address problematic behavior before a suspension, depending on the individual student's needs. For some students, including those with disabilities, this may include conducting or revising the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). Corrective strategies for infractions may include but are not limited to:

- Creation of a Behavior Improvement Plan (BIP)
- Contact and/or confer with parent/guardian
- Implement a School-to-Home Communication System
- Check-In/Check-Out-Process
- Personalized Behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions
- Positive Behavior Intervention Support (PBIS) Systems
- After-school or lunch detention
- Saturday School
- In-School Suspension (ISS)
- Loss of privileges
- Referral to the Response to Intervention (RTI) team
- Referral to the School Social Worker
- Referral to the School Counselor
- Intensive academic support
- Intensive social skills teaching
- Self-management program
- School bus suspension (if applicable)

### Level 2 Infractions (Suspend-able Offenses)

Level 2 infractions are incidents that occur in school buildings or grounds or at school activities that threaten safety or interfere with learning. **A student may be given an out-of-school suspension for Level 2 infractions; however, schools should use the corrective strategies listed above whenever possible.**

- 2.01 Intentionally or habitually failing to attend detention or in-school suspension
- 2.02 Using tobacco
- 2.03 Using or possessing alcohol
- 2.04 Leaving the school bus without permission
- 2.05 Using objects dangerously or inappropriately to harm others or damage property
- 2.06 Vandalism to school property or the school bus
- 2.07 Leaving school and/or classroom without permission
- 2.08 Theft/Stealing without use of force, threat, or intimidation of money or property valued at less than \$500
- 2.09 Gambling
- 2.10 Extortion (blackmail, etc.)

## Student Code of Conduct

- |      |  |
|------|--|
| 2.11 | Willful disobedience to authority figures that substantially interferes with the learning of others or threatens the safety of others          |
| 2.12 | Improper use of prescription drugs   |
| 2.13 | Instigating or participating in fights (one-on-one or groups)  |
| 2.14 | Bullying and cyber bullying*   |
| 2.15 | Causing a false fire alarm   |
| 2.16 | Intentionally causing a major, unnecessary disturbance in the classroom/school campus  |
| 2.17 | Improper use of a cell phone   |
| 2.18 | Inappropriate bodily contact, sexual intercourse, or harassment  |
| 2.19 | Robbery (taking money or property by force, threat, or intimidation)   |
| 2.20 | Improper use of a computer: viewing obscene, pornographic, violent, or sexually harassing material; or information on manufacturing of weapons |
| 2.21 | Forging a signature on documentation required by the school, cheating, or lying to school personnel about academic matters                     |
| 2.22 | Habitual level 1 behaviors   |
| 2.23 | Any other infraction that the principal deems to be similar in severity to other level 2 infractions.  |

**A principal may also suspend a student for some Level 3 infractions if the school believes a suspension would be more appropriate than an expulsion.**

\*“Bullying” means: (1) A pattern of any one or more of the following:

- (a) Gestures, including but not limited to, obscene gestures and making faces.
- (b) Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors. Electronic communication includes but is not limited to, a communication or image transmitted by email, instant message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer or other electronic device.
- (c) Physical acts, including, but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or authorized use of personal property.
- (2) (a) Where the pattern of behavior as provided in Paragraph (1) of this Subsection is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event.
- (b) The pattern of behavior as provided in Paragraph (1) of this Subsection must have the effect of physically harming a student, placing the student in a reasonable fear of physical harm, damaging a student’s property, placing the student in reasonable fear of damage to the student’s property, or must

be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student’s performance in school, or have the effect of substantially disturbing the orderly operation of the school.

### **Level 3 Infractions (Expellable Offenses)**

Level 3 infractions are incidents that occur on school property or grounds, on school transportation, or at school activities that severely interfere with anyone’s safety and learning, are of a threatening or harmful nature, and/or are legal violations. Students may be expelled for Level 3 infractions. As noted by the asterisks (\*) below, there are several offenses that require an expulsion in certain circumstances. **Students may not be expelled for offenses that are not listed in Level 3.**

### **Tier One Offenses: Expellable for Two or More Semesters**

- 3.01 Drugs: Possessing, distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law\*
- 3.02 Weapons: Carrying or possessing a firearm\*\*
- 3.03 Weapons: Carrying or possessing a knife with a blade of 2 inches or longer\*\*\*
- 3.04 Weapons: Carrying or possessing any instrument the purpose of which is lethal force
- 3.05 Sexual assault
- 3.06 Battery on a school staff member
- 3.07 Battery on another individual that causes serious injury
- 3.08 Battery on another person that involves use a weapon or dangerous implement

### **Tier Two Offenses: Expellable for Up to Two Semesters**

- 3.09 Burglary of school, staff, or student property with forced entry
- 3.10 Theft of goods or money from a personal or place on school property or at an official school activity valued at \$500 or more
- 3.11 Well-documented and/or on-going commission of acts that threaten the safety or well-being of oneself or others
- 3.12 Possession of dangerous implements, or the use/display of any instrument appearing dangerous
- 3.13 Conviction of a felony or conviction of an offense which, had it been committed by an adult, would have constituted a felony.

**Students cannot, under any circumstances, be recommended for expulsion for committing the following offenses: disrespect or willful disobedience, uniform violations, or repeated suspension for violation not listed in expellable offenses above.**

# Student Code of Conduct

\* Students age 16 or older - required expulsion of at least four semesters. See La. R.S. 17:416(C)(2)(a)(iii).

Students younger than 16 in grades 6-12 - required expulsion of at least two semester. See La. R.S.17:416(C)(2)(b)(ii).

Students in grades K-5 - expulsion not required. See La. R.S. 17:416(C)(2)(c)(ii).

\*\*Students age 16 or older - required expulsion of at least four semesters; shorter expulsion allowed on a case-by-case basis. See La. R.S.17:416(C)(2)(a)(i).

Students younger than 16 in grades 6-12 - required expulsion of at least four semesters; shorter expulsion allowed on a case-by-case basis. See La. R.S.17:416(C)(2)(b)(i).

Students in grades K-5 - required expulsion of at least two semesters; shorter expulsion allowed on a case-by-case basis. See La. R.S.17:416(C)(2)(c)(i).

\*\*\*Students in grades PK-5, younger than age 11 - expulsion not required. See La.R.S. 17:416(B)(1)(b)(ii)(cc)

Students age 11 or older - expulsion required. See La.R.S.17:416(B) (1)(b)(ii)(cc).

## Length of Expulsion Terms

The duration of each expulsion will be determined by the RSD Student Hearing Office at the conclusion of the hearing, in accordance with the facts at hand, RSD policy, all relevant laws and regulations, and the guidelines below:

### Tier One Offenses

- Students found guilty of Tier One offenses will receive expulsions of between 90 and 360 school days.
  - Students will only receive expulsion terms longer than 180 days for offenses listed above that have a longer expulsion term required by law (La.R.S. 17:416).
- Students found guilty of a Tier One offense during the first semester will be eligible to return from their alternative placement no earlier than the end of that school year.
- Students found guilty of a Tier One offense during the second semester will be eligible to return from their alternative placement no earlier than the end of the first semester of the next academic year.

### Tier Two Offenses

- Students found guilty of a Tier Two offense will receive expulsions of between 90 and 180 school days.
  - Students found guilty of a Tier Two offense during the first semester will be eligible to return from their alternative placement at the end of that school year.
  - Students found guilty of a Tier Two offense during the second semester will be eligible to return from their alternative placement at the end of the first semester of the next academic year.

## Suspension Procedures

An out-of-school suspension, in which the student is not allowed to attend school for a designated period of time, is a consequence a school may utilize if a student commits a Level 2 or Level 3 infraction. For a student to be suspended, the following procedures must be followed.

- 1) First, the principal or designee will meet with the student. At this student meeting, the student will be advised of the behavior infraction and given the opportunity to explain his or her version of the facts.
- 2) If after the student meeting, the principal still chooses to suspend the student, the principal or designee will contact the student's parent/guardian by phone, email, or mail. The principal will give notice of the suspension, the length of the suspension, provide the reason for the the suspension, and explain how to appeal the suspension. The principal must attempt to give this information to the parent/guardian in writing. The principal will also set a date for the readmission conference.
- 3) If a minor, the student shall remain in school until the end of the end of the school day, unless released into the care of his/her parent/guardian. However, if the student poses a danger to himself/herself or others, the principal may remove the student from the school immediately. After the student's removal, the school will follow the regular suspension process as soon as is practicable. **No student shall be sent home without the school properly documenting the reason for the suspension.**
- 4) Students suspended 3 or more consecutive days will be provided schoolwork during their suspension, which must be picked up by the parent/guardian at the school. A student suspended less than 3 consecutive days will receive assignments on return from his/her suspension.
- 5) Before a minor student returns to school, the parent/guardian (or their pre-determined adult designee) must participate in the scheduled readmission conference. This conference can be held in person or by phone. If a parent refused to respond, the principal may choose to not readmit the student until the parent, guardian, or other adult designee responds, and the school social worker may refer the student to Municipal Court for truancy. **If it is the student's first suspension of the school year, the principal may readmit the student if it is in the best interest of the student, even if the parent does not attend the readmit conference.**

## Suspension Appeals

Any parent or guardian of a student or a non-minor student given an out-of-school suspension has the right to appeal the suspension to the RSD. The parent may appeal the reason for the suspension or the length of the suspension.

## Student Code of Conduct

### **To appeal a suspension**

- 1) Submit a written request to appeal to the RSD Student Hearing Office. The request must be made no later than five (5) school days after the start of the suspension. Include a copy of the suspension documentation provided to the student, parent/guardian.
- 2) Appeals are conducted in person with the student, school representative, parent/guardian and an additional representation of the student, parent/guardian's choice.
  - a. School representatives may participate in person or by telephone.
- 3) The RSD Student Hearing Officer will assess the merits of the case and make a final determination. The decision of the RSD Student Hearing Officer shall be final.
  - a. The RSD Student Hearing Officer may reverse, uphold, or modify the decision of the school.

### **Level 3 Infraction and Expulsion Procedures**

In an expulsion, the student is officially removed from their school for at least the remainder of the academic year, and potentially longer. This corrective strategy will only be used if a student commits a Level 3 infraction. For a student to be expelled, the following procedures must be followed:

- 1) The expulsion process begins with the student committing a Level 3 infraction. From this point on, the student may not transfer to another school until the expulsion process is concluded.
- 2) Anytime the student commits a Level 3 infraction, the principal or designee must complete a student conference and school-level investigation within three (3) school days of the incident.
- 3) During the investigation and expulsion hearing process, the student may be suspended. For students with disabilities, at no point may the student's suspension exceed the maximum number of days allowed by law. The school is responsible for continual provision of a Free Appropriate Public Education (FAPE) for students with disabilities throughout this time.
- 4) After the student conference and principal's investigation, if the principal chooses to recommend the student for expulsion, the principal will submit required paperwork to the RSD Student Hearing Office within one (1) school day after completing the investigation. If the paperwork is not submitted to the RSD Student Hearing Office within this period, the student will be allowed to return to school (excluding special circumstances).
  - If the principal chooses to not recommend the student for expulsion, the principal will send written notification to the RSD Student Hearing Office formally waiving the right to recommend the student for expulsion.
- 5) When the RSD Hearing Office receives the paperwork, the principal's expulsion recommendation will be reviewed for compliance with law and the RSD Student Code of Conduct. If

the expulsion recommendation is in compliance, the RSD Student Hearing Officer will schedule an expulsion hearing within three (3) days of receiving the expulsion recommendation from the principal. The hearing will be conducted within five (5) days of the RSD Student Hearing Office receiving the principal's expulsion recommendation.

- If the expulsion recommendation is not in compliance with law and the RSD Student Code of Conduct, the RSD Student Hearing Office will contact the school and the parent. The recommended student will then be referred back to the sending school.
- 6) The following persons have a right to attend the expulsion hearing:
    - The student
    - The student's parents/guardians
    - An additional person of the student's/parents'/guardians' choosing to represent the student
    - The student's principal or designee (may include teacher or school staff witnessing the incident)
    - Person victimized by the student (school must inform victim(s) and/or parents of the victim(s) of hearing time and place)
    - Any other person the RSD Hearing Officer determines is necessary.
  - 7) If the student or parent/guardian chooses not to attend the hearing, the hearing will still be conducted in their absence.
  - 8) All expulsion hearings will be tape-recorded and kept on file with the RSD.
  - 9) After the hearing, the RSD Student Hearing Officer will make a determination of the student's guilt on the evidence gathered during the school's investigation and any additional evidence or testimony presented during the hearing. The determination will be given, in writing, to the school, the student, and/or minor student's parents/guardians. **If the student is found guilty, the expulsion will begin immediately.** The RSD Student Hearing Officer will determine the appropriate length of expulsion according to the guidelines on expulsion length mentioned above, and the expulsion will begin immediately. The RSD will make arrangements for assigning the student to an alternative school or alternative educational placement after the hearing. **If the student is found not guilty, the student may return to school the following day.**
  - 10) After the student has completed their full expulsion term at the alternative school or educational placement to which the student is assigned, the student has the right to return to the school from which he or she was expelled.
    - **If the student was found guilty of violence against another person, and the victim of that offense is still a student or staff member at the school, the student may be required to attend a different school at the completion of their expulsion term.**

## Student Code of Conduct

### **Expulsion Appeals**

Any non-minor student, or the student's parent/guardian has the right to appeal the RSD Student Hearing Officer's determination to the RSD Superintendent or his/her designee. To appeal an expulsion, the parent/guardian of the student may, within five (5) school days after the decision to expel the student has been made, request that the RSD review the findings of the RSD Student Hearing Officer. The RSD, in reviewing the case, may uphold, modify, or reverse the decision. Otherwise, the determination of the RSD Student Hearing Officer shall be final.

If the RSD Superintendent or his/her designee upholds the decision of the RSD Student Hearing Officer, the non-minor student or student's parent/guardian may appeal the expulsion to the Municipal Court in which the student's school is located within ten (10) days of the RSD Superintendent's decision. The parish court may uphold, modify, or reverse the decision of the RSD.

**Throughout the appeal process, the student must report to their designated alternative school or alternative educational placement.**

Parent/guardians have the right to request a due process hearing from the Louisiana Department of Education to appeal any manifestation determination. If the RSD does not participate in these hearing, the Student Hearing Office will provide parents with the information necessary to request a hearing. The parents/guardians may be represented by counsel at the due process hearing.

Parents/guardians have the right to request their child's school perform an IEP evaluation or re-evaluation for their student at any time, verbally or in writing.

### **Complaint Policy**

1. Parents or guardians should contact **their student's school** if they wish to get information or have an issue related to the following:

- Disagreement with a teacher or staff member at the school
- Student records, except if the school is no longer open
- Discipline decisions, except if it could involve expulsion or special education

2. Parents or guardians should contact an **RSD Parent Center** (also known as the Family Resource Centers) if they wish to get information or have an issue related to the following:

- Confusion about enrollment
- Student never received a school assignment
- Student/Parent wants to transfer to another school
- Student's school said the student isn't a good fit or should transfer

3. Parents or guardians should contact the **RSD Parent Central Office** if they wish to get information or have an issue related to the following:

- Student has been expelled or there are other serious discipline issues
- Student isn't receiving needed special education services
- Student is in danger and the school has not responded
- Any other serious legal, safety, or special education issues that the school has not addressed.

### **RSD Contact Information**

1615 Poydras St.  
Suite 400  
New Orleans, LA 70112  
Phone: 504.373.6200 Fax: 504.308.3612  
Website: [www.rsdla.net](http://www.rsdla.net)

### **RSD Family Resource Centers**

**Uptown**  
FRC@Crocker Elementary  
2300 Gen. Taylor Street  
New Orleans, LA 70115  
Monday-Friday 8:00 a.m. - 4:30 p.m.

**New Orleans East**  
FRC@Livingston High School  
7301 Dwyer Road  
New Orleans, LA 70126  
Monday-Friday 8:00 a.m. - 4:30 p.m.

**Westbank**  
FRC@OPSB Central Office  
3520 Gen. DeGaulle Ave., Suite 1101  
New Orleans, LA 70114  
Monday-Friday 8:00 a.m.-4:30 p.m.

# SPED Student Code of Conduct Info

Discipline Policy & Procedures for Students with Disabilities (rev. by the State of LA, 7/2016)

## Discipline for Students with Disabilities

Students with disabilities are subject to the same discipline rules and procedures as other students, but with limitations.

### I. Overview of Procedural Safeguards

**A. General.** Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. If a student violates the Student Code of Conduct, before consequences or punishment are imposed, the principal/designee must consider whether the student:

- Has an IDEA or Section 504 disability; or
- Is a student who is thought to have a disability."

While all students may be disciplined, the placement of students with disabilities cannot be "changed" when the offense is directly related to his/her disability or when the IEP or Section 504 plan is not implemented, except in the case of emergency circumstances (*drugs, weapons, significant bodily injury*). See Section II for more information about emergency circumstances.

**B. Determining Change in Placement.** A change in placement is a legal term that applies to the situations described below. A student's school suspension that occurred in a Louisiana local education agency (LEA) during the same school year of transfer to another LA LEA "counts" and is added to any additional suspensions in the new school.

#### 1. More than 10 Consecutive Days of Suspension, i.e., Expulsion

Any suspension that is for more than 10 consecutive days is considered to be a change in placement.

#### 2A. More than 10 Total Days of Suspension in One School Year. Option 1

A series of suspension with days that total more than 10 total school days in a school year is a change in placement.<sup>1</sup> The special education chairperson, with assistance and documentation from the Administration/Disciplinarian, monitors the number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.

#### 2B. More than 10 Total Days of Suspension in One School Year. Option 2

A series of suspensions with days that total more than 10 total school days in a school year may be change in placement.<sup>1</sup> The special education chairperson, with assistance and documentation from the Administration/Disciplinarian, monitors the number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.

### NOTES

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<sup>1</sup>Note: The Student Information Systems allows only the entry of suspensions for a full day; half days are not permitted. Thus, there may be a difference between a student's actual total number of suspension days and the total recorded on the System. The student's "actual" full time equivalent days of suspension, however, are relevant to the application of these standards. Schools are strongly encouraged to enter suspension data in "real time."

### **FACTORS FOR DETERMINING PATTERN OF SUSPENSIONS**

**Substantially Similar Behavior.** Is the student's behavior substantially similar to the behavior for which that student has been previously been suspended? (Factors may include same type of behavior, same victim, same class, same day of the week or same time of day, etc.) If the answer is yes, continue with the following analysis:

**Other Pattern Considerations.** Consider such factors as:

- Length of each suspension, e.g., 1 day, 4 days, etc.
- Total cumulative days of suspensions, e.g., 11 days, 20 days, etc.
- Proximity of (time between) suspensions, e.g., 1 week apart, 2 months apart, etc.

A pattern is more likely to exist when the facts in each factor are more extreme, e.g., longer suspension lengths, more cumulative days of suspension and fewer days between each suspension. Also, consider whether the suspensions are: from the same class on a regular basis; on the same day of the week; at the same time of day; for the same activity, involving the same staff or other students.

*Consistent Decision-Making.* Determining whether a pattern exists is very subjective. Thus, school staff should consult with their central administrator to ensure that factors are considered consistently across schools.

The *Determining a Pattern of Suspensions Worksheet*, Appendix A or B should be used to document consideration of this issue whenever a student's suspension has surpassed 10 cumulative days for the year.

**3. Additional Considerations.** The following considerations apply to in-school suspension, a suspension or removal for a portion of the school day; and for suspensions from transportation.

- a. **In-school Suspension.** An in-school suspension will not be considered as a suspension for the above purposes as long as a student is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the extent (s)he would have in the current placement. Any in-school suspension that does not meet this standard must be considered as a suspension for purposes of these procedures.

### **b. Suspension/Removal for Portion of School Day.**

Students sent home from school in the morning because of misconduct is considered to have a full-day suspension. Students sent home in the afternoon is considered to have a half-day suspension. These conditions apply unless the student's BIP specifically calls for the student to receive a shortened school day when certain behaviors are exhibited.<sup>1</sup>

**c. Bus Suspension.** The following standards apply based on whether transportation is a related service on the IEP.

#### **1) Bus Transportation is IEP Service.**

When transportation is an IEP service, a student's removal from the bus is considered to be a suspension **unless** transportation is provided in some other way. In this case, transportation has been determined to be necessary for the student access educational services.

#### **2) Bus Transportation is NOT IEP Service.**

When transportation is not an IEP service, the student's removal from the bus is NOT considered to be a suspension. In this case, the student/parent have the same obligations for the student to get to and from school as non disabled peers suspended from the bus. However, school officials consider whether the bus behavior is similar to classroom behavior that IS addressed to an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.

### **C. Determining Manifestation Determination & Services.**

**1. Manifestation Determination.** Within 10 days of any decision resulting in a change of placement the LEA representative, parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA rep) must meet and determine whether the student's behavior is a manifestation of his/her disability using the Manifestation Determination form. The procedures below are used to make this determination.

**a. Making the Decision**

- 1) Review Relevant Information.** The team participants review all relevant information in the student's file, including the IEP. If the IEP was not implemented, the team documents why it was not implemented and whether the failure to implement the IEP impacted the student's behavior.
- 2) Observe Behavior.** The team also reviews documentation of staff observations regarding the student's behavior. This should include an analysis of the student's behavior across settings and times throughout the school day.
- 3) Information from Parents.** The team reviews any relevant information provided by the parents.

**4) Ask Two Questions to Determine Manifestation.**

The team must consider the two questions below to determine if a student's behavior was manifested by his/her disability.

**a) Relationship of Behavior to Misconduct.**

Was the conduct caused by or directly and substantially related to the student's disability?

Consider whether the behavior in question has been consistent and/or has an attenuated association with the disability:

- **Consistent Behavior.** Behavior that has been consistent across settings and across time may meet this standard.
- **Attenuated Association.** Behavior that is not an attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the student's disability.

- b) IEP Implementation.** Was the conduct a direct result of the school's failure to follow the student's IEP? If so, the principal must ensure that immediate steps are taken so that the identified deficiencies are remedied.

**c) Behavior Is Manifestation of Disability.**

If the relevant members of the IEP team answers yes to either question, then the student's behavior is a manifestation of his/her disability. In this case:

**c. Behavior Is Manifestation of Disability.**

If the relevant members of the IEP team answers yes to either question, then the student's behavior is a manifestation of his/her disability. In this case:

- 1) Return to Placement.** Unless the IEP team agrees to a change of placement as part of the modification of the BIP, the school must return the student to the placement from which (s)he was removed. Note: this provision does not apply to students involved with weapons, drugs or serious bodily injury. (See Section II.)

- 2) FBA & BIP.** The IEP team must conduct or review a functional behavioral assessment (FBA) and create a behavior intervention plan (BIP) addressing ways that the school can help the student with the conduct issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. **Note:** If the FBA requires a new assessment of student behavior, parental consent is required.

**d. Behavior is NOT Manifestation of Disability**

- 1) Same Consequences.** If the IEP team members agree that the student's conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as all students.<sup>2</sup>

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<sup>2</sup>If a parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability or with the interim alternative educational services or location, the parent may request an expedited due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise.

## Discipline Policy & Procedures for Students with Disabilities

**2) Required Services.** A student with a disability who is removed from his/her current placement must receive the following services beginning on the 11th day of *cumulative* suspensions during the school year. The IEP team:

**a) Identifies Services.** Identifies documents educational services the students will receive to enable the student to continue to participate in the general education curriculum, although in another setting (e.g., an interim alternative educational setting (IAES), etc.) and to progress toward meeting the goals set out in the student's IEP; and

**b) Develops/Reviews FBA/ BIP.**

Provides, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior violation so that it does not recur.

**c) Consider Need for More Restrictive Services.** May convene and modify the student's IEP. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.

### A. Criteria for Emergency Removal.

**1. Weapons.** A student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the school's jurisdiction.

A weapon is a device, instrument, material or substance—animate or inanimate—that is used for or is readily capable of causing death or serious bodily injury (excluding a pocket knife with a blade of less than 2.5 inches in length); firearms, including a starter gun, the frame or receiver of such a weapon; a muffler or silencer; any destructive device including any explosive incendiary or poison gas bombs, grenades, rocket, missiles and mines; does not include antique firearms.

**2. Drugs.** A student 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 under the school's jurisdiction;

A controlled substance is a drug or other substance in the Federal Code that does not include a substance legally used and possessed under the supervision of a licensed health care professional.

- Possession of alcohol and tobacco does not fall under “controlled substance.” Therefore, the principal cannot move a student to an IAES for possession of these items under this section. Instead, the removal is subject to the procedure safeguards applicable to other types of misconduct.

**3. Serious Bodily Injury.** A student inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or an LEA.<sup>3</sup>

### II. Weapons, Drugs or Serious Bodily Injury: Emergency Procedures

In circumstances related to a student's use of weapons, drugs or imposition of serious bodily injury, school officials may remove a student for 45 school days by following the procedure below:

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<sup>3</sup>To comply with the law, a 45 school day emergency removal for serious bodily injury must be extremely serious, i.e., requiring medical treatment.

## Discipline Policy & Procedures for Students with Disabilities

### B. Removal.

**1. General.** The school may immediately remove the student for up to 45 school days to an IAES. Because drugs, weapons and serious bodily injury are so dangerous to a safe school climate, a school may remove a student under these circumstances for 45 school days regardless of whether the team believes that the behavior is a manifestation of the student's disability.

The 45 school days do not include those days the school is not in session, e.g., Spring Break. The IEP team may specify a removal for fewer days than the maximum 45 days.

**C. Action during Removal.** During the 45 school day period, the school must convene a meeting to determine whether the student's behavior is a manifestation of his/her disability. (See Section I.C. above for more information about the manifestation determination process.)

#### 1. Behavior IS Manifestation of Disability

**a. FBA/BIP.** As discussed above, the IEP team must conduct or review an FBA and create a BIP addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. Note: if the FBA requires a new assessment of student behavior, parental consent is required.

**b. Reevaluation.** The student may be referred for a reevaluation.

**c. More Intensive Services.** The IEP team may meet to consider more intensive special education services upon the expiration of the 45 day IAES or sooner.

#### 2. Behavior is NOT Manifestation of Disability

**a. Disciplinary Hearing.** If all team members determine that the conduct was not a manifestation of the student's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.

**b. FBA/BIP.** The student must receive, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior related to the disciplinary violation so that it does not recur.

### III. Appeals

#### A. Reasons for Requesting an Expedited Due process Hearing

**1. Parent Disagreement.** Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing.

#### 2. School Considers Student to be Dangerous.

If a school has documented reasons to believe that keeping the student in his/her current school is **substantially likely to result in injury to the student or to others**, the school should request an emergency hearing for the purpose of transferring the student to an IAES for up to 45 school days. *Note: this standard is not as high as serious bodily injury; it does not allow for an immediate 45 school day removal.*

#### B. Authority of Hearing Officer

1. A hearing officer may:

a. Return the student to the placement from which the student was removed if the hearing officer determines that the removal did not comply with these procedures or that the student's behavior was a manifestation of the student's disability; or

b. Order a change of place to an IAES for not more 45 school days if maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

#### C. Expedited Due Process Hearing Procedures.

1. An expedited hearing must occur within 20 school days of the date the request is filed. The hearing officer must make a determination within 10 school days of the hearing.

2. Unless the parents and school personnel agree in writing to waive the resolution meeting or agree to mediate the dispute:

a. A resolution meeting must occur within seven days of receiving notice of the hearing request; and

b. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request.

## Discipline Policy & Procedures for Students with Disabilities

3. Evidence not disclosed to the other party three business days before the hearing is excluded, unless the parties agree otherwise.

Expedited due process hearing decisions are appealable to state or federal court.

### **D. Placement during Appeal of Discipline Decision**

- 1. Weapons, Drugs or Serious Bodily Injury.** The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.

- 2. Behavior NOT Manifested by the Student's Disability.** The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.

- 3. Behavior IS Manifested by Student's Disability but Belief Behavior is Substantially Likely to Cause Injury.** The student remains in the placement (s)he was in the time of the behavior in question unless the parent and school personnel agree otherwise.

### **IV. Students Without IEPs or Section 504 Plans “Deemed to Have a Disability”**

In some cases, a student without a disability will be deemed to have a disability. The criteria for making this determination and the applicable procedures relevant to such a finding are discussed below.

#### **A. Knowledge of suspected disability (Thought to be a student with a disability)**

There are certain circumstances that would indicate a school had knowledge that a student might (or is thought to) have a disability prior to the violation of the disciplinary violation. The following three situations give rise to such legal evidence:

- 1. Evaluation Requested.** The parent requested an evaluation.

- 2. Written Concern.** The parent expressed concern in writing to the student's teacher or school administration about the student's need for special education and related services.

- 3. Specific Concerns by Staff about Pattern of Behavior.** The student's teacher or other school staff told school supervisory personnel of specific concerns about the student's pattern of behavior.

If any of the three factors above are present, then school officials should consider disciplinary action as if the student has a disability.

#### **B. NOT Deemed To Have Knowledge.** This provision does not apply if:

1. Parent did not consent to an initial evaluation of the student;
2. Parent refused special education and related services for the student **or**
3. The student was evaluated and was determined not to have disability.

If any of these three circumstances exist, the student may be subjected to the same disciplinary measures applied to those without disabilities engaging in similar behaviors.

The US Department of Education's comments to the IDEA states: a public agency will **not** be considered to have a basis of knowledge merely because a child receives services under the coordinated, early intervening services of the IDEA law UNLESS a parent or teacher of a child receiving early intervening services expresses a concern, in writing, to appropriate agency personnel that the child may need special education and related services.

#### **C. School Personnel Have No Knowledge and Parent Subsequently Requests an Evaluation**

If the parent requests an evaluation for a suspected disability after the student is sent to an IAES, the school must conduct an expedited evaluation at parental request. However, the student remains in placement, including an IAES, during the evaluation. If the student is found to have a disability, an IEP must be developed. The IEP team must then

conduct a **manifestation determination**. If the behavior is manifested by the student's disability, the team reconsiders the student's placement in light of the new information.

**V. Referral to and Action by Law Enforcement and Judicial Authorities**

**A. Reporting Crimes.** Nothing in this part prohibits school personnel from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.

**B. Transmittal of Records.** School personnel reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. Records must be transmitted only to the extent that the Family Educational Rights and Privacy Act.

**VI. Application of Sections 504 and ADA**

Generally, students with disabilities eligible for services only Section 504/ADA (i.e., need related and supplementary aids and services only) are entitled to the procedural safeguards specified in this section. An exception to this general rule applies to students with behavior that is not a manifestation of his/her disabilities. In this case, these students are entitled to those services normally available to non-disabled students who are suspended or removed pursuant to the school's *Code of Student Conduct*.

**N O T E S**

**Discipline Policy & Procedures for Students with Disabilities**  
**S A M P L E F O R M**

Student Name \_\_\_\_\_ ID \_\_\_\_\_

School \_\_\_\_\_ Disability \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

**Determining if Pattern of Suspension Exists for Students Suspended for More than 10 Cumulative School Days in the School Year and NO Special Circumstances Apply (i.e., weapons, drugs, or severe bodily injury)**

Description of behavior related to disciplinary action:

Description of prior behavior:

**Was behavior in question substantially similar to the student's behavior in previous incidents?**

\_\_\_\_\_ Yes      \_\_\_\_\_ No      If "yes," continue to determine if there's a pattern. If "no" the behavior is not part of a pattern.

**For all suspensions, attach dates of suspensions and number of days for each suspension & determine:**

1. What is the cumulative number of days for all suspensions combined? \_\_\_\_\_ days
2. How many days of suspension were ordered for each separate incident?
3. What period of time separated each period of suspension? (days, weeks, months)

**CONCLUSION:** \_\_\_\_\_ **Pattern of Suspensions Exists**      \_\_\_\_\_ **NO Pattern of Suspensions Exists**

**Basis for Decision:**

Individual Completing Review: \_\_\_\_\_ Title: \_\_\_\_\_

Consultation with: \_\_\_\_\_ Title: \_\_\_\_\_

**Appendix B. Determining Change of Placement Worksheet**

Student \_\_\_\_\_ School \_\_\_\_\_ School Year \_\_\_\_\_