

2018-2019

11TH EDITION

FAMILY HANDBOOK

HOME OF THE WARRIORS

FANNIE C. WILLIAMS

CHARTER SCHOOL

SERVING GRADES PRE-K - 8

Serving the children of New Orleans since 2007



Est. 2007-2008 as Fannie C. Williams Elementary School

Chartered as Fannie C. Williams Charter School 2010-2011, under the auspices of . . .

C.L.A.S.S. (Community Leaders Advocating Student Success, Inc.)

Kelly S. Batiste, CEO/Principal

Homework Assistance: <http://homeworkla.org>

Quick Facts About Fannie C. Williams Charter School

FCWCS was chartered as a Type 5 charter with BESE (Board of Elementary and Secondary Education). This charter was awarded to pre-existing public school under the jurisdiction of the **Recovery School District (RSD)**. We are currently in our 8th year as a charter. Our charter has been renewed once (2015-2016) for an additional six years.

As of July 1, 2018, all charter schools were returned to the **Orleans Parish School Board**. All of the city's charter schools will keep their autonomy—the ability to choose curriculum, hire faculty/staff, determine the school's calendar, etc.—run the school as the Board of Directors and Administration deems to be in the best interest of the student body.

Our school has open enrollment for scholars residing in Orleans Parish. Enrollment usually averages about 550 boys and girls. Our student body is composed primarily of children of African-American ethnicity, but we also have a growing population of Latino children. Our student body also contains scholars of Asian and European descent. Everyone is welcomed to our family of learners.

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—The road to college or a career begins here at Fannie C. Williams!

School Mascot—The Warriors

School Colors—Royal Blue & White

Grades Served—Pre-Kindergarten through 8th Grade

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 (Alma Mater)

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 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!

Transportation

Honors 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 reside in Orleans Parish.

Breakfast/Lunch Program

Our meals are prepared by a private vendor—Fresh Food Factor, a subsidiary of Volunteers of America. The breakfast and lunch menus will be posted monthly on the school's website (fcwcs.org).

Mailing Address

11755 Dwyer Road, New Orleans, LA 70128

Office Phone: 504.373.6228

Office Fax: 504.245.2796

Website: www.fcwcs.org

Office Hours: 8:00 am - 3:00 pm (Monday-Friday)

School Instructional Day

8:00 am - 3:15 pm (Monday-Friday)

Breakfast Served: 7:30 am-7:55 pm daily

After School Program

\$30.00 per child for the year (September-April)

3:15 pm - 5:15 pm

Transportation provided

The road to college or a career begins here . . .

Grade	Class of . . .
8th Grade	2023
7th Grade	2024
6th Grade	2025
5th Grade	2026
4th Grade	2027
3rd Grade	2028
2nd Grade	2029
1st Grade	2030
Kindergarten	2031
Pre-Kindergarten	2032



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.

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.

At the close of the 2017-2018, CAO Tarynesa "Terri" Williams left FCWCS to become the Principal of Robert R. Moton Charter.

This marks our 12th year as an educational institution and our 8th year as a charter school. We operate under the auspices of C.L.A.S.S., Community Leaders Advocating Student Success.

On July 1, 2018, we were returned to the OPSB after being chartered and directed by the Recovery School District since our inception in 2007.

Homework A  e: <http://homeworkla.org>



Board of Directors C.L.A.S.S.

(Community Leaders Advocating Student Success, Inc.)
Duane R. Stelly, President

Members

Debra Dean
Al Edwards
Brenda Flint-Minor
Anthony LaPierre
Donnyette J. Love
Emily Roubion

Kelly S. Batiste, CEO/Principal

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.



Fannie C. Williams
b. March 23, 1882
d. June 12, 1980

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' school teaching African American students. She took on this additional task while also serving as the principal of Valena C. Jones Elementary School.

She was instrumental in having nursery and kindergarten classes established for black children in the city's public school system. Williams is also credited with creating an annual child health day, when medical professionals visited schools and performed their services free of charge. The first African American Girl Scout Troop originated at Jones School. She retired from Jones School in 1954.

Miss 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.

**Fannie C. Williams is a positive
place for children to
learn & grow!**



FANNIE C. WILLIAMS CHARTER SCHOOL

11755 Dwyer Road
New Orleans, LA 70128
504.373.6228

C.L.A.S.S.

(Community Leaders Advocating Student Success, Inc.)

President

Duane Stelly

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

Chief Executive Officer/Principal

Kelly S. Batiste

Homework Assistance: <http://homeworkla.org>

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Our 12th Year serving the children of New Orleans!

Message to Our Parents & Guardians

August 13, 2018 (rev. 11/28/2018)

Welcome aboard the 2018-2019 school year, our 12th as a learning institution.

For a school to work efficiently, there must be rules and regulations, just as any good home does. Your child becomes part of our family of learners when they enroll at FCWCS. Like you, we will always work in their best interests and we know that our parents can be counted on to help us in this endeavor.

In our 11 years, we have tried and tested various ways to efficiently reach our parents and prepare our young ones for the various stages of their academic life. Our yearly Family Handbook, school website, monthly newsletter (Warrior News), and weekly Warrior Folders are all ways we attempt to keep you informed.

This Family Handbook has been prepared as a guide to the Fannie C. Williams Charter School's rules, policies, procedures, and expectations. It is published to, hopefully, answer all your questions on "how we do school" at Fannie C. Williams Charter.

Parents are asked to read this handbook carefully and share the information found within its pages with their scholars. Please retain it for the entire school

year. Every attempt has been made to make it informative to your family for the current school year. **We can issue only one copy per family, per year.** A digital copy will be placed on the school's website (www.fcwcs.org). You will be able to access the digital copy from a computer, tablet, or your smartphone.

Our expectations for all Warriors have been the same since that first year of our existence—all Warriors are **PROMPT, POLITE, PREPARED,** and **PRODUCTIVE.** We call these **the 4Ps**, our mantra for student expectations. All students are expected to know the 4Ps regarding their behavior during the school day—whether on the school bus, in the classroom, or on the way home.

If you have any questions regarding this Family Handbook, please ask a member of the faculty/staff for clarification. Also, thank you for entrusting us with providing for the educational needs of your scholar.

Now, on to a great year . . .

—*Kelly S. Batiste*, CEO, Principal
Fannie C. Williams Charter School



2018-2019
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 2018

- 9 School Supply Drop-Off, Meet & Greet
9 am - 11 am
- 13 1st Day of School for Students (1-8) 8 am - 3:15 pm
- 20 1st Day of School for Students in
Pre-K and Kindergarten 8 am -3:15 pm
- 22 Open House 4 pm - 6 pm; Hancock Whitney Bank @
School
- 28 - 30 iReady Diagnostic, Grades 1-8
- 31 Warrior Store Grand Opening; Middle School Back to
School Dance, 6 pm

September 2018

- 3 Labor Day/NO School
- 4 Classes Resume 8 am, After School Begins,
3:15 pm - 5:15 pm
- 8 Fannie "Fund" 3K Run/Walk, 9 am
- 11 SBLC Meetings
- 12 1st Quarter Conferences, Parents & Teachers,
4 pm - 6 pm (NO After School Program today)
- 12 Candy Sale begins
- 13 Fall School Pictures
- 16 Fall Book Fair, "The Enchanted Forest"
- 17 Reading & Math Intervention Begins
- 21 Grandparent's Day Time: TBA
- 26 Raising Cane's Night @ Gentilly Store

October 2018

- 1 -5 ANET Interim 1
- 5 Students v Staff Volleyball Game, 1 pm
- 10 Response to Intervention (RTI) Meetings
- 8 - 11 1st Quarter Exams
- 12 1st Quarter Ends (44 days)
- 12 FCWCS Goes Pink for Breast
Cancer Awareness
- 15 -17 iReady Progress Monitoring
- 18 - 22 Fall Break/NO School
- 21 - 26 Red Ribbon Week
- 23 School Resumes, 8 am
- 24 1st Quarter Report Cards Issued
- 26 Donuts with Dads, 9 am
- 31 Halloween, Trunk or Treat

November 2018

- 2 1st Quarter Awards Assembly
- 6 - 8 iReady D2, Grades K - 8th
- 9 Fall Festival, 11 am - 2 pm
- 13 High School Night, 8th Graders & Parents
- 14 2nd Quarter Conferences, 4 pm - 6 pm
(NO After School Program)
- 19 - 23 Thanksgiving Holiday, NO School
- 26 School Resumes, 8 am
- 27 2nd SBLC Meetings
- 28 RTI Meetings

December 2018

- 2 Holiday Store Grand Opening
- 3 - 7 ANET Interim 2
- 6 Picture with Santa
- 7 Students v Staff Basketball Game, 1 pm
- 14 iReady Diagnostic 2 Celebration
- 17 2nd Quarter Exams
- 17 - 19 iReady Progress Monitoring
- 19 RTI Meetings
- 20 Holiday Program, Class Parties
2nd Quarter Ends (41 days)
- 21 Records Day, NO School for Students
- 24 - 31 Winter Break/NO School

January 2019

- 1 - 4 Winter Break/NO School
- 7 Staff Returns/NO School for Students
- 8 Students Return from Winter Break
- 9 Report Cards Issued (2nd Qtr.)
- 10 SELF School Review
- 18 PBIS Experience
- 20 - 25 School Choice Week
- 21 Martin Luther King Jr. Birthday/NO School
- 23 RTI Meetings
- 25 2nd Quarter Awards Assembly

February 2019

- 1 Grades Due, 3rd Qtr.
- 4 ELPT/LEAP Connect Testing
- 5 - 7 iReady D3
- 6 3rd Qtr. Conferences (NO After School Program
today), 4 pm - 6 pm
- 8 Black History Quiz Bowl, Grades 3-8
- 19 SBLC Meetings
- 20 RTI Meetings/Raising Cane's Night (Gentilly Store)
- 22 HBCU Step Show
- 28 Black History Program

March 2019

- 1 NO School
- 4 - 8 Mardi Gras Break/NO School
- 11 School Resumes, 8 am
- 11 - 15 3rd Quarter Exams
- 13 STEAM (Science, Technology, Engineering, Art, &
Math) Night, Time: TBA
- 15 PBIS Experience, 3rd Qtr. Ends (42 days)
- 17 Spring Book Fair
- 21 Pictures with the Bunny
- 22 Muffins with Mom
- 23 Fannie C. Williams (Educator) Birthday
- 26 - 28 iReady D4, K - 8th
- 27 Report Cards Issued (3rd Quarter)
- 29 LEAP PEP RALLY

2018-2019
SCHOOL CALENDAR
(cont'd from previous page)

NOTES

April 2019

- 1 - 5 LEAP 2025 Testing, 7th & 8th Grades
- 8 -12 LEAP 2025 Testing, 4th, 5th, & 6th Grades
- 15 - 18 End-of-Course (EOC) Testing, 8th Grade
- 17 4th Quarter Parent-Teacher Conferences (NO After School Program today) 4 pm - 6 pm
- 18 Spring Bling
- 19 - 23 Spring Break, NO School
- 24 School Resumes, 8 am
- 25 iReady EOY Celebration
Last Day for After School Program
3:15 pm - 5:15 pm
- 26 End-of-Year Awards Day
ALL Students dismissed at 3:15 pm
- 29 - 30 LEAP 2025 Testing, 3rd Grade
- 29 Exams, 8th Grade
- 30 Promotion Pictures, 8th Grade, Kindergarten, Pre-K

May 2019

- 1 -3 LEAP 2025 Testing, 3rd Grade
- 3 Dad's Club Crawfish Boil
- 1 Exams, 8th Grade
- 6 - 7 Exams, 4th Grade
- 8 Pre-K EOY Celebration
- 9 Kindergarten Promotional Exercise
- 10 8th Grade Closing/Promotional Program
- 12 Mother's Day
- 15 Students' Last Day (44 days)
Report Cards Issued
- 16 Staff Last Day
- 27 Memorial Day
- 28 Summer Program Begins

June 2019

- 16 Father's Day
- 27 Summer Program Ends

08/15/18



2017-2018 Recipients
Chosen by popular vote of the
faculty & staff

Phillip Britt

Art Teacher & Prop Designer

Karen LeBlanc

Librarian, Art Teacher & Prop Designer

Congratulations Mr. Britt and Mrs. LeBlanc on
your well-deserved award! Thanks for all you do!

FCWCS Staff Roster 2018-2019

Pre-K - 1st Grade

Staff Member	Position	Rm. #
Ashley Singleton	Pre-K	1203
Shawn Tolliver	Pre-K	1202
Rae Harrell	Kindergarten	1201
Shannon Vigne	Kindergarten	1206
Sharnell Theard	1st Grade	1207
Zijarzo Bercy	1st Grade	1102
Sheila Gaskins	1st Grade	1103

2nd Grade - 4th Grade

Eddrinea Lindsey	2nd Grade	1118
Wendy Petty	2nd Grade	1101
Helene Grey	2nd Grade	1119
Megan Hubbard	3rd Grade	1111
Cherie Blue	3rd Grade	1112
Tony Washington	3rd Grade	1113
Rosheen Joseph-ELA	4th Grade	1108
Arriane Jones-SS/Sci	4th Grade	1109
Maryellen Kelly-Math	4th Grade	1110

5th Grade - 8th Grade

Eddie Brooks	5th/6th Grade SS	2103
Gabriela Voorhies	5th/6th Grade Math	2109
Rynika Hebert	5th/6th Grade Science	2102
Nancy Jett	5th/6th Grade ELA	2110
Troy Avery	7th/8th Grade Science	2101
Nicole Simmons	7th/8th Grade Math	2119
Tiffany LaCroix	7th/8th Grade ELA	2118
Penny Johnson	7th/8th Grade Soc. Studies	2114

SPED Department

Kara Gardner	SPED Pre-K-2 (Chairperson)	1208
Ariane Boudreaux	SPED 2nd-3rd	1107
Torey Calhoun	SPED 8th Grade	2116
Vilma Kiamco	SPED Early Interventionist.	1305
Lawren Michalik	SPED 4th Grade	1308
Carla Obiagio	SPED 3rd-6th Intermediate	1303
Beverly Castille	SPED 6th & 7th	2115
Domonique Searcy	SPED 5th	2107

Interventionist

Deidra Barnett	Reading Interventionist (L)	1205
Carla Lewis	Reading Interventionist (U)	2111

Enrichment

Phillip Britt	Art	1021
Terry Green	Physical Education	1401
Dana Williams	Physical Education	1401
Karen LeBlanc	Library	1705
Terry Smith	Computer Literacy	1703
Dedric Jones	Instrumental Music/Band	1406
Stephanie Jordan	Vocal Music/Choir	1408
Elsa Bellot	ESL Teacher	2113

Dean-of-Students/Reflection

Bernetta Sisco	Dean-of-Students (Lower)	1005
Terri Daigle	Dean-of-Students (Upper)	2112
Ireane Hall	Reflection Room	1115

Paraprofessionals

Valerie Wimberly	Para-Pre-K	1201
N'Daria Allen	Para-Pre-K	1202
Shelia Eugene	Para-Kindergarten	1201/1204/1206
Leila Robinson	Para-1st Grade	1102/1103/1207
Candace Cormier	Para-2nd Grade	1101/1118/1119
June Banks	Para-3rd Grade	1111/1112/1113
Jerri Harris	Para-4th Grade	1108/1109/1110
La'Neisha Kelly	Para-5th/6th	2102/03/09/10
Tanisha Batiste	Para-7th/8th	2101/14/18/19
Sonya Dent	Para-SPED (self-contained)	1303
Kristie Carter	Para-SPED-MS	2102/2103
Linda Ducros	Para-SPED (self-contained)	1305
Charline Varnado	Para-SPED (self-contained)	1305
Lisa Joseph	Para-SPED-Pre-K-2nd	1303
Briana Toledano	Para-SPED-3rd/4th	1111/12/13/1108 1109/1110
Nadja Carr	Para-SPED-5th/6th	2118/19/02/03
Linda Guy	Para-SPED-7th/8th	2101/2114

Administrators/Support Personnel

Kelly S. Batiste	CEO/Principal	1004
Kristen Eschman	Speech Pathologist	1314
Jacqueline Edmond	Counselor	1016
Monique Aziz	Behavior Health Professional	1017
Janice Watts	Instructional Coach 3/4	1013
Seané Taylor-Allen	Instructional Coach 5-8	1012
Tiffany Andrews	Instructional Coach Pre-K-2	1011
Bridget Alexis-Lewis	Data Manager	1007
Brenda Watson	Business Manager	1014
Cheryl Robichaux	Nurse	1003
Gretchen Batiste-Johnson	Executive Assistant	1001
Loretta Brown	In-House Sub	

Itinerant Staff

Karen Mahl	Physical Therapist	1208
Vickie McCoy	Occupational Therapist	1208
Lillian Anderson	SUNS Center	Library
Jason Sorapuru	Adaptive Phys. Ed.	Gym
Elise Camille Touns	TAV	1021
Cherice Harrison-Nelson	GIFTED	Library 1706

Warrior Café Staff (Fresh Food Factor)

Tina Powell	Lead
Sammyekie Elzy	
Rhonda Green	
Quantrella Harrison	
Shaunni Johnson	
Vacancy	

Clean Team

Patricia Tucker	Head
Leslie Morgan	FT/AM
Gerald Placidé	Maintenance/Custodian
Kevin Batiste	PT
Alvin Chandler	PT
Kenneth Piper	PT
Vacancy	PT

Security

Kevin Batiste	Male Officer
Eliria Knox	Female Officer

08/01/18

(Everything parents and students should know about our school can be found here. This handbook has been prepared to provide information for parents/guardians regarding the rules and procedures related to the operation and safety of 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 on the school's website (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.

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 (100-90); "S" = Satisfactory (89-80); "N" = Needs Improvement (79-70); "U" = Unsatisfactory (69 or <).

6. In order to be eligible for promotion, students must be in attendance daily a minimum of 161 days out of the 171 days in the school year. After the 3rd day absent, the teacher will reach out to the parent to see what the problem is. After that, Mrs. Aziz, the Social Worker, will intervene.

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	1.5-2.4
D	70-74	1	1.0-1.4
F	60-69	0	Below 1.0

Grading and Reporting Policies (Grades 1-8)

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 insects 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 (After School is also suspended on Wednesdays when parental progress report conferences are held). Bus service home is provided. Light snacks provided. **A registration fee of \$30.00 per child** is required (**non-refundable** and it covers September through April). **There will be a \$5.00 fee assessed to each child left at the school after 5:30 pm. (per incident).** App and fee must be submitted before the student is allowed to attend.

Agendas

Students in grades 5-8 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).

Athletics

FCWCS anticipates fielding the following athletic teams: cross country (boys and girls), basketball (boys and girls), flag football, tennis (boys and girls), and volleyball (girls). Students participating must maintain a 2.0 GPA. Students must maintain a good behavioral record with the Dean's Office in order to be eligible to participate (*see Extra-Curriculum Participation Guidelines in Addendum*).

Attendance

The school calendar for 2018-2019 reflects 171 days. The state requires students must be in attendance 161 days of the 171. State law mandates the number of days/minutes a student must be in attendance to be promoted to the next grade. **The State**

required minutes: 63,720. FCWCS has 71,820 scheduled for this year (each school day is 420 minutes in length).

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. Teachers are instructed to keep copies of the assignments for missing students, but **the student and/or parent should request/remind the teacher of the make-up work needed.** 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 and/or referral to Social Worker
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*)

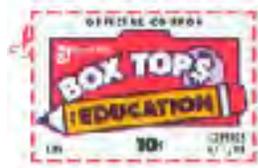
Birthday Celebrations in the Classroom

Birthday Celebrations involving cake and ice cream or pizza 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 \$2600 in the last six 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 school's monthly newsletter.



Breakfast Procedures (also see *Lunch/Breakfast Program*)

The school nutrition program is an important part of the educational program. All students should have breakfast before beginning their academic day. Our Breakfast/Lunch Program is provided by the private vendor Fresh Food Factor.

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 and Addendum*)

Bus service is provided by **Honors 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, 87.0 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) if possible.

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 take 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: Phone will be confiscated and returned to student (parent will be notified);

2nd Offense: Phone will be confiscated and only a parent can retrieve the device;

**3rd Offense: Phone will be confiscated;
1 day of Out of School Suspension;
Only a parent can retrieve the device at readmit conference.**

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 Fannie C. Williams Charter School.

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, tennis, 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 be in good standing with the Dean's Office for each quarter. Therefore, if a student has been written up by their classroom teacher or the Dean after the first quarter or any subsequent quarter, he/she can be placed on behavior probation. **The extra-curricular participation guideline can be found in the Addendum of this handbook.**

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, on the school bus, 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. **The 4Ps are FCWCS's Core Values.** 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 (*Additional info in Addendum*).

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*)

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 (NEW UNIFORM for 2018)

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.**

2018-2019 NEW Uniform Policy

Parents are advised that the following guidelines will be used regarding the **school's shoe policy**: **All black**—tops, shoestrings, and soles. **Shoes bearing logos in color are not appropriate.**

*All students should wear **socks (black or white only**—no ankle socks, footies, or mismatched socks allowed).

*All boys (and all females wearing pants) should have a **solid black belt** on (NO large buckles allowed).

***Outerwear**—Students in **Pre-K - 4** should wear the **royal blue** cardigan with the “new” FCW logo, or the official FCW pull-over sweaters or jackets inside the building. Students in **Grades 5 - 8 (Middle School)** will wear only the **gray** cardigan with the “new” FCW logo, or the official FCW pull-over sweater or jacket inside the building.

***Tops and Bottoms—Girls in Pre-K - 2** will wear a white rounded collar blouse (with the new FCW logo) along with the Plaid #88 knee length jumper (no skirts) *or* a royal blue polo-styled shirt with the “new” FCW logo with the plaid #88 knee length shorts or pants. **Boys in Pre-K - 2** will wear the royal blue polo-styled shirt with the “new” FCW logo with gray uniform styled shorts or pants.

Girls in 3 & 4th Grades will wear the white pointed collar blouse with the “new” logo with the plaid #88 knee length skirt (no jumpers) *or* the royal blue polo-style shirt with the “new” logo with the plaid #88 knee length shorts or pants.



“New” FCWCS logo

Boys in Pre-K - 4 Grades will wear the royal blue polo-styled shirt with the “new” FCW logo with gray uniform styled shorts or pants.

Girls in Grades 5 - 8 (Middle School) will wear the white pointed collar blouse with the “new” FCW logo with the plaid #88 knee length skirt *or* the plaid #88 **long** pants (no jumpers or shorts). Girls will also wear the #88 cross-over tie.

Boys in Grades 5 - 8 (Middle School) will wear the white oxford-styled shirt with the “new” FCW logo with gray uniform style long pants (no shorts).

Undershirts (all students)- must be solid black or white only.

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 uniform “bottom”—gray pants (boys), #88 plaid for girls. Students not wearing a “Fannie” t-shirt must be attired in the regular school uniform.

On picture days, students will be allowed to wear clothing other than the school uniform if they are taking pictures with the school's photographer. All attire must be school appropriate.

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, especially, are asked to monitor their child's clothing. You will be asked to bring a change of clothes if the principal or deans find their attire not suitable.

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

Non-Acceptable Articles of Clothing

- * **Hoods and hats are not allowed inside the building**
- * **Boys wearing earrings (girls earrings must be studs or no larger than nickel-sized hoops)**
- * **String/rubber bracelets or support bands**
- * **Nose rings or visible body piercings**
- * **Hair accessories other than white, black, royal blue, or #88 plaid**
- * **Any colored (dyed) hair or hair extensions**
- * **Key chains/wallets hanging from waist**
- * **Make-up**
- * **Bandanas, “snapbacks”, or caps**
- * **Non-prescribed eye glasses or sunglasses**
- * **More than one ring.**

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 of 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 Dean-of-Students.
3. If the parent feels the complaint is still unresolved after Step 2, the

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 FCWCS 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) 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:

1. **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.
2. **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.**
3. **Medication must be brought to school in the container appropriately labeled by the pharmacy or physician and given to the school nurse.**
4. **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. a prescription is labeled on the medication;
 - b. the self-medication is done in compliance with the prescription or written instructions from the student's doctor or provider;
 - c. a written statement from the student's doctor stating that the student has asthma and is capable of self-administering 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 (HW Assistance: <http://homeworkla.org>)

Homework is assigned most nights—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-4th grades will be

given Homework Sheets and grades 5th-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. Many of our classrooms also have a set of Chromebooks. 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. **Our older students will take LEAP 2025 on computers.** 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.

Parents are 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) 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.

This school year marks the first year we are asking parents to pay a small technology fee. The fee has been assessed at \$10.00 for students in Grades 1-8. Pre-K and Kindergarten's fee is included in the \$60.00 assessment that covers their end of year field trips, t-shirts, etc. *(Additional information regarding the fee and its purpose can be found under Technology Fee in this book).*

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, tablet, or computer. The SPC can be accessed at: <https://services.edgear.net/progress/>

L

Lockers

Our facility has lockers for middle school students in grades 6-8. Their use is at the discretion of the Dean.

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. The following should also be noted:

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 lost 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 the private vendor Fresh Food Factor (a subsidiary of Volunteers of America). 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.

Fresh Food Factor will supply the school with a monthly breakfast/lunch menu. You can find what is being served today on the school's website (www.fcwcs.org) on the HOME (first) page.

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:

Grade Level	Time	Recess
4th Grade	10:25-10:55	10:55-11:15
5th & 6th Grades	11:00-11:30	
Pre-K, Kdg.	11:30-12:00	12:00-12:15
7th & 8th Grades	12:00-12:30	
1st, 2nd, 3rd Grades	12:30-1:00	1:00-1:15



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, tennis 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.

Students must also meet the Behavioral Expectations to remain a member in good standing in any extra-curriculum activity sponsored at FCWCS. (*See the Addendum for additional info regarding Clubs & Organizations*)—*Extra-Curricular Participation Guideline in the back of this book.*

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*)

Middle School Classroom Rules

- Follow directions the first time they are given.
- Raise your hand and wait for permission to speak.
- Stay in your seat unless you have permission to do otherwise.
- Keep hands, feet, and objects to yourself.
- Use appropriate language. Keep hurtful comments to yourself.
- Always try to do your best.
- Do not keep yourself, or others, from learning.

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) 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)/Dad's Club

The PTO is a voluntary organization bringing parents, teachers, and community together for activities relating to the welfare of Fannie C. Williams Charter School.

We've been a little more successful with the development of our new Dad's Club (2017-2018). "A Few Good Men," composed of staff, community leaders and male parents, have come forward to develop this organization. Their first activity was a Crawfish Boil. Dads, grandfathers, uncles, big brothers, please consider joining this organization. See Art Teacher Phillip Britt for additional information.

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:

- Dad's Club/PTO
- Grandparents' Day
- Fall & Spring Festivals
- Box Tops for Education
- School Candy Drive
- Field Trip Chaperone
- Attend our Annual Programs
- Crawfish Boil
- Scholastic Book Fairs
- Report Card Conferences
- Muffins for Moms/Donuts for Dads
- High School Night
- STEAM Family Night
- Support our Lemonade Day
- Fund 3K Run/Walk

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 Intervention & School Support (PBIS)

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

PBIS's aim is to build a positive environment in which positive behavior is recognized more than problem behavior. The PBIS 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, R.S. 24.4)

2018-2019 Pupil Progression Plan for C.L.A.S.S.

Louisiana state law requires C.L.A.S.S. to establish a comprehensive Pupil Progressive Plan based on student performance on the Louisiana Educational Assessment Program. The plan describes the policy by which student work is assessed and measured. The plan is adjusted from year to year.

Decisions to promote or retain students will be based on the child's successful completion of the curriculum as evidenced by their mastery of the Louisiana Student Standards (LASS) and fulfillment of state attendance requirements. FCWCS provides intensive documents academic intervention services before a child is considered for retention. The SAT (Student Assistance Team/RTI) committee reviews any promotions in question (requested by the teacher, parent or school administrator).

Promotion from Kindergarten

- Attain mastery of at least 70% of required LASS (LA Student Standards) in reading and math as evidenced on the Kindergarten Assessment Checklist and not have more than 10 days of unexcused absences.

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 LASS
- Must meet the attendance requirements of no more than 10 days of unexcused absences.

Promotion from Grades 3, 5, 6, 7

- Attain at least a D in each promotional subject—ELA, mathematics as final report card grades, reflecting 70% mastery of LASS; and
- Must meet the attendance requirements of no more than 10 days of unexcused absences.

Promotion from Grade 4

C.L.A.S.S. will identify 3rd & 4th grade students who have not met an acceptable level of performance that would enable them to successfully transition to the next grade level. Fourth grade students who have not met the acceptable level of performance may be retained or promoted, but in either case, shall be provided with an individual academic improvement plan that includes, but is not limited to . . .

- Must meet the attendance requirements of no more than 10 unexcused absences.
- The school shall meet in-person with the parent/guardian, all teachers of core academic subjects, and specialized support personnel, as needed, to discuss the students academic strengths and weaknesses, and other important matters to develop an academic improvement plan
- the opportunity to receive grade-level instruction during the summer. *(additional information regarding additional particulars for an individual academic improvement plan can be found at Fannie C. Williams School, opsbus or louisianabelieves.com).*

Promotion from Grade 8

Regular Grade 8 Promotion

Eighth grade students shall score at least at the "Basic" achievement level in either ELA or mathematics and "Approaching Basic" in the other subjects in order to be promoted to the 9th Grade. Students who do not meet the the promotion standard after taking the 8th grade state assessments in the spring, following the completion of summer remediation, may be placed on a high school campus in the transitional 9th grade.

- Must meet the attendance requirements of no more than 10 unexcused absences.
- *(additional information regarding additional particulars for an individual academic improvement plan can be found at Fannie C. Williams School, opsbus or louisianabelieves.com).*

Q

The 2018-19 school year is divided into four (4) **academic quarters**:

1st Quarter - August 13 - October 12 (44 days)

2nd Quarter - October 15 - December 20 (41 days)

3rd Quarter - January 8 - March 15 (42 days)

4th Quarter - March 18 - May 15 (44 days)

The instructional day is 420 minutes per day or 71,820 minutes for the year at FCWCS. 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 Calendar (Pre-K - 2)

The Responsibility Calendar is a classroom management tool used in grades Pre-K-2nd to document your child's daily behavior, class work, homework, and compliance to the uniform policy. It provides a daily communication between you and your child's teacher.

Please note the following and review with your son/daughter

- The Responsibility Calendar should be signed daily and returned by the student.
- Students must avoid receiving two reds in behavior or homework.
- Comments from parents are welcomed.

S

School Supplies

The School Supplies list can be found on the school's website on the HOME (first) page (fcwcs.org). Parents were asked to drop them off on August 9th. Parents are asked NOT to purchase mechanical pencils for use at school. Pencil sharpeners are also not to be bought to school.



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

Technology Fee

Beginning this year (2018-2019), FCWCS is charging a **technology fee of \$10 per child**. This fee will be used to repair and update our school's technology equipment. Parents of students in Grades 1-8 should remit \$10. in the form of cash or a money order.

Pre-K and Kindergarten student's fee will be included in their \$60 assessment for field trips, promotional t-shirts, and other end of year activities. Fees are to be paid in cash or money orders. FCWCS does not accept checks. A receipt will be provided for all monies collected.

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.

Parents must sign a contract for textbooks, stating that they will be responsible for damaged or lost books. Students are not allowed to take books out of the building until the contract has been signed by the parent/guardian and returned to school.

Students are to cover their books with book covers or brown paper bags. Covering textbooks protects them from the weather and abuse. A replacement fee will be assessed if textbooks are not in good or reusable condition or has been lost.

Library Books will be available for students to borrow beginning with first grade. 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 (*see also Bus Service, Warrior Way & Addendum*)

Bus service is outsourced to third party vendor **Honors 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 the 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 Warrior Way in the Addendum*).

U

Uniforms (*see Dress Code & Uniform Guidelines, also Addendum of this handbook*)

Uniforms (Physical Education)

All students in grades 3-8 enrolled in Physical Education must purchase a uniform for PE class. Prices range \$20-\$26 (youth-3XXX). Uniforms may 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 (main office).**

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 Bucks Incentive Program

Warrior Bucks are the hallmarks of our school-wide incentive program. They may be given out anywhere a student is caught following the school-wide expectations (Warriors are always RESPONSIBLE, RESPECTFUL aka POLITE, PREPARED, and PRODUCTIVE). It is the way the adults in the building stop and thank students for possessing the aforementioned virtues.

Students will collect/save Warrior Bucks as they will be able to exchange them for some type of reward. Warriors Bucks can not be traded or sold. If Bucks are lost, they will not be replaced.

Weekly 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. Parents 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 (*also see Bus Service and Transportation*).

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 of the bus behind the driver, boys on the passenger side.

Way 3—Parents will be given fair warning of impending bus suspensions.

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

(*see Bus Service, Transportation and Warrior Way for 2018-2019 in the Addendum of this handbook; Contact Ms. Sisco for concerns @ 504.444.1063 or 504.373.6228*).

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 withdrawal 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. There is also a low threshold for students who fight on campus or on the school bus. Students should be aware that all actions will have consequences.

Discipline should be a learning experience, which teaches pupils 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.*

NOTES

*Warriors are always PROMPT, POLITE, PREPARED &
PRODUCTIVE!*



ADDENDUM

Fannie C. Williams Charter School

2018-2019

After School Program

The After School Program runs from September 4 through April 25, **3:15 pm until 5:15 pm., Monday through Thursday (no After School Program on Fridays);**

- **Cost is \$30.00 per child** for September through April (**non-refundable** registration fee, cash or money order only);
- **Transportation is provided home.** Students in grades Pre-K - 3rd grade will need a parent/guardian to meet them at the bus stop unless they have an older sibling on the bus with them.
- All students must be picked up from the After School Program by 5:30 pm (Monday-Thursday). There will be a \$5.00 fee assessed to each child left at the school after 5:30 pm (this fee is per child, per incident).
- No student can begin After School until the complete application and the \$30.00 fee has been submitted.

Physical Education Uniforms

Physical Education Uniforms will be available through the school for students enrolled in Physical Education. **Ordering information will be forthcoming from the Physical Education Department.** Cash or Money Orders only, no checks please (\$20-\$26, Youth-3XXX).

School Uniforms

Complete information regarding the school's new uniform for 2018-2019 can be found in this book under Dress Code & Uniform Guidelines and the school's website (www.fcwcs.org).

School Uniforms can be purchased at Young Fashions, 5700 Crowder Blvd., New Orleans, LA 70127 (504) 841.0377

Non-Acceptable Articles of Clothing @ FCWCS

The following items are not to be worn to school . . .

- Hoods and hats (not allowed in the building)
- Bandanas, "snapbacks," or caps
- Nose Rings
- Earrings of any kind on male students
- Earrings larger than a nickel on female students
- Make-up
- String/rubber bracelets or support bands
- Any colored or dyed hair or hair extensions
- Non-prescribed or sunglasses in the building
- More than one ring
- Visible body piercings
- Large belt buckles
- Key chains attached to pants or a wallet hanging from the waist
- Hair accessories other than white, black, royal blue, or #88 plaid
- Shorts on students in Middle School (grades 5, 6, 7, or 8)



Fannie C. Williams Charter School



**Warrior Way/Bus Contract Sample
2018-2019**

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 horseplay.

_____ Student's Name (Print) _____ Grade _____ Student's Signature

Parental Agreement (Parent)

- _____ I will be at the bus stop at the appropriate time to receive any student Pre-K through 3rd grade.
- _____ 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 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/Guardian (Print) _____ Parent/Guardian (Signature)

S A M P L E (DON'T REMOVE FROM THIS BOOK)

**Warrior Way
2018-2019**

Way 1

Pre-K Students should sit in the front on the bus, followed by Kindergarten and so.

Way 2

Girls should sit on the side behind the bus driver and boys should sit on the passenger side of the bus.

Way 3

Parents will be given fair warning of impending bus 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 resulting from bus suspensions are considered "unexcused," therefore alternative transportation should 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 (1) one week suspension from the bus, without warning!

All transportation changes must be written and/or made in person. If you have any questions or concerns, please contact Ms. Sisco @ 504.444.1063 (cell) or 504.373.6228 (school office).

The Warrior Way

ABCs of How Fannie Does School

- A = Ain't nothing to it, but to do it
- B = Believe in possibilities, for they are endless
- C = College/Career is for Certain
- D = Dreaming is a precursor to reality
- E = Evolve into the person you want to be
- F = Failure is not an Option
- G = Going from good to better and from better to best
- H = Hard work pays off
- I = If I can believe it, I can achieve it
- J = Justify your progress and performance with data
- K = Knowledge is Power
- L = Leave nothing to chance
- M = Motivate yourself, no one is better qualified
- N = Never mind what haters say, ignore them 'til they fade away

- O = Outstanding students give outstanding effort
- P = People aren't born smart, they get smart
- Q = Questions are not stupid, unless they remain unasked
- R = Realizing our own potential
- S = Success is the only option
- T = Think Win! Win!
- U = Utilizing each other
- V = Visualizing success!!
- W = We can, we shall, we will
- X = X out negativity
- Y = You CAN do it
- Z = Zealously moving toward our goal





Extra-Curricular Participation Guideline

Fannie C. Williams Charter School encourages all students to participate in extra-curricular activities. Extra-curricular activities provides students with tremendous opportunities to develop as a “complete” human being.

Academic Requirements

All students must maintain a **2.0 GPA** (grade point average) or better to participate in any extra-curricular activity. Students with a GPA below 2.0 will be placed on academic probation for the following quarter. During the probationary period, students **should** take advantage of grade level tutoring, and/or study hall. Failure to reach the GPA requirement will result in a suspension from **all** extra-curriculum activities.

Behavioral Expectations

- **The Extra-Curricular year will be divided into two season: Fall and Spring.**
 - **Fall Season - Aug. 13, 2018 - Dec. 20, 2018**
 - **Spring Season - Jan. 8, 2019 - May 15, 2019**
- Any extra-curricular participant who takes part in a physical altercation where an out of school suspension is deemed necessary, will follow the protocol listed below:
 - **1st Offense** - suspension from the same amount of games/performances/activities equal to the amount of days suspended from school.
 - **2nd Offense** - suspension for the remainder of the season (Fall or Spring).
 - **3rd Offense** - suspension for remainder of the academic school year.
- Any extra-curricular participant who has had an in or out of school suspension for reasons outside of physical altercations (excluding alcohol, drug, or weapon related issues) will follow the protocol listed below:
 - **1st Offense** - suspension from the next performance/activity.
 - **2nd Offense** - suspension from two (2) of the following/next performances or activities.
 - **3rd Offense** - suspension from the entire season (Fall or Spring).
 - **4th Offense** - suspension for the remainder of the academic school year.



Conduct Grades

- Outstanding “O”** - 100 -90
- Satisfactory “S”** - 89 -80
- Needs Improvement “N”** - 79 - 70
- Unsatisfactory “U”** - 69 <

Attendance Requirements

2018-2019



In order to be eligible for promotion to the next grade, students must be in attendance a minimum of . . .

161 of **171** days in the school year.

State required minutes of instruction: **63,720**; FCWCS minutes, **71,820**. Our school day is **420** minutes per day.

After the 3rd day absent, the teacher will reach out to the parent. If attendance continues to be a problem, the student will be referred to the school’s social worker, Mrs. Aziz.



School Holidays

2018-2019

Sept. 1 Labor Day

Oct. 18 -22 Fall Break

Nov. 19 -23 Thanksgiving Holiday

Dec. 24 - Jan. 7 Winter Break

Mar. 1 - 8 Mardi Gras Break

Apr. 19 - 23 Spring Break

Parent-Teacher Conferences for 2018-2019

Conferences are always on a Wednesday from 4 pm - 6 pm. There is NO After School Program on these days because of the conferences.

1st Conf. - September 12th

2nd Conf. - November 14th

3rd Conf. - February 6th

4th Conf. - April 17th





School-Wide Discipline Plan
2018-2019

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 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 at any other school sponsored activity, whether on-campus or off-side, or whose conduct at any time or place directly impacts the operations and/or general welfare of our school community.

School-Wide Expectations

WARRIORS ARE



PROMPT

POLITE

PREPARED

PRODUCTIVE

These are known as the 4Ps.



FCWCS

Behavioral Expectations Matrix

Warriors are **PROMPT**

1. Report to all classes on time;
2. Report to breakfast and lunch on time;
3. Prompt uses the restroom;
4. Report to assemblies in a timely manner;
5. Report to the bus are no later than 3:15 pm in an orderly and timely manner.

Warriors are **POLITE**

1. Respect yourself and others;
2. The Warrior Café is a noise level 1. If students cannot adhere to that expectations it will become a noise level 0;
3. Hallways are quiet zones (noise level 0);
4. The restrooms are kept clear of litter and graffiti;
5. Raise your hand to ask permission to speak in class;
6. Keep your hands and feet to yourself;
7. Be polite in class at all times;
8. Follow all directives on the school bus, listening carefully to the driver;
9. Follow the “Warrior Way” on the bus.

Warriors are **PREPARED**

1. Have all needed materials in class (no lead pencils or ink pens allowed);
2. Follow the school’s dress code;
3. Pre-K - 5th grade are in alphabetical order in the hallway, “zipped and gripped”;
4. 6th - 8th grade students are in alphabetical order, in a single file line in the hallway;
5. Move forward when directed to do so;
6. Stay to the right when navigating the hallway;
7. You must have a hall pass;
8. Wash your hands when using the restroom;
9. Dispose of personal items properly;
10. Always assemble in a quietly and orderly manner for school assemblies.

Warriors are **PRODUCTIVE**

1. Complete all assignments;
2. Keep your desk area clean;
3. Dispose of all items in the proper place;
4. Only **Early Childhood** Students permitted on EC hallway;
5. Use the restroom properly and quickly;
6. Listen attentively;
7. Respond to adults in a proper tone;
8. Walk in a quiet orderly manner to the bus.





Discipline Referral Definitions

Code	Incident	Definition
1	Willful Disobedience	Refusal or failure to follow directions or do what one is told. Major Infraction-Deliberate and persistent disobedience. Disobedience of an order of a school official.
2	Treats an authority with disrespect	Talking back, use of scornful and/or mocking voice, and/or production of gestures that exceed basic community norms for decency toward staff member. Major Infraction-Open and persistent disobedience of authority and intentional disrespect towards school officials.
3	Makes an unfounded charge against an authority	To accuse any staff of any act that is unlawful an/or a violation of school rules that is determined to not be supported by an evidence.
4	Uses profane and/or obscene language	Verbal messages that include swearing, name calling, vulgar words or the use of words in an inappropriate manner.
5	Is guilty of immoral or vicious practices	Any act that is dangerously aggressive or would likely to be perceived as disturbing and/or harassing by local community norms.
6	Is guilty of conduct or habits injurious to his/her associates	Any act that causes injury, damage or pain to another person.
7	Use/Possess any controlled dangerous substance governed by the Uniform Controlled Dangerous Substance Law	The possession, use, cultivation, manufacture, distribution, sale, or purchase of any drug, narcotic, controlled substance, or represented to be a drug, narcotic, or controlled substance.
8	Uses/Possess tobacco and/or lighter	The possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, or on school transportation by any person under the age of 18.
9	Uses/Possess alcoholic beverages	The possession, sale, purchase, or use of alcoholic beverages. Use should be reported only if the person is caught in the act of using or is discovered to have used in the course of an investigation.
10	Disturbs the school and habitually violates any rule	Behavior causing continued interruptions to instruction or any school activity. Includes but is not limited to sustained loud talk, yelling or screaming; noise with materials; and/or sustained out-of-seat behavior.

Discipline Referral Definitions

11	Cuts, defaces, or injures any part of public school building/vandalism	Any act that causes destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control over property. Accidental acts that are self-reported to the person and administration are excluded from this definition.
12	Writes profane and/or obscene language or draws obscene pictures	Writes or draws pictures, words, or images that are considered indecent, offensive, disgusting and/or disturbing according to local community norms.
13	Possesses weapon(s) prohibited under federal law	Any firearm, ammunition, explosive device, or knife or other object that can place a person in reasonable fear or apprehension of serious harm that is in the possession of a student or contained in the student's belongings, locker, and/or storage space.
14	Possesses firearms, knives, or other implements not prohibited by federal law	Any instrument or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker and/or storage area.
15	Throws missile liable to injure others	Throws any object toward a person that is heavy, sharp, and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm.
16	Instigates or participates in fights while under school supervision	Involvement in and/or promotion of any act of force and/or physical violence that can be expected to cause harm or injury to another person.
17	Violates traffic and safety regulations	To break any law that pertains to traffic and/or safety regulations.
18	Leaves school premises or classroom without permission	Leaving the school campus and/or assigned classroom or location without permission and/or failure to return to school/class without permission.
19	Is habitually tardy and/or absent	Failure to be present at the beginning of class period or at the start of the school day, or fails to show up to class and/or school without permission.
20	Is guilty of stealing	Having possession or, or having passed on, or being responsible for removing or plotting to move someone else's property without that person's permission.
21	Commits any other serious offense	Any serious, harmful incident resulting in the need for law enforcement intervention not previously classified.
22	Is guilty of bullying	Bullying is comprised of direct behaviors such as teasing, taunting, threatening, hitting, and stealing that are initiated by one or more students against a victim. In addition to direct attacks, it may also be more indirect by causing a victim to be socially isolated through intentional exclusion.



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 semesters. 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 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 Officer. 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 be immediate. The RSD Student Hearing Officer will determine the appropriate length of expulsion according to the guidelines on expulsion length mention 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.



OPSB Family Resource Centers (for School Placement)

Uptown

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

New Orleans East

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

Westbank

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

Phone/E-Mail

877.343.4773
oneapp@opsb.us

The RSD is referred to in the document above, however, as of July 1, 2018, all public schools in have been returned to the New Orleans Public Schools (Orleans Parish School Board). At the time of the publication of this book, the exact protocol has not been established regarding appeals needing the hearing office.



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.¹ 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.¹ 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

¹ 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.¹

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 an 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.²

² 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.

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:

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.³

³To 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 than 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.

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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.

NOTES

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*.

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 _____