

2024-2025
17TH 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



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

Quick Facts About Fannie C. Williams Charter School

Fannie C. Williams Elementary opened its doors August of 2007. It was one of five schools that were earmarked to be rebuilt after the hurricane and flood of August 2005. We opened our doors to children who were delighted to be in a school setting in New Orleans. We would remain as Fannie C. Williams Elementary through the next three school years, 2007-2010, under guidance of the **Recovery School District**. We received our charter in December of 2010.

FCWCS was chartered as a Type 5 charter with BESE (**B**oard of **E**lementary and **S**econdary **E**ducation). This charter was awarded to pre-existing public school under the jurisdiction of the RSD. We are currently in our 15th year as a charter.

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 480 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 (4)-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

Calvin Transportation, 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, **Genuine Foods**. 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: 7:20 am-7:55 pm daily

Kedila @ FCWCS After School Program

Our **free** after school program is run in conjunction with Kedila Family Learning Center. It is open to students in grades Pre-K through 8. Enrollment is limited to 250 students and acceptance is on a first-come, first-served basis.

Academics and enrichment activities are offered, 3:15 pm-5:15 pm, Monday through Thursday.

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

Grade	Class of . . .
8th Grade	2029
7th Grade	2030
6th Grade	2031
5th Grade	2032
4th Grade	2033
3rd Grade	2034
2nd Grade	2035
1st Grade	2036
Kindergarten	2037
Pre-Kindergarten	2038



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 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 Terri Williams left FCWCS to become the Principal of Robert R. Moton Charter.

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.

This marks our 18th year as an educational institution and our 13th year as a charter school. We operate under the auspices of C. L. A. S. S., **Community Leaders Advocating Student Success.**

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

(Community Leaders Advocating Student Success, Inc.)

Duane R. Stelly, President

Members

Maxine Cager

Gwendolyn Dupree

Al Edwards

Brenda Flint-Minor

Shannon London

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.



Fannie C. Williams

From 1908 to 1916, she taught near Biloxi.

In 1920, she received two degrees from Michigan State College, a Bachelor of Arts and a Bachelor of Pedagogy.

When she returned to New Orleans in 1921, Williams served as principal of Valena C. Jones Normal School. The school was established to educate the children of the 7th Ward and to train and certify African American teachers in New Orleans’ public schools instructing African American children. 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 CHARTER SCHOOL

11755 Dwyer Road
New Orleans, LA 70128
504-373-6228

Duane R. Stelly, President of the Board of Directors
Kelly S. Batiste, CEO/Principal



HOME OF THE WARRIORS



SERVING GRADES
PRE-K - 8

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Our Finest!
 Top Teacher & Staff
 Member for the
 2023-2024 are
 Kindergarten Teacher
 S. Vigne (l) *and*
 Paraprofessional S. Dent,
 chosen by their co-
 workers. Congratulations!





18 years of providing a positive place for children to learn and grow

Message to Our Parents & Guardians

August 2, 2024



We're back at work, preparing the campus for Warriors in two weeks (three for Pre-K and kindergarten).

The first day for students in Grades 1-8 is Monday, August 5th. Breakfast is served at 7:30 am, with classes beginning at 8:00 am. Please make sure your scholar get's a good night's rest and is ready to get back to "their job" of learning!

Our youngest students, Pre-K and Kindergarten, will return on Monday, August 12th. Breakfast will be provided to them in their classrooms at 7:30 am, with teaching and learning beginning at 8:00 am.

All students should arrive at school in full uniform. The school's uniform description can be found on the school's website at fcwcs.org (*see uniform policy*). There are no changes from last year's uniform policy.

Did you know this mark's our 18th year as a community of learners? As I stated last year, "From our days in the FEMA trailers to moving into our \$24 million dollar home, it has been a worthwhile endeavor. Nothing is more satisfying than to learn of former students graduating from high school and moving on to college or a career. We've been here long enough to have students return to enroll their children."

We always strive to make the "Fannie Family" a collaboration of educators, learners, and their parents. We are a partnership and could not do any of the things we do here without your help.

Encourage your sons, daughters, and grandchildren to strive for excellence—always doing the best they can to learn and grow. Please get them to school daily and on time in full uniform. Make sure they have all the needed supplies (*the supply lists are on the website by grade level*). Periodically check to see if any supplies need to be replenished. Stress to the them the importance of working hard, being productive in the classroom. Emphasis the need for them to be on their "best behavior."

In other words, we need them to always follow the **4Ps of being a Warrior—be prompt, prepared, productive, and polite**. It is our mantra that we repeat often on campus. We ask that you encourage this type of behavior when they are with you!

I ask that parents and guardians read this handbook carefully and share the information with their scholar(s). Every effort is made to update the information as it pertains to the current school year. You may want to print certain pages (*e.g., the calendar, menus*) for easy access.

I am also asking, that you keep a **positive outlook, especially in front of your learner**. If you have a problem or concern, please reach out to the classroom teacher or the deans (*Sisco lower grades, Green middle school*) to resolve it.

The staff of FCWCS appreciates your confidence in allowing us the privilege of providing a positive place for your child(ren) to learn and grow.

-Kelly S. Batiste, CEO/Principal

**2024-2025
FCWCS SCHOOL CALENDAR**

July 2024

30 5th/6th Grade Orientation, 9:30-11 am
31 7th Grade Orientation, 9:30-11 am

August 2024

1 8th Grade Orientation, 9:30 am-11 am
2 Supply Drop Off, 10:30 am - 1 pm
5 1st Day for Grades 1-8 (*Breakfast 7:30, Classes begin at 8:00 am*)
12 1st Day for Pre-K & Kindergarten (*Breakfast 7:30, Classes begin at 8:00 am*)
21 Parent's Coffee & Conversation
Time: TBA

September 2024

2 Labor Day/NO SCHOOL for Students & Staff
3 School resumes at 8 am; After school program begins today
6 Back-to-School Dance, Time: TBA; August PBIS Event
11 Progress Report Card Conferences 3:30 pm-5:30 pm
18 Math/Literacy Night, Time: TBA
22 Week Long Fall Book Fair Begins
23 Club Day (*held in place of Enrichment Classes*)
27 Grandparents Day, Book Fair Ends
30 1st Quarter Exams

October 2024

1-4 1st Quarter Exams continue
3 September PBIS Event
4 FCWCS Goes Pink Volleyball Game
7-11 Fall Break, NO SCHOOL for Students and Staff
14 2nd Quarter Begins
16 1st Quarter Report Cards Issued to Students
17 SIP & PFE Policy Meeting, 4:30 pm
18 Club Day, No Enrichment Classes
27 Red Ribbon Week
30 Parent Lunch & Learn, Pre-K-4th Grade Parents
31 Halloween Trunk or Treat

November 2024

1 October PBIS Event for Earners
5 Election Day, NO SCHOOL for Students & Staff
7 S'TEAM Night, Time: TBA
13 Progress Report Conferences, 3:30-5:30 pm
16 8th Grade Fish Fry Fundraiser
20 High School Night, Time: TBA
22 Club Day
25-29 Thanksgiving Break, NO SCHOOL for Students & Staff

December 2024

2 Classes Resume Today (*Breakfast 7:30 am*), Instruction begins at 8:00 am
6 PBIS Event for November
11 Parent Coffee & Conversation, Time: TBA
13 Staff & Student Basketball Game
16-18 2nd Quarter Exams
20 Report Cards Issued to Students; Holiday Program; Class Parties; Club Day
23-31 Winter Break, NO SCHOOL for Students & Staff

January 2025

1-6 Winter Break, NO SCHOOL for Students & Staff
7 Classes Resume, 3rd Quarter Begins
15 Parent Lunch & Learn for Grades 5-8 Parents, Time: TBA
17 PBIS Event for December
20 MLK, Jr. Holiday, NO SCHOOL for Students and Staff
24 Club Day, No Enrichment Classes
29 Parent LEAP Night, Time: TBA

February 2025

5 Professional Day, NO SCHOOL for Students
7 PBIS Event for January
12 3rd Quarter Progress Report Conferences, 3:30 pm-5:30 pm
19 Parent Coffee & Conversation, Time: TBA
21 Club Day; Middle School Black History Quiz Bowl
23 Black History Spirit Week
26 Black History Float Contest
27 Black History Program, Time: TBA
28 Mardi Gras Break, NO SCHOOL for Students & Staff

March 2025

3-7 Mardi Gras Break, NO SCHOOL for Students & Staff
10-14 3rd Quarter Exams; PBIS Event for February for Students earning 90 pts.
19 3rd Quarter Report Cards Issued to Students
21 Founder's Day Parade, Time: TBA
22 Academic Awards Banquet, Time: TBA
23 Scholastic Book Fair Week
26 Band/Athletic Awards Banquet, Time: 5-7
28 Donuts with Dads

April 2025

1 LEAP Pep Rally
2-15 LEAP Testing
4 PBIS Event for March
17-19 8th Grade Trip
18-25 Spring Break, NO SCHOOL for Students & Staff
28 School Resumes, 8th Grade Exams begin April 28-May 2

**2024-2025
FCWCS SCHOOL CALENDAR**

May 2025

- 1-2 8th Grade Exams
- 2 Muffins with Moms, Time: TBA;
PBIS Event for April
- 3 7th/8th Sneaker Ball, Time: TBA
- 5-9 Final Exams; Crawfish Boil
- 12 8th Grade Promotional Exercise, Time: TBA
- 13 Pre-K End-of-Year Activity, Time: TBA
- 14 Kindergarten Promotional Exercise, Time:
TBA
- 16 Last Day of School, 4th Quarter Report
Cards Issued to Students
- 19 Staff Last Day
- 20 Leadership Team & Administration Last
Day
- 27-30 Teacher Leader Summit

June 2025

- 2 1st Day of Kedalia @ FCWCS Summer
Program
- 19 Last Day of Summer Program



Start (Instructional) Time: 8:00 am
End Time: 3:15 pm

August: 20 days = 8,100 minutes
September: 19 days = 7,695 minutes
October: 18 days = 7,290 minutes
November: 15 days = 6,075 minutes
December: 14 days = 5,670 minutes
January: 18 days = 7,290 minutes
February: 18 days = 7,290 minutes
March: 16 days = 6,480 minutes
April: 16 days = 6,480 minutes
May: 12 days = 4,860 minutes

Total Days = 166

Total Minutes = 67,230
Required Minutes = 64,720
Minutes Over = 3,510
Emergency Days = 9

Consequences for Unexcused Absences

2-9 Absences Parental calls, Notification from school
Referral to School Social Worker or
Attendance Lead
Referral may be made to the Municipal
Court on a case-by-case basis.

10+ Absences School Social Worker/School Attendance
Lead may make a referral to the Municipal
Court
Parental Attendance Conference & Contract



LOUISIANA

The state requires students must be in attendance 156 days of the 166 scheduled. State law mandates the number of days/minutes a student must be in attendance to be promoted to the next grade. **Students absent more than 10 schools, without a permissible excuse may be retained.**

Consequences for Unexcused Absences

2-9 Absences

- (1) Teacher/School makes various attempts to engage families by robocalls and direct calls.
- (2) Teacher documents all of their attempts to address attendance issues.
- (3) Teacher makes referral to School Social Worker/Attendance Lead using referral form.
- (4) School Social Worker/Attendance Lead makes attempts through phone calls, letter, and/or home visit with family/guardian.
- (5) School Social Worker/Attendance Lead may contact Office of Student Support and Attendance (OSSA) and complete Truancy Check Form.
- (6) School Social Worker/Attendance Lead may request municipal court summons on a case-by-case basis.

10+ Absences

- (1) School Social Worker/School Attendance Lead may submit a Court Summons Request after recommended school level interventions for absenteeism. Each referral is made case-by-case;
- (2) Schedule Attendance conference;
- (3) Attendance contract will be signed by parent/guardian;
- (4) Weekly monitoring of attendance will continue
- (5) The Summons request may be rescinded if attendance barriers/challenges are identified; Each will be reviewed case-by-case;
- (6) A home visit may be scheduled;
- (7) Documentation will be kept of all attempts made by the school.



**Fannie C. Williams Charter School
2024-2025
Faculty & Staff Roster**

Team Pre-K & Kindergarten		
<i>Staff</i>	<i>Position</i>	<i>Rm.</i>
Ashley Singleton	Pre-K	1203
Valerie Wimberly	Para Pre-K	1201
Shawn Tolliver	Pre-K	1202
N'Daria Allen	Para Pre-K	1202
Rae Harrell	Kindergarten	1201
Shelia Eugene	Para Kindergarten	1204
Shannon Vigne	Kindergarten	1204
Loretta Brown	Para Kindergarten	1204
Corina Guerrero	Para-ESL	1103
Kristen Eschman	Speech Pathologist	1314
Team First Grade & Second Grade		
Zijazo Bercy	1st Grade	1206
Regina Harris	1st Grade	1207
VACANCY	Para 1st Grade	1206/07
Dallas Williams	2nd Grade	1118
Helene Grey	2nd Grade	1119
Lisa Joseph	Para 2nd Grade	1118/19
Vilma Kiamco	SPED Self-Contained	1305
Charline Varnado	Para SPED Self-Contained	1305
Dujuane Brooks	SPED Teacher	1107
Team Third Grade & Fourth Grade		
Briana Toledano	3rd/4th Grade Science	1111
Michelle Hodges	3rd/4th Grade Math	1112
Nicole Marigny	3rd/4th Social Studies	1109
Gershondalyn Holland	3rd/4th Grade ELA	1110
June Banks	Para 3rd/4th	1109/10/11/12
Deidra Barnett	Interventionist	1113
Sonya Dent	SPED Self-Contained	1101
Linda Ducros	Para SPED Self-Contained	1101
Stephanie Gibson	Flex Teacher-Reflection Rm.	1115
Team Fifth Grade & Sixth Grade		
Myestia Wilson	5th/6th Grade ELA	2102
Maryellen Kelly	5th/6th Grade Math	2103
Natalie Arthur	5th/6th Grade Science	2109
Sharnell Theard	5th/6th Grade Social SS	2110
LaNeisha Kelly	Para-Intervention	2107
Sameka Leonard	SPED Teacher	1108
Kristie Carter	Para-Intervention	2113
Netae Andrews	Para-SPED (Inclusion)	1114
Rebecca Drew	ESL Teacher	1103
Team Seventh Grade & Eighth Grade		
Krissy Johnson	7th/8th Grade Science	2101
Joshua Evans	7th/8th Grade Math	2119
Tiffany Dumas	7th/8th Grade ELA	2118
Martaz Lynch	7th/8th Grade SS	2114
Carla Lewis	Reading Interventionist	2111
Bria Butler	SPED TEACHER	1114
Leandr� Shaw	Para SPED (Inclusion)	1108
Ireane Hall	Para Reflection Room	2115
Yancy Aisola	Flex Teacher-Intervention	2116

Team Enrichment		
<i>Staff</i>	<i>Position</i>	<i>Rm.</i>
Phillip Britt	Art	1021
Wayne Steward	Physical Education	1401
Karen LeBlanc	Art/Librarian	1705
Dedrick Bray	Instrumental Music/Band	1406
Stephanie Jordan	Vocal Music/Choir	1408
Terry Smith	Comm. Support Specialist	1703
Team Instruction		
Kelly S. Batiste	CEO/Principal	1004
Bernetta Sisco	Dean of Students (Lower)	1005
Terry Green	Dean of Students (Upper)	2112
Latori Williams-Blair	Dir. of Student Support	1205
Angelie Wilson	Instructional Coach-ELA	1013
Sean� Taylor-Allen	Instructional Coach-Math	1012
Tiffany Andrews	Instructional Coach-PreK-2	1011
Arriane Jones	Instructional Coach Sci./SS	1205
Janice Watts	Ins. Support Specialist (PT)	1705
Team Administration		
Gretchen Batiste-Johnson	Executive Assistant	1001
Brenda Watson	Business Manager	1014
Tanisha Batiste	Data Manager	1007
Monique Aziz	Social Worker (PT)	1017
Aulonka Davis	CIS Site Coordinator	1208
Cheryl Robichaux	School Nurse	1003
Itinerant Staff		
Teresa Singleton-Cooper	Occupational Therapy	
TBA	Physical Therapy	
Lillian Anderson	SUN Beam Center	Library
Adrian Jordan	Adaptive Physical Ed.	Gym
Warrior Caf� Staff		
Tatiana Wheeler	Caf� Manager	
Clean Team		
Quinton Lowe	Head	
Monica Coleman	Full-time	
Wayne Williams	Part-time	
Security Team		
Junius Jackson	Male Officer	
Karen DeJean	Female Officer	
C.L.A.S.S. Board of Directors		
Duane Stelly	President	
Al Edwards	Member	
Brenda Flint-Minor	Member	
Donnyette Love	Member	
Emily Roubion	Member	
Shannon London	Member	
Maxine Cager	Member	
Gwen Dupree	Member	

10/01/24

A

Academics

Grading Procedure:

The scale listed below is used for all subject areas. The following weights will be applied: **35%** for Quarterly/Final Exam/Special Projects (QFE) ; **30%** for Quizzes/Weekly Tests (QWT); **25%** for Classwork/Engagement (CWE); 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 156 days out of the 166 days in the school year (this includes Virtual Learning/Distant Learning). 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.

Grading and Reporting Policies (Grades 1-8)

Letter Grade	Numerical Grade	Quality Points	Quality Points Range
A	93-100	4	3.5-4.0
B	85-92	3	2.5-3.4
C	75-84	2	1.5-2.4
D	70-74	1	1.0-1.4
F	60-69	0	Below 1.0

Abuse & Neglect (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. **FCWCS Staff is mandated to report abuse to local authorities.**

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.

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 (KedIla Learning Center @ FCWCS)

FCWCS has an After School Enrichment Program for **250 students** in grades **Pre-K through 8th grade**. It is **FREE** with snacks, academic, homework assistance, enrichment activities and transportation home.

The first hour is dedicated to academic and/or homework assistance. All assignments may not be completed, so parents will still need to check to ensure that their child has completed all assignments for the next day. The final hour is dedicated for music, athletics, board games, and other fun activities. **Students must follow all discipline rules that are part of the 8-3:15 classroom. Students missing more than three days can be dropped from the program.**

The program is held **Monday through Thursday, 3:15 to 5:15 pm. Enrollment is on a first come, first served basis and is limited to 250 students.**

Arrival on Campus

Prompt arrival at school is expected of all students.

Classroom instruction begins at 8:00 am. Students arriving after 8:00 am are considered late and will be marked tardy. All tardies count 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 their 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. **If you arrive early, please keep your child in the car with you until staff arrives. Students dropped off before 7:30 am may be referred to the school's social worker.**

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 (*see pg. iii (b) of this handbook for detailed info*).

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).

FCWCS anticipates fielding the following athletic teams: cross country (boys and girls), basketball (boys and girls), flag football, volleyball (girls), and **planned for 2024-25, baseball and softball**. 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 2024-2025 reflects 166 days. The state requires students must be in attendance 156 days of the 166.

State law mandates the number of days/minutes a student must be in attendance to be promoted to the next grade.

Students who are absent in excess of 10 school days without a permissible excuse may be retained. We have nine (9) emergency days included in this year's calendar.

After the 2nd day absent, the classroom teacher will contact the parent/guardian. If poor attendance still continues, the school's social worker will get involve (*see page iii (b) of this handbook for more information*).

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 5-18 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, social worker or attendance lead). 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 (*notes should be submitted to qualify and should be submitted to the office, parents should keep a copy for their records*).
4. Extended contagious disease within a family as verified by physician or dentist (e.g., COVID-19), *see #3 regarding notes*).
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 missed 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.

Consequences for Unexcused Absences

See page iii (b) of this handbook for this updated information regarding Unexcused Absences. Louisiana law mandates compulsory attendance for children ages 5-18 until they complete high school. **Warriors must be in attendance at least 156 of our 166 days of instruction.**

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 cupcakes or 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.

Breakfast @ FCWCS (*Launch/Breakfast Prog., pg. 10*)

Bullying

1. Written, electronic, or verbal communications that threaten harm or belittle, etc. (*see more examples below*).
2. Obscene gestures, taunting or malicious teasing, or spreading of rumors.

Respect for others is the cornerstone of a great school. We teach the Golden Rule at Fannie ("treat others as you want to be treated"). 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 (student and/or parent) 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 **Calvin Transportation**, a third-party vendor employed by the school to transport students living in Orleans Parish. Questions or concerns? **Contact Dean Sisco at 504-444-1063 or 504-373-6228 (ISC). All changes must be submitted in writing and/or made in person.**

Students must be registered by parents for bus transportation.

Please see Dean Sisco for information regarding bus transportation. Parents not submitting a request will be responsible for getting their scholars to school. You may request bus service at registration or you can call the school for further instructions.

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). Any student returned to school three (3) times will be suspended from the bus.

(*See Warrior Way Bus Contract for 2024-2025 in the addendum*).

C

Cancellation of School Due to Inclement Weather



School is cancelled only during circumstances such as extreme weather conditions, public crisis (*e.g.*, *COVID-19*), or equipment failure. The administration makes every attempt not to cancel school. We understand the hardships it causes to working parents when it is abruptly cancelled.

Parents are notified via the following media of school closings:

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

TV Stations: WWL-TV, Channel 4; WDSU-TV, Channel 6; WVUE-TV, Fox 8 and WGNO-TV, Channel 26. The school's website will also be utilized (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. Louisiana has enacted a law stating schools must collect all cell phones at the start of the instructional day.

Students are allowed to bring cell phones to school, but they must be turned to their homeroom teacher in the morning, before the start of the instruction. Students will be prohibited from the use of any electronic communication device until dismissal for any purpose other than instructional. This includes the use of such devices to record 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, I-Pads and PDAs used as telecommunication devices. Only those devices used for educational purposes and issued by FCWCS are allowed to be used during the instructional day.

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

1st Offense: Confiscation of device to be retrieved by parent or guardian ONLY;

2nd Offense: Confiscation of device to be retrieved by a parent or guardian ONLY and WARNING of impending 1 day out-of-school suspension;

3rd Offense: Confiscation of device to be retrieved by a parent or guardian ONLY and a 1 day out-of-school suspension;

This policy will be strictly enforced to protect the privacy of all individuals at FCWCS.

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.

Checkouts from School

The following procedures will be used to sign students out of school before the start of dismissal.

- 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 after 2:30 p.m.**
Release after **2:30 pm** disrupts the dismissal process for the classmates, 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 3-8. 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 the participant will be suspended from one performance, game, or competition. **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, etc., 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 (PBIS) strategies, conference with the Deans and the Reflection Room. 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.**

Dismissal (Daily)

Our school day ends promptly at 3:15 pm, Monday through Friday. Dismissal will be by handled bus by bus.

Early checkout will END at 2:30 pm each day to ensure the smooth transition from the classroom to the bus or car pool. Parents needing to check their child out early should do so before 2:30 pm.

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, see Professional Development Days, aka PD*) 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

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.

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.

Registering a child at FCWCS indicates a parent's agreement regarding the school's uniform policy. It is understood that all

students will arrive to school neatly dressed in a clean uniform, and properly bathed. All students, Pre-K through 8th grade, are required to follow the uniform policy. **This is not optional.**

2024-2025 Uniform Policy

Parents are advised that the uniform policy is the same as last year. It can also be found on the school's website (*see uniform policy*). **Shoes may be any color, with shoestrings. Shoes should be closed-toe shoes.**

Socks/footed tights are to be black or white with no patterns. Socks should also cover the ankles (*no footies*).

Pants must fit at the waist and be free of frays, holes, cuts, silts, or spilt. No joggers, cargo, or drawstring, or Capri pants are to be worn.

Belts should be solid black with a standard-sized buckle. No large buckles allowed.

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

Outerwear for students in Pre-K through 4 to wear INSIDE of the building will include one of the following: 1) a royal blue sweater, 2) royal blue sweatshirt, 3) royal blue jacket or the 4) official FCWCS pull-over sweatshirt. Sweatshirts can be purchased from the business office (Youth \$20, Adult \$25).

Outerwear for students in Grades 5 through 8 to wear INSIDE of the building will include one of the following: 1) a grey sweater, 2) a grey sweatshirt, 3) grey jacket or the 4) official FCWCS pull-over sweatshirt. Sweatshirts can be purchased from the business office, Mrs. Watson (Youth \$20; Adult \$25).

No hoodie sweatshirts are to be worn in the building unless they are 'reward' hoodies given by the school.

A full description of the pants, jumpers, and skirts can be found on the school's website home page at fcwcs.org (*see Uniform Policy*).

All uniform shirts or blouses should bear the logo on the left.



The following are non-acceptable articles of clothing or accessories:

- * Hoods, hats, caps, bandanas, "snapbacks, and bunny ears headbands are not allowed inside the building;
- * **Boys wearing hoop earrings (studs only);**
- * **Girls wearing earrings larger than nickel-sized hoops;**
- * Nose rings or visible body piercings;
- * Hair accessories other than white, black, royal blue, or #88 plaid;
- * Key chains/wallets hanging from waist;
- * Make-up;
- * Non-prescribed eye glasses or sunglasses;
- * More than one ring or chokers

FCWCS will always send a written or digital message (*through the Class Dojo app*) regarding days students will not have to wear the school uniform.

Drug-Free School

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

There is a **ZERO Tolerance** for drinking alcohol, drug use, (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 parents and 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 parent may request a meeting with the CEO/Principal.
4. If the parent feels the complaint or grievance is still unresolved after meeting with administration, they should request a meeting with a representative of the FCWCS Board of Directors.

The Board of Directors 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 YOUR CHILD'S MEDICAL HISTORY SO WE CAN SERVE THEM

Any changes in the above items during the school year should be updated immediately in the ISC and/or with the school's 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

Fees/Tech Fees

There are no tech fees for the use of Chromebooks, etc. **However, any student breaking or losing a Chromebook will have to pay for it.** Cost for Chromebook repairs or replacement can be found on the school's website. Payment should be by cash or money order. Parents with financial complications should notify the school's social worker for possible assistance.

Pre-K, Kindergarten & 8th Grade Assessments

Fees for organizations (e.g., band, auxiliary groups), etc., have not been finalized yet. When they are, notices will be sent home and will be posted on the school's website.

The Kindergarten Fee will be \$60 for the end of year activities. The 8th Grade's Fee for the E-O-Y activities is \$300. Installment payments will be allowed for the aforementioned. An itemized notice will be sent home in the Warrior Folder.

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 "junk food" (potato chips, candy, hot fries, etc.) into the classroom or cafeteria for lunch, must also have soup, salad, or a sandwich as part of their lunch. Soda is never allowed. Federal guideline prohibits this type of food in school's receiving federal aid. Forbidden items not in compliance 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. 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 population. **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 children who suffer with food allergies should contact our school nurse, the classroom teacher, or the school's administration in writing.

ADMINISTERING MEDICATIONS *at* SCHOOL

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

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 given. 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 physician'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's administration.

The nurse provides first aid only. She does not diagnose illness, but will note symptoms and notify parents of her observations. Her primary role is to provide care for students who become ill at school, dispense medications according to the BOD's and state's guidelines, provide health screenings and maintain immunization records. Students injured at school will be administered first aid and parents will be notified. Room 1401-A has been designated the Isolation Rm. for students registering a temperature of 100 degrees or higher. Parents will have to retrieve their scholar from school.

Parents should keep a sick child at home. The entire school community is endangered when sick children are sent to school. **Medical clearance is needed for any student absent five (5) or more days from the classroom.**

Homework

Homework is assigned most nights. Middle Schools students were issued Chromebooks to take home, so that they can work on online programs if they don't have written assignments issued by their classroom teacher. Homework should take about 30 minutes to one hour to complete (*depending on the pupil*). Weekends are usually reserved 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-2nd grades will be given Homework Sheets and grades 3rd-8th will write homework assignments in a school given agenda. 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.

Students enrolled in the Kedila Learning Center@FCWCS after school program will be given an hour to work on homework. This may not be enough time to complete all assignments, therefore parents should ask and check to see if their child's assignments are complete. It is the student's responsibility to complete the assignments, not the parents!

Homework Assistance—State Library of Louisiana

The State Library of Louisiana provides a Homework Assistance website for students of all ages. It provides free online tutoring, test preparation, and job assistance and resources for adults. Info is provided in English, Spanish, and Vietnamese. It can be found at

<http://homeworkla.org>

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 the scholar and their parent/guardian.

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. A student who does not do homework cannot earn an "A" on their report card.**

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 Dean of Students office (Sisco or Green) or the social worker. Please **allow 24 hours—one school day from the time of the request so that teachers may prepare a complete packet.**

I

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 up-to-date. Remember, medical personnel are very reluctant to treat minors without the permission of a parent or guardian. Be sure to provide the school with an alternative contact person in case you can't be reached.

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." Sitting in wet clothing in an air-conditioned building is not advisable.

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. **FCWCS has 1:1 access** *(one device per each student)* **of Chromebooks for our scholars.** Students, teachers, administrators, and support personnel use the Internet daily. Teachers input attendance and grades into the system's network each school day.

Classroom teachers incorporate the computers in their classrooms to enrich their lessons. Reading, math, science, and social studies lessons appear online in today's classroom. 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. **Students in Grades 3-8 are administered 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 (fcwcs.org) to direct parents to the Student Progress Center login screen. You can access the SPC on your smartphone too. The address is:

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

Teachers will also utilize the Class Dojo app to communicate daily with parents, as well as monitor our students positive behavior support.

We utilize web sites and online programs for instructional purposes, so it is important that students realize that certain negative behaviors regarding 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, TikTok, 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 Chromebook, I-Pad, or computer;
- using Chromebooks at home in an inappropriate manner (including damaging said Chromebook);
- students and parents should be aware that the school is using software to monitor and manage our school's technological devices on campus and on those who accompany students home (Chromebook).

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.edgegear.net/progress/>

L

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, grade level, or room number.

Students who find lost items are asked to return them to their teacher or the Deans of Student (Green or Sisco), where the owner can claim them. Any student who has lost an item should check with their Dean, the Physical Education teacher, or the nurse (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, lunch, and snack daily (snacks are for students enrolled in the Kedila Learning Center@ FCWCS Program after school program). Food is prepared by the private vendor **Genuine Food. The entire student body is eligible for FREE lunch (and breakfast), courtesy of the federal government.** All federal guidelines are followed.

Breakfast is served each morning beginning at 7:30 am. Students arriving after 8:00 am will miss the opportunity to take part in the breakfast program.

Students may bring lunch (*or breakfast*) from home. However, meals must be in compliance with federal and state guidelines.

Guidelines include (*but or not limited to*) the following:

- Lunches (and breakfasts) are to be nutritious and well-balanced;
- No soft drinks are allowed in the cafeteria (or classroom);
- Students bringing lunch (*or breakfast*) to school may receive milk from the cafeteria. **"Fast Food" meals, (such as McDonald's, Wendy's, Burger King, Subway, Popeye's, etc.), are not allowed in the school's cafeteria or classroom utilized for lunch meals.**

These items can result in FCWCS losing its ability to provide lunch for our Warriors.

Scholars bringing their meal(s) from home are also reminded that gum, candy, sunflower seeds, salted snacks, Ramen Noodles, etc., are also not allowed in the cafeteria. No canned or bottled soft drinks are allowed. Bottled water is allowed.

Any student attempting to bring restricted food items will have them confiscated. The Warrior Café (*or classrooms*) must comply with the federal guidelines for the operation of school cafeteria 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, soup, *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.

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

Breakfast for middle school (grades 6-8) will be served in the Warrior Café. Students in Pre-K through 5 will eat breakfast in their classrooms. Grades Kindergarten through 8 will eat lunch in the Warrior Café. Pre-K will eat lunch in their classrooms. Your child's teacher can advise you of the time of day your scholar has lunch.

M

Marching Warriors Requirements for Participation (*also Choir, Band, Auxiliary Groups & Athletic Teams*)

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

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

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 at the back of this handbook for additional information*).

The Marching Warriors Band and Auxiliary Units are open to students in grades 3-8. Athletic teams, clubs & organizations may have restrictions regarding grade and/or age. Talk to 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 pencils to school. Please have students sharpen pencils at home. Students are not to bring pencil sharpeners to school. **Each student should have at least three (3) sharpened No. 2 lead pencils in their possession daily.** The classroom teacher will provide a sharpener during class, if the need arises.

Middle School Classrooms (5, 6, 7, & 8 Grades)

Locker Rules (7 & 8 Grades Only)

- 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.
- Use lockers as instructed by Dean Green (Middle School Locker Agreement Form) or lose the privilege of using one.

Locker Rules for Middle School (7 & 8 Grades only)

1. Administration & faculty reserve the right to search lockers at any time.
2. Students will use ONLY the school-issued lock.
3. Only items necessary for school will be kept in the locker
4. Students are not to write or deface the locker in any way, inside or outside (writing, tape, scratching, etc. No pictures or signs on the outside without permission of the Dean for special occasions).
5. Students are not to leave food or liquids in the inside of the locker overnight.
6. Valuables are not to be kept in the locker, including phones.
7. FCWCS is not responsible for theft, damage, or vandalism of items.
8. Students are not to share or swap lockers and are not to give out their locker combination to any other student.
9. Lockers will be periodically cleaned by the student and should always be neat and organized.
10. Students maintain the lockers in the same condition that it was turned over to them.

N

Newsletter

During each month, the school sends out 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 **WN** can also be found on the school's website.

The **WN** contains dates of important campus happenings, pictures, honor rolls, and any special dismissal dates or holidays for our Warriors. The **WN**, Class Dojo and the school's website (fcwcs.org) is our school's line of communication with parents.

Principal Batiste sends out the **WN** via Class Dojo app. Share your valid email address to receive your digital copy.

P

Parent, VIP (Very Important Parent) 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. This year we are calling all parents/guardians to become a **Fannie VIP!: Very Important Parent!**

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:

- SIP/PFE Annual Meeting
- Coffee & Conversation
- Parent Progress Report Card Conf. *(must attend at least 2 conferences)*
- Lunch & Learn
- STEAM Night
- Math/Literacy Night
- Family LEAP Night
- Grandparent Day
- Muffins with Moms
- Donuts with Dads

Parents are encouraged to participate in at least five (5) of the aforementioned activities during the academic year. **Fulfill your requirements by attending at least 5 school events and you will receive a FCWCS VIP T-shirt.**

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



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.

Positive Academic Intervention & School Support (PAIS)

During the 2023-2024 school year the PAIS program was begun. We honor our students who achieve academic success. Our school calendar is filled with days that these scholars are recognized.

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.

Students must acquire 90% Dojo positive points to earn the monthly rewards *(see Discipline)*.

Promotion Policy (State of Louisiana, R.S. 24.4)

2024-2025 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 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 & 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 & 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.

- Must meet the attendance requirements of no more than 10 days of unexcused absences;
- **Students in Grades 3 & 4 must also score mastery or better on the LEAP to advance to the next grade. Students scoring BELOW Mastery are mandated by the state of Louisiana to attend the summer school program that is provided by FCWCS. Failure to do so will result in the 3rd or 4th grader being retained in the 3rd or 4th grade.**

Promotion from Grades 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 8

- Attain at least 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.

Students who do not meet the promotion standard may be placed on a high school campus in the transitional 9th grade.

Q

The **2024-2025** school year is divided into four (4) academic quarters:

1st Quarter - August 5 - October 4

2nd Quarter - October 14 - December 20

3rd Quarter - January 7 - March 14

4th Quarter - March 17 - May 16

The instructional day is 405 minutes per day *or* 67,230 minutes for the year at FCWCS (*see pg. iii (b) for additional info*). The state of Louisiana requires 63,720 minutes. **Our instructional day begins at 8:00 am and dismissal is at 3:15 pm, Monday through Friday.**

R

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.

Teachers will also utilize the app **Class Dojo** to communicate daily with parents.

S

School Supplies

The School Supplies list can be found on the school's website on the HOME (first) page (fcwcs.org). **Parents are asked NOT to purchase mechanical (lead) pencils for use at school.** The lead causes problems keeping the floor clean. **Pencil sharpeners are also not to be brought 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 Locker Rules for Middle School, pg. 11*).

T

Tech Support Hours

techsupport@fcwcs.org Hours: 8 am-2 pm, M-F

Technology Fee

There is no tech fee for the 2024-2025 school year. However, parents and students are responsible for devices loaned to them. **Chromebooks issued for home use are to remain at home until notice is given to return them to the school.**

Any device abused or lost will have to be repaired or replaced by parents. The costs can be found on the school's website.

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, ESSA 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.*
- *Provide parent with technological training to access additional information to monitor child's progress.*

Transportation (*also see: Bus Service, Warrior Way & Addendum*)

Bus service is outsourced to third party vendor **Calvin**

Transportation. 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. 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 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.** The following will occur with a written disciplinary referral by the bus driver:

1. Parental notification;
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 (*also see Dress Code & Uniform Guidelines, also Addendum of this handbook*)

Families who have school uniforms that their child have outgrown are asked to consider donating them to the school's social worker. Gently used uniforms will be cleaned and utilized for emergencies (*house fires, unexpected moves, "accidents," etc.*). Please bring or send them to school. We appreciate your kindness.

Uniforms (Physical Education)

Students in grades 3-8 enrolled in Physical Education may be required to change into a physical ed uniform. The teacher will advise you via a note home. 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). Please return the pass to the ISC upon leaving.

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

Weekly Warrior Folder

Warrior Folders are distributed to pupils each Wednesday.

Graded work/assessments, school notices and weekly calendars 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>

2024-2025 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 on page 16 (*also see Bus Service and Transportation*).

(*See Bus Service, Transportation and Warrior Way for 2024-2025 in the Addendum of this handbook*).

Contact Dean Sisco for concerns @ 504-444-1063 *or* 504-373-6228 for additional information).

Withdrawal from FCWCS

To withdraw from FCWCS, a student must be accompanied by a parent or guardian. The data manager 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., broken ChromeBook, lost library book, lost textbooks*).
- 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.*

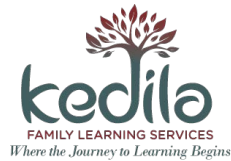
ADDENDUM for

Health and Safety Standards 2024-2025

Students will be assessed for any outward signs of illness throughout the school day.

1. Students who display outward signs of illness will be sent to the Isolation Room immediately. It will be sanitized after each use.
2. Any student(s) testing positive for COVID-19, measles, chicken pox, the flu, etc., should not attend school until determined they are not infectious by a doctor;
3. The Office of Public Health will notify any parent if another student may have been exposed to the virus, along with the next steps;
4. The OPH and the superintendent will determine if the school should remain open or close for a period of time. One positive of COVID-19 does not necessarily warrant classroom or school closure.

###



2024-2025

The Kedila Learning Center@FCWCS is scheduled to begin **September 3, 2024**. Flyers with enrollment information will be sent home the first week of school.

The program is FREE and open to 250 students only, on a first come, first served basis. The academic and enrichment program will be held **Monday through Thursday, 3:15 pm - 5:15 pm**. Homework assistance, enrichment activities, snacks, and transportation home will be provided.

School & Physical Education Uniforms

School Uniforms

Complete information regarding the school's uniform can be found in this handbook under Dress Code and Uniform Guidelines on pages 5 & 6 and on the school's website (fcwcs.org).

Sweatshirts and school spirit t-shirts can be purchased from Mrs. Watson in the Business Office. Money Orders *or* cash only accepted (receipts will be issued).

Costs: Sweatshirts: youth/child = \$20; adults = \$25.
T-Shirts: youth/child = \$15.00; adults = \$20.

School Uniforms can be purchased at Logo Express at 3141 Gentilly Blvd. *or* at 9820 Lake Forest Blvd.
Phone (for both stores): 1-866-665-2864

Young Fashions at 5700 Crowder Blvd.
Phone: 504-841-0377

Physical Education Uniforms, if required, will be available through the school's Physical Ed. Dept. for students enrolled in the class in Grades 3-8. Ordering information will be forthcoming from the teacher. Cash *or* Money Orders only, no checks please. Receipts are always issued.





**Warrior Way
Riding the School Bus Rules
2024-2025**

Way 1

All students will sit in an assigned seat and **remain seated. Do not sit on your backpack or knees.**

Way 2

Fighting will result in an automatic one-week (1) suspension.

Way 3

Bus Registration and Behavioral Contract: All students must complete bus registration and sign behavioral contract to ride the bus. Failure to adhere to these guidelines will result in an indefinite suspension from the bus. Contracts are to be signed and returned to the school by **August 16, 2024.**

**Alternative transportation will be the responsibility of the parent or guardian.*

Way 4

Students in Pre-K through 3rd grades must be received by an adult at the bus stop. If an adult is not at the bus stop, the student will be returned to the school. Any student returned to the school three (3) times will be suspended from the bus. Students will then be returned to school if no adult is present at drop off. Students will then be returned to the school. Transportation will then have to be provided by the parent or guardian.

All transportation changes must be written and/or made in person. If you have any questions or concerns, please contact Dean Sisco @ 504-444-1063 (cell) or 504-373-6228 (school office).

**Warrior Way/Bus Contract
2024-2025**

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 throw objects across the bus.

____ I will be polite to the bus driver.

(Print) *Student's Name*

Grade _____

Student's Signature _____

Parental Agreement (Parent/Guardian)

____ I will be at the bus stop at the appropriate time to receive my student in 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 by child's seat on the bus.

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

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

Parent's Name (Print)

Parent's Signature _____

ADDENDUM

Diverse Learners Info

FCWCS will ensure that all students with **disabilities** receive instruction and related services and have access to devices that meet their unique needs regardless of school facility closures and/or modified operations. FCWCS will ensure all students with **504 plans** receive instruction and related services and have access to devices that meet their unique needs regardless of school facility closures and/or modified operations. We will conduct compensatory education reviews of all students with disabilities and will provide compensatory services accordingly. The school system will ensure that **English Learners** have access to curriculum and service delivery, including language support services in a traditional setting as well as distant learning.

- **PK-4 grade students with disabilities** will be provided with special education instruction and related services in a traditional setting.
- **5th-8th grade students with disabilities** will be provided with special education instruction and related services in a hybrid setting (*in person and distance, if applicable*).
- **PK-8th grade students with disabilities** who are in a self-contained setting will receive instruction and related services in a traditional setting.

Technology concerns? Email us at the following:
(*broken Chromebooks can be swapped out while the original device is being repaired*).

techsupport@fcwcs.org
8 am - 2 pm, M-F



Extra-Curricular Activities

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 seasons: **Fall and Spring**.
 - Fall Season - August 2024 - December 2024
 - Spring Season - Jan. 2025 - May 2025
 - 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 year.



ADDENDUM

School-Wide Discipline Plan 2024-2025

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 3:20 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 calm zones;
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;
4. 6th - 8th grade students will transition in a single file line to café and gym;
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, unless accompanied by an adult;
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.





ADDENDUM

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
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.



ADDENDUM

Discipline Referral Definitions

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.



2024-2025

Student Code of Conduct

(Originally developed 2012-2013 by the Recovery School District with revisions for Special Education, July 2016. Modified by Governor John Edwards with Act 473. Charter Schools will follow the mandates of NOLA-PS and the state of Louisiana regarding School Discipline Laws).

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
- Lunch detention
- Reflection Room
- 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 students, 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 Orleans Parish School Bd. (OPSB). 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 Orleans Parish School Board (OPSB) Student Hearing Office. The request must be made no later than five (5) school days after the start of the suspension. Include a copy of the suspension documentation provided to the student, parent/guardian.
- 2) Appeals are conducted in person with the student, school representative, parent/guardian and an additional representation of the student, parent/guardian's choice.
 - a. School representatives may participate in person or by telephone.
- 3) The OPSB Student Hearing Officer will assess the merits of the case and make a final determination. The decision of the OPSB Student Hearing Officer shall be final.
 - a. The OPSB 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 OPSB Student Hearing Office within one (1) school day after completing the investigation. If the paperwork is not submitted to the OPSB 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 OPSB Student Hearing Office formally waiving the right to recommend the student for expulsion.
- 5) When the OPSB Hearing Office receives the paperwork, the principal's expulsion recommendation will be reviewed for compliance with law and the OPSB Student Code of Conduct.

If the expulsion recommendation is in compliance, the OPSB 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 OPSB Student Hearing Office receiving the principal's expulsion recommendation.

- If the expulsion recommendation is not in compliance with law and the OPSB Student Code of Conduct, the OPSB 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 OPSB 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 OPSB.
 - 9) After the hearing, the OPSB 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 OPSB 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 OPSB 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 OPSB Student Hearing Officer's determination to the OPSB 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 OPSB review the findings of the OPSB Student Hearing Officer. The OPSB, in reviewing the case, may uphold, modify, or reverse the decision. Otherwise, the determination of the OPSB Student Hearing Officer shall be final.

If the OPSB Superintendent or his/her designee upholds the decision of the OPSB 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 OPSB Superintendent's decision. The parish court may uphold, modify, or reverse the decision of the OPSB.

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 OPSB 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 a **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 **OPSB 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.



Visit NOLA-PS website for detailed information at nolapublicschools.com

Phone numbers, enrollment assistance, etc. can be found on the website noted above.

If you would like to visit a **Family Resource Center**, the locations are as follows:

New Orleans East Location

FRC @ The NET: East
12000 Hayne Blvd., NOLA 70128

Uptown Location

FRC @ Mahalia Jackson School
2405 Jackson Ave., NOLA 70113

Westbank Location

FRC @ NOLA-PS Central Office
2401 Westbend Parkway, NOLA 70114

Monday-Thursday: 8-12; 1-4 pm;

CLOSED for Lunch 12-1;
Virtual Appointments Available;
Closed Fridays for in-person visits



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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.

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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.

- 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 non-disabled 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.

- 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

- 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

- A hearing officer may:
 - 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
 - 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.

- 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.
- Unless the parents and school personnel agree in writing to waive the resolution meeting or agree to mediate the dispute:
 - A resolution meeting must occur within seven days of receiving notice of the hearing request; and
 - 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

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

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

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

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

VI. Application of Sections 504 and ADA

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

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** _____