



**FOUNDATION
PREPARATORY**
CHARTER SCHOOL

LAYING A FOUNDATION FOR ACADEMIC AND LIFE SUCCESS.

STUDENT AND FAMILY HANDBOOK 2017-2018

FOUNDATION PREPARATORY CHARTER SCHOOL
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THE SCHOOL

An Overview

Foundation Preparatory Charter School (“Foundation Prep”) received its Type 1 Charter from the Orleans Parish School Board in 2014, and opened in August 2015 with its inaugural kindergarten and first grade integrated class. The school will grow at least one grade per year to reach full grade span of Pre-K through 6th and maximum student capacity of 648 in 2021.

MISSION

Through an achievement-oriented school culture, rigorous curriculum, and a values-based character education, Foundation Preparatory Charter School equips all its students for academic and life success.

RESPONSIBILITY AND ACCOUNTABILITY

The partnership between school and family.

Philosophy

Determined to close the achievement gap of students in New Orleans, and dedicated to the philosophy that the road to academic success starts in kindergarten, Foundation Prep brings our mission to life by providing a purposeful learning environment driven by a high expectations culture, best practice instructional strategies, and great human capital.

Our goal is to break the cycle of educational under-attainment in New Orleans and to change the trajectory of our students’ lives by creating what increasing numbers of education reformers refer to as a “new normal” of college ready and bound graduates in our poorest communities. If a child is to ever be in the position to exercise the choice for college and the ability to succeed there, that road to college must begin in per-kindergarten. In the long-term, Foundation Prep proposes to be part of the larger solution to increase the percentage of college graduates in our community. In the short-term, we seek to provide a high quality Pre K-6 educational option for families in New Orleans. Our long term vision is that 100% of students that matriculate from Foundation Prep are prepared for demanding middle schools, firmly on the road to high school and college, and that they and their families are excited, prepared, and ambitious for the opportunities that all future learning can provide. Our vision is to produce students with the literacy and math skills to open every classroom door, and the character to tackle the academic work and life challenges that lie ahead.

Preppers will leave us having gained the academic knowledge and developed the character necessary to advocate for themselves, their families, and their community in the pursuit of making a better New Orleans and world.

Our Core Values

- **Focus:** We always work towards our goals.
- **Integrity:** We always do the right thing.
- **Respect:** We always show care and love.
- **Self-determination:** We always try our best and never give up.
- **Teamwork:** We always work and grow together.

WHO WE ARE

School Leadership Staff

The school is led by a dynamic leadership team with decades of education experience.

- Thu Irene Hoang, Director of Offices and Family Services
- Myrialis King, Founder and Head of School
- Jovanni Ramos, Principal in Residency

Leadership team is supported in its work by

- Sarah Barnes, Social Worker
- Kevin Kennard, Assistant Dean of Students

POLICIES & PROCEDURES

Daily Student Life

Hours of School Operation

To maximize learning time, Foundation Prep has an extended day and school year.

- On Monday, Tuesday, Thursday, and Friday, our day begins at 7:20 am and lasts until 3:40 pm.
- On Wednesdays, our day begins at 7:20 am and lasts until 12:30 pm.
- The school building will open daily at 7:20 am. Students cannot be dropped off any earlier for safety reasons.

Attendance Policy

In order for our academic program to be successful, it is absolutely essential that students be present in school on a consistent basis. The attendance policy at Foundation Preparatory Charter School has been formed in order to ensure that this remains the case. Therefore, any student who misses more than 12 days of school over the course of a school year will be automatically recommended for retention in their grade level. The school reserves the right to make exceptions to this policy in the instance of an extended absence due to medical reasons. Additionally, if a student accrues 10 or more absences, the school representative will contact a Truant Officer to assist in resolving the situation.

Parents and guardians are expected to call the school as early as possible but no later than 7:45 am if their child will not be attending school for any reason. Earlier, written permission is both welcome and appreciated. Calls should be made as far in advance as possible and can be left on the school's main voice mail or on the classroom teacher's voice mail. If a student is not in homeroom and the school has not been notified that he or she will be absent, his or her parent or guardian will be called at home and/or work. In phone calls, voice mails, and notes, please indicate your child's name, your relationship to the child, and the reason for and date(s) of the child's absence.

Students will be held accountable for work missed due to absences, vacations or suspension.

All questions regarding student attendance and attendance records should be directed to the school's front office.

Students who are absent from school cannot attend or participate in any other school-sponsored activities occurring on the day of the absence.

Tardy and Absence Policy

- **A student arriving after 7:50 am is considered late.**

- Breakfast ends at 7:50 am, no breakfast can be served after this time.
- Three unexcused tardies or early pick-ups equal one absence.
- At five unexcused tardies or early pick-ups a parent/guardian conference will be required to put an Attendance Plan in place.
- If a child arrives after 11:30 am on Mondays, Tuesdays, Thursdays and Friday and after 9:30 am on Wednesday the day will be counted as an absence.
- Tardy students must be accompanied by a parent/guardian and must check in at the School's main office.

Early Dismissal Policy

- **A student being picked up one minute early will be considered an early dismissal.**
- At five early dismissals, a parent/guardian conference will be required to put an Attendance Plan in place.
- If a child is picked up before 11:30 am on Mondays, Tuesdays, Thursdays and Friday and before 9:30 am on Wednesday the, the day will be counted as an absence.
- Children will not be dismissed early unless a parent/guardian visits the office in person and signs the student out.

Parents should contact the school in advance and provide a signed note to the school explaining the situation surrounding an early dismissal. In addition, the parent or guardian must sign the student out with the Front Desk before removing the student from school grounds.

In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible, but no later than 7:45am of the day of the early dismissal. We also ask that doctor and dentist appointments be limited to non-school hours to avoid students missing class time. Parents should inform the classroom teachers of early dismissals in written form by sending a note in the child's Homework folder. Teachers will then be responsible for having the student sitting in the Front Desk at the requested time in order to minimize disruption to class time.

The school will record dismissals before 11:30 am on Mondays, Tuesdays, Thursdays and Friday and before 9:30 am on Wednesday the as absences. The school will record dismissals after 11:30 am but before 3:20 pm on Mondays, Tuesdays, Thursdays and Friday and after 9:30 am but before 12:30 pm on Wednesday as present but dismissed early. In general, students must be present for at least ½ of the allotted instructional time on a given day in order to be considered present.

Students cannot be dismissed after 3:20 pm. Any transportation changes must be made before 3:00 pm.

Absence Policy

The following table describes School's policy for unexcused absences.

# of days Absent	Recommended Interventions
1st Unexcused Absence	- Teacher calls parent - Attendance Warning Letter sent home
2nd Unexcused Absence	- Teacher calls parent - Attendance Warning Letter sent home
3rd Unexcused Absence	- Teacher refers student to School Social Worker (SSW)

	- SSW sends Attendance Conference Request Letter home and facilitates conference to review prior interventions and assess reasons for continued unexcused absences and/or tardies.
5th Unexcused Absence	- SSW assesses case and determines need for a referral to FINS or Municipal Court due to continued unexcused absences.

Weather Closings

In the event of poor weather conditions such as severe weather or storms, please listen to your local television or radio stations, check the school website, facebook account and your phones for messages and relevant information regarding school cancellation.

Make-up Work

Students are responsible for all missed work while absent. Work will be available on a daily basis at the school between 3:00 pm -4:00 pm in the front office with prior notification to teacher by 8 am the day the work will be picked up.

Life Work (Homework)

Homework will be sent home nightly inside of the Homework Folder. Inside the Homework Folder, students will have an assignment sheet. All Homework must be signed by an adult every night. Before signing the Homework sheet for each night, family should go through the Homework and make sure it is all completed. We encourage parents to go through each assignment with their child and check the work.

In the primary grades (K-2), we do not consider parent help on Homework “cheating”; instead, we consider parental help on Homework a key component of academic success. Families should feel free to mark incorrect work and go over it again with their child. This shows our students how much their parents value academic success and also offers them additional academic tutoring. Families should not write answers for their child unless the teacher has specifically requested this. The Homework should be returned to school within the Homework Folder, and the entire folder should be turned in using the designated process as soon as students enter the Preateria.

Students will not be excused from completing Homework assignments for any reason. If a student has an absence, the student will need to complete the Homework no later than one day after returning to school (unless the teacher has given approval for an extension).

Prepsters who do not turn in Homework will be responsible for completing it at a later time that day. Prepsters are taught responsibility and accountability, thus it is vital that we do not excuse them from not turning in Homework under any circumstances.

If a Prepster does not turn in Homework five times in a trimester, parents may be asked to attend a conference to create a plan of action to ensure students successful completion of Homework.

All students will receive a Foundation Prep Homework Folder at the beginning of the year. All Homework, behavior logs and communication to families will be included in the folder daily. If a student loses or damages their Homework folder, student must purchase a new folder.

For your reference, below is a chart that shows estimated amounts of time for daily homework completion.

In third grade, students will receive a homework packet for the entire week (Monday through Friday). The

packet will include homework for reading and writing, math, and investigations (science and social studies). Homework will be checked daily for completion. The Leader Ledger with students' daily behavior points will be the front page of the homework with a space for it to be signed by the students' family.

Grade	Reading		Other Homework	
	Beginning of Year	End Of Year	Beginning of Year	End of Year
Kindergarten	10	20	5	10
First Grade	15	30	10	15
Second Grade	20	40	15	20
Third Grade	All Homework			
	Beginning of Year		End of Year	
	20		40	

Students will be responsible for reading every night. Reading looks different at each grade level and families should consult their child’s teacher for specific grade level expectations. Families must record what is read each night (title of book, author, etc.) on their child’s reading log. Since reading is a nightly homework assignment, not recording on the log qualifies as an incomplete homework assignment.

For homework assistance please visit address: <http://www.homeworkla.org/>

Student Dress Policy

The Foundation Preparatory dress code is designed to allow students flexibility in dress, while maintaining a professional learning environment. Students are expected to follow the dress code whenever they are on school grounds or at a school function. Each student must purchase at least one Foundation Preparatory monogrammed polo and t-shirt to wear. Foundation Preparatory logo clothing may be purchased at the School Office.

Foundation Prep faculty and staff ask parents to support all decisions by school staff surrounding the dress code. A parent or guardian will be contacted to provide appropriate clothing for a student who is not dressed according to dress code policy.

The dress code below does not cover every possible scenario. When in doubt, parents are asked to check with the school office for a definitive answer.

Uniform

Boys:

- Black shorts or pants. Shorts must be at or near knee length not shorter or longer than two inches above or below the knee. Cargo pants are not permitted.
- Gray polo shirt with Foundation Preparatory monogram or a Foundation Preparatory t-shirt (one that has the school logo and has either been provided by or sold by the school).
- Foundation Preparatory sweatshirts or sweaters may be worn on cold days. Other outerwear can be worn to school and hung with backpacks. Foundation Preparatory sweatshirts are the only outerwear allowed in classrooms.
- Closed-toe shoes must be worn at all times, athletic shoes are encouraged for days when students will have physical education. Please keep in mind that students have recess every day. Distracting shoes that may disrupt the learning environment are not permitted (i.e. shoes with noisy buckles, chains, and or lights).

Girls:

- Black shorts, skorts, skirts, or pants. Shorts, skirts and skorts must be at or near knee length not shorter than two inches above the knee. Black jumpers are permitted. Cargo pants are not permitted.
- Gray polo shirt with Foundation Prep monogram or a Foundation Preparatory t-shirt (one that has the school logo and has either been provided by or sold by the school).
- Foundation Preparatory sweatshirts and sweaters may be worn on cold days. Other outerwear can be worn to school and hung with backpacks. Foundation Preparatory sweatshirts are the only outerwear allowed in classrooms.
- Closed-toe, flat-bottomed shoes must be worn at all times, athletic shoes are encouraged for days when students will have physical education. Please keep in mind that students have recess every day. Distracting shoes that may disrupt the learning environment are not permitted (i.e. shoes with noisy buckles, chains, and or lights).

Parents are welcome to purchase clothing bottoms at the store of their choosing as long as they follow the above dress code.

Other Clothing Worn at School

Throughout the school year, students will have an opportunity to have a “free” dress day. On these designated days, students will be able to wear clothes other than the daily Foundation Prep uniform. The clothing your child chooses to wear to school should be comfortable, casual, and appropriate for a school setting. Examples of clothing considered inappropriate include but are not limited to:

- suggestive or revealing clothing, including bare midriff;
- clothing that includes profane or inappropriate words, symbols, pictures or signs;
- clothing that celebrates violence, drugs, alcohol, or sexual activity;
- tank tops, spaghetti straps, halter tops and undershirts worn as outer garments;
- short shorts and mini-skirts;
- clothing that reveals undergarments, including pants worn below the waist;
- sandals or other shoes without backs and open-toed that interfere with active recess and/or physical education; and
- torn, weathered or ripped pants.

Grooming

- Students are expected to come to school every morning ready to learn. Proper dress and hygiene are important to this effort.
- False nails or distracting finger nail polish are not permitted.

Headwear/Hair

- Hair should be neat, pulled away from the face, and not cover the eyes.
- Head coverings are not permitted in the building unless the covering is worn for religious reasons.
- Extreme or noisy hairstyles that may disrupt the learning environment are not permitted.

Accessories

- Sunglasses are not to be worn inside the building unless the sunglasses are worn for a medical reason and a doctor’s note is on file in the school office.

- Accessories disruptive to the learning environment are not permitted. This includes suggestive items and/or those that include references to drugs, alcohol, violence, or sexual activity.
- Expensive jewelry should not be worn to school. Simple stud earrings are permitted. Other types of earrings may not be worn.

Dress Down Days: We believe that kids and adults should have a little bit of fun with their dress. Students are welcome to participate in dress down days during the school year that will be communicated to students and families in our monthly newsletter as well as in communication sent home daily in the Homework folder.

Violations that Staff Will Address Directly

Uniform violation	Response
Student is wearing wrong color or type of shirt.	<p>Student’s parents will be called to bring in uniform shirt for student. Student will be given appropriate shirt to wear while they wait for parent to bring correct shirt to school.</p> <p>If parents do no bring school uniform shirt, student will go home in own shirt and will not be allowed back in class until parent speaks with Administration.</p> <p>Second violation will require a conference with student’s parents.</p>
Student is wearing wrong color or type of bottom.	<p>Student’s parents will be called to bring in uniform bottom for student. Student will be given appropriate bottom to wear while they wait for parent to bring correct bottom to school.</p> <p>If parents do no bring school uniform bottom, student will go home in own bottoms and will not be allowed back in class until parent speaks with Administration.</p> <p>Second violation will require a conference with student’s parents.</p>
Student is wearing hoop earrings, any facial piercings, excessive or disruptive jewelry	<p>Students will have to take them off and will be placed in student’s backpack. School is not responsible for any lost or damaged items.</p>
Student’s bottoms are too large and falling off of them.	<p>Student will be asked to wear a belt. If student does not have a belt on them, they will be given a school belt to wear for the day.</p> <p>Student’s parents will be called and student will be required to wear a belt the next day.</p> <p>Second violation will require a conference with student’s parents.</p>

<p>Student is wearing pants, skirt, or shirt that are excessively tight or short.</p>	<p>Student’s parents will be called to bring in uniform bottom for student. Student will be given appropriate shirt to wear while they wait for parent to bring correct shirt to school.</p> <p>If parents do no bring school uniform bottom, student will go home in own bottoms and will not be allowed back in class until parent speaks with Administration.</p> <p>Second violation will require a conference with student’s parents.</p>
<p>Student has written on colored on or altered any part of their uniform</p>	<p>Students parents will be called and asked student not wear that uniform again.</p> <p>Second violation will require a conference with student’s parents.</p>

Purchasing Uniforms

School uniform shirts and sweatshirts are available for purchase through Foundation Prep.

Article of Clothing	Price
Polos	\$15
T-shirts	\$10
Sweatshirts	\$25

STUDENT SCHEDULES

Early Release Wednesdays

Foundation Prep students are dismissed at 12:30 pm every Wednesday in order to provide teachers with regular times to meet and conduct professional development activities. Please note that lunch is still served and medications are administered on early release days.

Assessments

At Foundation Prep, we believe in ongoing monitoring of student success and areas of growth. In order to gain the information needed to make the best decisions for your child, teachers will be giving weekly progress checks on grade level standards. “What You Know Wednesday” assessments track students growth in reading, writing, language, reading foundational skills (phonics, concepts of print), and math standards. These assessments happen on a rotating schedule—assessing one content area per week. Student strengths and areas of growth will be communicated to families on Friday homework and behavior sheets.

In addition to traditional classroom assessment measures, we use a uniform assessment system to determine students’ reading levels. The STEP Assessment will be administered at four – six times a year. This one-on-one reading assessment gives teachers and parents important information regarding reading fluency, phonics development, and comprehension. The test will be administered to new students early in the school year and to all students at the end of each trimester. These results will determine the reading grade level that will be noted on the report cards.

Lastly, we will use the nationally normed NWEA MAP assessment to three times a year to pinpoint gains and challenges of each student, on an individual level. This computerized test assess students on questions and tasks tailored to their individual skill level. Communication of these scores will be communicated with parents during the trimester one and trimester two Parent Teacher Conferences.

Progress Reports, Report Cards, and School-Parent Meetings

Teachers and staff will use weekly reports and report cards to communicate students' academic and behavioral performance. Parents will be expected to meet with their children's teachers during Family-Teacher Conferences. Families also are required to attend Family Orientation at the beginning of the year.

Field Trips

The school's curriculum may sometimes require outside learning experiences. During these activities, it is important for all students to be responsible for their behavior since the site of the activity is a temporary extension of the school grounds. A permission slip that allows students to attend each school field trip will be sent home prior to the trip and should be signed by a parent or guardian. Students who fail to return the signed slip or who are not permitted to attend the particular trip as a result of a loss of privileges will not be eligible to participate and will be required to remain either in another classroom or in the office during the field trip. If parents or other volunteers assist with field trips, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Inappropriate behavior may result in community violations, suspension, or loss of field trip privileges.

Chaperones to field trips are a representation of our school. As such, chaperones are expected to dress and behave for the occasion. Chaperones must follow the lead teacher or administrators directions and refrain from disciplining students. Only one chaperone per family may chaperone field trips at a time. Short dresses, skirts or shorts and other provocative and inappropriate clothing will not be allowed. Examples of clothing considered inappropriate include but are not limited to:

- suggestive or revealing clothing, including bare midriff and torn, weathered or ripped pants;
- clothing that includes profane or inappropriate words, symbols, pictures or signs;
- clothing that celebrates violence, drugs, alcohol, or sexual activity;
- tank tops, spaghetti straps, halter tops and undershirts worn as outer garments;
- clothing that reveals undergarments, including pants worn below the waist; and
- sandals or other shoes without backs and open-toed that interfere with active field trips.

CHEATING AND PLAGIARISM

Cheating on homework or exams, using resources inappropriately, and copying other people's work – students' or otherwise – is not only unfair but in the case of plagiarism, illegal. If students are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for clarification. Specific guidelines regarding cheating and plagiarism will be reviewed with students during orientation at the start of the school year and continued throughout the year. The Head of School will ultimately determine the appropriate consequence, but cheating, plagiarism, and copying another person's work is a very serious offense and may result in a Conference, in-school or out-of-school suspension, loss of academic credit, and/or other consequences.

Forgery

Shared information and constant communication among teachers, students, and parents are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including progress reports and report cards, to be brought home by students, signed by parents, and returned by students the next school day. Students who forge their parent or

guardian's signature, or forge parental or guardian approval on any official or unofficial school communication, including community violations, may face school suspension.

BUILDING SAFETY AND SECURITY

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place.

Closed Campus

Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students should be aware that the school has several neighbors and should be respectful and courteous of their needs. Once students have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult. If a student violates this rule, they will be subject to a suspension, contingent on a parent/family conference.

Visitor Policy

All visitors are required to report to the Front Office upon entering the building. Any visitor, including parents, who does not report to the office or is found in the building without authorization will be asked to leave immediately. Parents are encouraged to visit the school; parent involvement is discussed in more detail later in this handbook.

Student Searches

In order to maintain the security of all its students, Foundation Preparatory Charter School reserves the right to conduct searches of students and their property. In particular, backpacks are subject to searches upon arrival or otherwise during the school day on a daily basis..

School cubbies and desks, which are assigned to students for their use, remain the property of the school and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time.

Fire Safety Procedures

In case of a fire emergency, a school staff member will pull the fire alarm. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of the staff, who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

During the first month of school and monthly throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

Pulling the fire alarm in the absence of an emergency is not only a violation of our Student Code, but against the law. Students who do so face suspension or expulsion from school.

Weapons

Students who are in possession of a weapon at school, at school-sponsored events, or while traveling between school and home will face expulsion or suspension from school. This will be the case whether or not the student intended to use the weapon in a violent way.

- Guns of any kind including BB guns, air pellet or aerosol or toy guns that look like real guns

- Knives of any kind including kitchen knives, pocket knives, box cutters or razors
- Tools including hammers, screwdrivers, crowbars or other objects commonly used for household construction
- Mace or pepper spray
- Any everyday object that is altered to act as a weapon or look like a weapon

CODE OF CONDUCT

Intelligence plus character, that is the goal of true education. Dr. Martin Luther King, Jr.

Achievement Oriented Culture

Foundation Preparatory Charter School is committed to providing a safe, achievement-oriented culture in which students can maximize their academic achievement. In order to fulfill our promise of equipping each of our students with a foundational education that will prepare them for the academic and social challenges of top-performing middle and high schools and the opportunities of college and beyond, we expect all of our community members to adhere to our community rules. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

In life, all behaviors and actions have a consequence, both good and bad. We teach our students this valuable life lesson and how to make positive choices in a safe and joyful environment through the use of our community rules within the framework of Restorative Practices, starting in Kindergarten. This is the basis of our discipline code.

Culture of Positive Behavior: K-2

Since most of our incoming kindergarteners have not had any formal schooling, it is our responsibility to ensure we employ a developmentally appropriate student disciplinary plan. A clear and consistently implemented Code of Conduct is essential to providing students with the necessary academic and character foundation necessary to obtain academic and life success. Our school-wide culture teaches and rewards positive behavior and allows students to learn from their mistakes. Since our teachers spend the majority of the day with the same students, it is important they have highly structured and similarly coordinated classrooms. Additionally, it is important that a common language is used to teach expectations to ensure consistency of expectations and discipline policies school-wide.

Common systems include:

- Bulletin boards with grade specific common core aligned vocabulary words and site recognition words.
- Blackboard configuration.
- Classroom expectations
- Hallway expectations
- Our **FIRST** Steps character foundation values
 - Focus:** We always work towards our goals.
 - Integrity:** We always do the right thing.
 - Respect:** We always show care and love.
 - Self-determination:** We always try our best and never give up.
 - Teamwork:** We work and grow together.

Positive Behavior Interventions and Supports (PBIS)

At Foundation Preparatory Charter School, our PBIS system helps students to learn and meet the behavioral expectations embodied in our core values. As part of our school culture, all students receive positive reinforcement of our core values and PBIS system on a daily basis.

Consequences (for positive and negative behavior)

Grades K-2 Behavior Expectations

Teachers will enforce the school’s behavioral expectations in their classrooms through the use of the Foundation Prep Color Wheel. Classroom teachers will explain this system to their families during Foundation Night and also in writing. Classroom consequences include loss of privileges, including, but not limited to students sitting silently or away from their peers during snack time, recess, or lunch; performing extra service for the school, either during, or outside of school hours; and missing school events, trips, or activities.

In grades K-2, families will be given daily reports on their student’s behavioral performance. All students begin the mornings and afternoons on Green; the color placements are re-set at lunch. Students can always earn their way around the color wheel; however, once a student lands on “Red”, they cannot partake in Super Snack or will have limited Choice Time and will spend that time reflecting on their behavior.

K-2 color circle system:

Color	Behavior	Example Consequences/Rewards
Green	Student consistently showed FIRST values during the period. Student was able to appropriately fix mistakes.	-Positive note sent home -Student attends Super Snack/Choice Time. -On track for recognition at weekly Celebration.
Yellow	Student did not consistently show FIRST values during the period. Student struggles to fix mistakes appropriately	-Student can still attend Super Snack/Choice Time. -Student receives note home detailing their choices
Red	Student rarely showed FIRST values during the period. Student rarely fixed mistakes appropriately.	-Student is asked to change behavior, if unable to change behavior, student is asked to go to “Think Space” -Student is unable to attend Super Snack or will have limited Choice Time.

If a student commits a minor offense, they will receive a warning, and have their color changed once. Multiple minor offenses that lead to a color change to Red lead to a serious infraction. Some examples of minor offenses include:

- Failure to comply with school behavioral expectations;
- Failure to follow directions;
- Having unauthorized food, gum, etc.; and
- Refusal to complete academic work.

*If a student commits a serious infraction of our core values, a student will receive a community violation, which will prevent them from participating in any full school or individual positive behavior incentive. All serious infractions require a Restorative Conference. Some examples of serious infractions include:

- Fighting/violent behavior
- Threatening peers
- Bullying and/or harassment of peers

- Disrespectful/defiant behavior toward school personnel including, but not limited to, defiance or rudeness;
- Theft
- Damaging or destroying school supplies/property
- Offensive behavior/use of profanity or obscene language toward peers and staff.

Consequences for infractions escalate as follows:

When a student commits a serious infraction the student will be removed from class and have his or her parent called immediately. The student will reflect at the “Think Space” in the office and may return to class when they have shown that they are ready to get back on track and make amends for their behavior.

If a child returns to class and commits another serious infraction, the student will be removed from class and have his or her family contacted immediately. The student will not be returned to class and cannot return to school until a Restorative Conference occurs.

Third Grade Behavior Expectations

In third grade, teachers will enforce the school’s behavioral expectations in their classrooms through the use of Foundation Preparatory’s Merit and Demerit System that is consistent, positive, logical, and restorative in order to support students’ social and emotional needs, as well as track their daily behavior. Classroom teachers will explain this system to their families during Foundation Night and also in writing the first week of school. Students will start each day with 10 points. Students can earn more points by receiving merits for exhibiting positive behaviors, and they can lose points by receiving demerits for not following the classroom rules. Throughout the day students’ behaviors will be tracked on a clipboard that travels with the class. At the end of every day, students’ total points will be marked on a Leader Ledger that will be sent home along with homework to be signed by the students’ family.

Behavior Point Scale:

- 10 or more points = Student had a good day with behavior.
- 5-9 points = Student had some behavior issues today.
- 0-4 points = Student needs to focus on their behavior for tomorrow.

Removal from Classroom

When a student is removed from class, families will be contacted as soon as possible. Parents will also receive a written notification that night in the student’s Homework folder. A parent is required to sign the notification and return it to school the next day.

Teachers are trained and required to model specific behavior management procedures within the Restorative Practices framework to ensure school wide consistency.

Behavior Management Procedure

1. Teacher teaches and models positive behavior;
2. Teacher clearly communicates the explicit directions they need the student to follow;
3. Teacher utilizes a strategy called “positive farming” and immediate action to provide positive support to students who are complying with the directions;
4. Teacher takes immediate and corrective action when students are not complying with given directions using affective statements and questions and Restorative circles and conferences.

Think Space

When a student’s emotions have reached a level that are making learning difficult he/she may go to Think

Space. Think Space is not a negative space, or seen as a punishment. Think Space does need mean a student has been in red. Think Space is a support for students—allowing them to separate from the community or their work when overly excited, frustrated, or sad. Visiting Think Space is an opportunity for students to reset their own emotions or wait to have a restorative conversation with an adult or other member of the class community. Visiting Think Space may be directed by the teacher or personally decided by the student.

Students are expected to return back to the community and work after emotions have been reset and learning can begin again. Students who visit Think Space multiple times or for extended amounts of time are expected to make up any work missed at other times of the day.

Restorative Conferences

We believe that students must learn from their mistakes. We do this by addressing the behavior of the student and how a student's behavior can affect the school community. Students are given the opportunity to find solutions and fully engage in a participatory and cooperative community.

Teachers use affective statements and questions as part of the behavior management procedures daily, teaching students that actions have consequences to all members of our community. A majority of teaching occurs in circles and proactive and solution finding conversations also occur in daily community circles.

When the community or a member of the community has been severely affected by another's violation of our community rules and expectations (see *Serious Infractions*) a Restorative Conference is held with those affected to create a solution that makes all parties whole.

If parties do not want to attend the Conference or parties do not commit to a solution or parties do not follow-through on solution, then students will receive consequences outlined below (see more on suspensions and expulsions below).

DISCIPLINARY CONSEQUENCES FOR SERIOUS INFRACTIONS

In-School Suspension (ISS)

At times, particular infractions warrant consequences that are more severe than a reflection time either in or out of class, but less severe than out-of-school suspension. Students will be asked to participate in a Restorative Conference. If a student does not complete or participate fully in the Restorative Conference, they might be placed in Foundation Prep's in-school suspension model (ISS). Foundation Prep's ISS ensures students have access to the academic curriculum, while the same time ensuring the student is accountable for disruptive or inappropriate school behavior. Because students have shown severe disrespect to their community by not fully participating in a Restorative Conference, students in ISS attend all classes, but do not interact with their peers during partner or group work.

When a student displays gross disrespect towards staff members or students (including, but not limited to, bullying, defiance, or verbal aggression) or does not appropriately participate in class, s/he will be placed in ISS.

Students who have consistently not met behavioral expectations over an extended period of time may face ISS.

A student in ISS attends all classes, but sits in a desk at the front, and is not allowed to participate in group work or partner work. They are not allowed to eat lunch with their peers.

While a student is in ISS, s/he will not be permitted to participate in field trips, enrichment, clubs, Friday Community Circle, or sports.

Students who earn ISS must complete all classwork.

Students who earn ISS must complete a checklist that includes earning all teacher signatures for at least one (1) full day to be taken off of ISS. In grades K-3, this includes a twice daily check-in.

If a student does not earn their way out of ISS after two (2) straight days, they will be considered for an Out of School Suspension.

Parental Notification

When a student receives an ISS as a result of not fully participating in the Restorative Conference, families will be informed by the school.

Out of School Suspension (OSS)

At Foundation Prep, we believe that it is important to keep students in school as much as possible. However, some severe behaviors and disruptions to the learning of others will result in a student being suspended from school. Infractions which may merit out-of-school suspension include, but are not limited to:

- Violating the Weapons Section of this Handbook;
- Committing sexual, racial, or any form of harassment or intimidation;
- Making verbal or physical threats;
- Fighting, pushing, shoving, or unwanted physical contact;
- Damaging, destroying, or stealing personal or school property or attempting to do so (including graffiti);
- Using or possessing tobacco products;
- Gambling;
- Lying;
- Leaving school grounds or entering restricted space without permission;
- Setting off fire alarms;
- Repeated offenses for which the student has already earned in school suspension;
- Any other conduct that is highly disruptive to good order and discipline in school.

All incidents that would merit an OSS will first be addressed by a Restorative Conference. If student or student's family either refuses to fully participate, cannot agree to a solution that makes all parties whole or fails to comply with the agreement reached during the Restorative Conference, student will be subject to the following OSS terms.

Short Term Suspension:

For suspensions between 1 and 10 days, the following procedures will apply:

When an infraction occurs, the student will be removed from class and sent to the office, or another designated school location. The student's parent or guardian will be notified of the incident by a staff member in writing.

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive the following prior to a suspension of one to ten days:

Notice and an opportunity to present her/his version of the relevant facts:

In the case of danger or a risk of substantial disruption, the student will be removed from the school building and provided notice and the opportunity to present his/her version of the relevant facts as soon as possible.

In the case that a student is assigned a suspension, the student's parent/guardian must immediately come to the school, meet with the Assistant Dean of Students and/or Principal, and remove the student from the school building. If the parent/guardian cannot immediately come to the school building, the student will wait in a designated area until the parent/guardian arrives. The parent will be informed of the length and basis of the suspension in writing. Suspended students are not allowed on school grounds or at school events during the length of the suspension.

In order for the student to re-enter the Foundation Prep following a suspension:

An administrator will contact the parent/guardian to schedule a required re-entry meeting. The student may have to meet additional conditions as required by Foundation Prep. Once the above conditions are met, the student will be welcomed back into the community.

Students are responsible for completing academic work missed during the suspension. This work will be available in a folder for pick-up by a family member at the school daily between 3:00-4:00pm. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a student does not complete this work, the student may face standard academic consequences (e.g., miss extra-curriculars or not receive academic credit).

Long-Term Suspension

The School Leader may impose a long-term suspension. In extreme circumstances, the School Leader may expel the student from school. Upon determining that student's action warrants a possible long-term suspension, the School Leader shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The School Leader shall immediately notify the student's parent(s) or guardian(s) in writing or by phone. Notification shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident, or incidents, which resulted in a long-term suspension (or expulsion) and shall offer the opportunity for an immediate conference with the School Leader or Vice Principal. The notification conference shall be conducted in the dominant language used by the parent(s) or guardian(s). The School Leader or vice School Leader shall inform the parent(s) or guardian(s) of their right to be accompanied by an individual of their choice at the conference and can present evidence. In addition, at least one other faculty member should be present to hear the student's defense and may advise the Principal. The School Leader shall personally hear and ultimately determine the hearing.

Expulsions

If a child is being considered for expulsion from Foundation Preparatory Charter School, the School Leader shall contact the parent by phone or provide written notice to the student and his or her parent(s) or guardian(s) that the student is being considered for recommendation for expulsion from school. Such notice also shall set a time and place for a conference with the School Leader and the Recovery School District (RSD) Disciplinary Hearing Office. The parent(s) or guardian(s) has the right to be accompanied by an individual of their choice. If, following the conference, the School Leader determines that the student's actions warrant an expulsion they will notify the Board of Trustees about the administration's decision.

Students are subject to a long-term suspension or expulsion if they:

- Repeatedly commit minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action

- Repeatedly engages in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others
- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school*
- Fight another student
- Assault a staff member
- Make a false bomb threat or pull a false emergency alarm
- Commit, or attempt to commit arson on school property
- Vandalize school property causing major damage
- Commit any act which school officials reasonably conclude warrants a long term suspension
- Continuously make false allegations against school officials

The Federal Gun-Free Schools Act of 1994, which applies to public schools, states that a student who is determined to have brought a weapon to school must be suspended for at least one calendar year. This suspension requirement may be modified by school administrators, however, on a case-by-case basis. Weapon as used in this law means "firearm," as defined by 18 USC §3214(3)(d) effectuates this federal law.

Repeat Offenders

Students who continue to be suspended whether in-school or short or long term may be expelled from Foundation Prep. Students who have been suspended 3 or more times in their entire duration at Foundation Prep may be expelled.

Alternate Instruction

Students who are suspended will be provided with alternative instruction. Arrangements will be made between the school and each individual family for the delivery of services, pick-up/delivery of work, and the making up of any missed assignments and classroom. All IDEA mandates will be followed for students with disabilities.

Expulsion Procedure

For expulsion referrals, the process shall be:

Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses listed above. If a student with disabilities has an IEP that includes disciplinary guidelines, then that student will be disciplined according to those guidelines, as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy listed above.

A student's family may elect to appeal a decision to impose a long-term suspension or expulsion to the School Disciplinary Committee and may elect to appeal a decision by the Foundation Prep Disciplinary Committee to the Foundation Prep Executive Director. The family may make a final appeal to the Foundation Prep Board of Directors. The family may bring counsel with them if they so desire. In all events of expulsion, the School Leader of Foundation Prep will work in conjunction with the family to find the best possible alternative educational setting.

Discipline of Students with Special Needs

Overview of Procedural Safeguards

Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. If a student violates the 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 zero-tolerance circumstances (drugs, weapons, serious bodily injury).

Suspensions

Foundation Prep’s special education teams are proactive in addressing any behavior and socio emotional concerns of students with disabilities.

After the first suspension the school will:

1. Conduct a Functional Behavior Analysis (FBA).
2. Develop and implement an individual Behavior Intervention Plan (BIP) to address the behavior that resulted in suspension.
3. Conduct a conference with parent/guardian.

After the second suspension, the school will:

1. Reconvene the IEP Team to discuss/review the academic, social, and behavioral needs of the student
2. Conduct a FBA and develop/implement an individual BIP only if the behavior exhibited is a new behavior. If the behavior is a repeated behavior, review/revise the BIP to address the behavior.
3. Discuss, review, and revise the IEP, as needed, to address the behavior resulting in the suspension.
4. 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 action. After the removal of a special education student for more than 10 school days (consecutive or cumulative) for any reason, the student must be provided with procedural safeguards. Procedural safeguards are a set of technical state and federal laws that override all other state laws to the contrary.

Determining Change in Placement.

A change in placement is a legal term that applies to students removed from school for more than 10 days. A student’s school suspension that occurred in an LA local education agency (LEA) during the same school year of transfer into another LA LEA “counts” and is added to any additional suspensions in the new school.

1. *More than 10 Consecutive Days of Suspension in One School Year.* Any suspension that is for more than 10 consecutive days is considered to be a change in placement.

2. *More than 10 Total Accumulated Days of Suspension in One School Year.* A series of suspensions with days that total more than 10 total school days in a school year is a change in placement. The Special Education Coordinator (SEC), in collaboration with the dean/administrator in charge of school-wide discipline, monitors the number of days each student with a disability has been suspended. The H/W Chairperson, in collaboration with the dean/administrator in charge of school-wide discipline, monitors the number of days each student suspected of having a disability and each student with a 504 Plan has been suspended. Students protected under IDEA and ADA, who have not reached this 10-day threshold, may be suspended under the procedures that apply to all students.

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.

- When transportation is an IEP service, a student's removal from the bus is considered to be a suspension. In this case, transportation has been determined to be necessary for the student to access educational services. 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 any nondisabled peers suspended from the bus. However, school officials should consider whether the bus behavior is similar to classroom behavior that is addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.

Determining Manifestation Determination and Services.

Within 10 days of any decision resulting in a change of placement the SEC, special education teacher/case manager, parent, and relevant members of the child's IEP Team meet and determine whether the student's behavior is a manifestation of the disability. The team participants review all relevant information in the student's file, including the IEP and most current BIP. If the IEP and/or BIP was not implemented, the team documents why it was not implemented and whether the failure to implement the IEP impacted the student's behavior. The team also reviews documentation of staff observations of the student's behavior, including behavior across settings and times throughout the school day. The team reviews any relevant information provided by the parents. The team considers the two questions below to determine if the behavior is manifested by the disability.

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

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:

- 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 per the Level 4 infractions applicable to all students.
- 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 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.

Behavior is NOT Manifestation of Disability

- Same Consequences. If the IEP team agrees that the student's conduct was not a manifestation of his/her disability, the student is subject to the same consequences that apply to all students, except services must continue as described below.
- 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 identifies and 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; provides, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior violation so that it

does not recur.; and considers a change in LRE placement as warranted by the student's specific needs.

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. 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 up to 45 school days regardless of whether an IEP 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.
- 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, whether the student needs a re-evaluation in all areas of suspected disabilities, and/or whether the student needs revision of the BIP and/or more intensive services after the suspension period.
- Regardless of whether the student's behavior is a manifestation of his/her disability, the IEP Team identifies and documents educational services the student 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.

Expulsion

1. A student with a disability may be recommended for expulsion for committing a Level 4 offense.
2. A student with a disability may not be excluded from school during this period if the total number of days the student has been excluded for the year exceeds ten (10) days. Should the school pursue the Recommendation for Expulsion, the student remains in school, unless the parent and the LEA agree to a change of placement.
3. If the Manifestation Determination Review team determines the behavior is related to the student's disability, the student shall not be recommended for expulsion.
4. If the Manifestation Determination Committee determines the behavior is Not Related to the student's disability, an Official Notice of Disciplinary Action Form, all appropriate and required forms and documents, the Manifestation Determination Summary Form, and the IEP, is submitted to the RSD Student Hearing Officer or superintendent's designee within 24 hours of the Manifestation Determination Review meeting.
5. If the Hearing Office renders a guilty decision, the student will be placed for a predetermined time, through the RSD Hearing Office, in an appropriate Interim Alternative Educational Setting (IAES). During that period, appropriate interventions will be developed and implemented to address the behavior(s) for which the expulsion is being recommended.
6. An expelled student who fails to register at the IAES within three (3) school days will be reported to the Truancy Office and the Department of School Social Work Services.

IDEA Due Process Hearing

Parents who disagree with the appropriateness of the alternative placement or services may request an expedited due process hearing. 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 can request an emergency hearing to ask a state hearing officer to transfer the student to an IAES for up to 45 school days.

The Louisiana Department of Education will arrange for an expedited hearing, which must occur within 20 school days of the date the request is filed. The hearing officer must make a determination within 10

school days after the hearing. Expedited due process hearing decisions are appealable to state or federal court.

Placement during Appeal of Discipline Decision

- *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.
- *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 Believe Behavior is Substantially Likely to Cause Injury*. The student remains in the placement (s)he was in at the time of the behavior in question unless the parent and school personnel agree otherwise. 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. 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. If any of the following three factors above are present, then school officials consider disciplinary action as if the student has a disability. Evaluation Requested. The parent requested an evaluation. 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 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. Students referred to the H/W Teams and are receiving RTI for behavior management strategies are protected.

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

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 express specific concerns about the student's pattern of behavior in writing to school supervisory personnel. Students referred to the SBLC Team and are receiving RTI for behavior management strategies are protected.

This provision does not apply if the parent did not consent to an initial evaluation of the student, refused special education and related services for the student or the student was evaluated and was determined not to have disability

Application of Section 504 and ADA

Generally, students with disabilities eligible for services only under 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 Conduct. Also, students with offenses that relate to an alcohol or drug addiction are not covered under Section 504/ADA, unless the student is in a program for rehabilitation.

MISCELLANEOUS GUIDELINES

Toys, Electronic Devices, and Cell Phones

Toys and Electronic Devices

To limit distraction, we ask that students leave all toys and electronic devices at home. Given that the school does not have lockers, student property will not be locked up. The school is not responsible for lost or stolen property. If student brings toys or electronic devices, school staff will confiscate and will give back to child to take home or require parent to claim it.

Athletic Equipment

Students are permitted to bring athletic equipment such as footballs, soccer balls and basketballs. However, they must be shared with all their classmates and show teamwork. If student is not inclusive or follow recess rules, the equipment will be taken away for recess, returned at the end of the day, and asked that it stays at home.

Cell Phones

Students are permitted to bring cell phones and other electronic devices to school provided they are turned off and kept in the student's book bag at all times during the school day. Given that the school does not have lockers, student property will not be locked up. The school is not responsible for lost or stolen property.

If at any point a student is found to have a cell phone that is turned on and/or on his or her person, the cell phone will be immediately confiscated by a staff member. Failure to follow the rules for cell phones may result in:

- Confiscating the cell phones until a parent comes to claim it;
- Loss of the privilege of bringing cell phones to school;
- Other consequences described earlier in the Student Code of Conduct.

Electronic Devices

Students are **not permitted** to bring other electronic devices to school, whether turned off and in the student's book bag or not. Given that the school does not have lockers, student property will not be locked up and the school is **not responsible for lost or stolen property**.

If at any point a student is found to have an electronic device it will be immediately confiscated by a staff member. Failure to follow the rules for electronic devices may result in:

- Confiscating the cell phones until a parent comes to claim it;
- Loss of the privilege of bringing cell phones to school;
- Other consequences described earlier in the Student Code of Conduct.

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Please note that students' book bags are sometimes left unattended during the school day, and we cannot guarantee the safety of devices left in them. Therefore, we strongly encourage students not to bring any items outside of school supplies and materials to school.

Clean School

Given the school's emphasis on responsibility, each student homeroom will be responsible for cleaning their classroom at the end of the day. While the school also employs a custodial staff, it is important that everyone in the school – students and staff alike – participate in daily cleaning activities, especially in assuring shared, common spaces are kept neat and clean.

Hallway Behavior

Hallways are shared spaces and carry noise. We ask that all students and adults using the hallway during the school days keep in mind that classes are disrupted by hallway noise. Classes should transition from one space to another silently, in a single file line, with their hands to their sides, not touching the wall, and towards the right side of the hall. Student without their class or teacher in the hallway must have permission to be in hallway and must be silent.

Bathroom Behavior

In order to ensure that students are present in class to the greatest extent possible, students should make every effort to use the bathroom before school, during scheduled bathroom breaks, and after school. When it is necessary for students to use the bathroom during class time, students should follow their individual class's protocol for receiving bathroom permission.

Bathrooms are shared space, and students should treat their bathroom space with pride and respect. Students should pick up after themselves, flush the toilets, and ensure that no paper products are left on the floor. Students should not bring anything with them to the bathroom, including writing instruments. Inappropriate bathroom behavior will lead to consequences.

Bathroom Accidents

Parents are required to send an extra pair of pants, extra underwear, and an extra pair of socks to school in a zipped gallon plastic bag with the child's first and last name printed in permanent marker on the bag. The extra clothes will be kept in main office at school. Accidents sometimes occur during our long school-day, even for students who do not normally have accidents, and your child can quickly and easily change clothes only if parents have provided a change of clothes. If a child has an accident and does not have a change of clothes, that child will be required to sit or stand in the office until someone can bring a change of clothes for the student.

Additionally, please consider donating your child's used uniform pieces when he or she outgrows them; this ensures that we have sufficient extra uniform pieces at school and will enable us to provide recycled uniforms at a lower cost to some families.

GENERAL SCHOOL INFORMATION

SCHOOL DAY

The regular school day runs from 7:20 am – 3:40pm on Monday, Tuesday, Thursday, and Friday. Breakfast is served from 7:20 am to 7:50 am.

On Wednesdays, students are dismissed at 12:30 pm.

The school building is closed at 5:00 pm. Voicemail will be on automated attendant before 7:20 am and after 5:00 pm, though families should feel free to call teachers directly before 6 pm.

Student Phone Use

The office phone is a business phone and should be used by students for emergencies only. The phones may not be used by students to arrange for delivery of any items, including signed progress reports, signed report cards, or missing homework assignments. If parents need to leave a message for their child, they should call the office to leave a message before 3:00 pm. Students will not be called from class to the office to speak with a parent except in case of an emergency.

Students may not use the telephones in the office unless granted permission by a teacher or staff member. Generally speaking, students will not have opportunities to call home during the school day. Students may not use cell phones during the school day. Cell phones must be turned off during the school day and put away.

Lost and Stolen Property

We strongly encourage families to ensure that children do not bring valuable objects to school. Any items that students bring to school that may cause a disruption will be confiscated by a school member. We make every reasonable effort to return all personal property to the appropriate parent. The school is not responsible for locating or replacing any lost or stolen property or compensating the family for the value of that property.

FAMILY COMMUNICATION

It is vitally important that the school have methods of contacting parents or other family members at all times. This is of critical importance in case of emergency, illness, or behavior requiring immediate family contact. Parents are required to notify the Front Office of moves and/or changes of home or emergency telephone numbers. Parents are advised to notify the school in the case of a change in places of employment.

In case of an emergency, parents or guardians should contact the Front Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Front Office.

Parent Involvement

Parental involvement in a child's educational life is critical to a child's success. We highly encourage parents to develop strong positive partnerships with the School. There will be ample opportunities to volunteer, chaperone or otherwise visit the School, please take advantage of all the opportunities to engage with the School community. All visitors, chaperones or visitors must report to the Front Office to sign in, receive specific instructions and must wear a visitor's sticker while in the school. Visitors must sign out at the front office upon their departure.

Visitors must be dressed and behave appropriately. Short dresses, skirts or shorts and/or other provocative and inappropriate clothing will not be allowed. Examples of clothing considered inappropriate include but are not limited to:

- suggestive or revealing clothing, including bare midriff and torn, weathered or ripped pants;
- clothing that includes profane or inappropriate words, symbols, pictures or signs;
- clothing that celebrates violence, drugs, alcohol, or sexual activity;
- tank tops, spaghetti straps, halter tops and undershirts worn as outer garments;
- clothing that reveals undergarments, including pants worn below the waist; and
- shoes that interfere with active field trips or other school activities, like recess.

When observing in the classroom, visitors are asked not to disrupt the education of our Prepsters or to attempt to conduct individual conversations with teachers during instructional time. If you would like to speak to a specific teacher, please make an appointment to do so with the front office. Visitors who are disruptive to the educational process will be asked to leave. Cell phone use is prohibited in classrooms, please make all calls, text, etc. outside of classrooms.

Home Visits

Throughout the summer, all new students and incoming kindergarteners will receive a home visit by a member of the leadership team and/or their teacher. This opportunity will allow families to spend time to speak directly with school leadership about the upcoming school year and school expectations. All new students must have one home visit prior to beginning at Foundation Prep.

Visiting Classes

Our school has an open door policy that allows parents to sit in on class during any time after the first few weeks of school. During the beginning of school, it is critical for students to transition into their new setting, and parental presence in the classroom can slow this process. After this transition period, we encourage parents to come into the classroom and see our amazing teachers and students at work. When observing in the classroom, parents are asked not to disrupt the education of their child or of other children or to attempt to conduct individual conversations with the teacher during instructional time. Parents who are disruptive to the educational process will be asked to leave. Parents need to sign in at the office before visiting a classroom and wear a visitor sticker while in the school.

New Student Assessment

To best serve the needs of all students, all new students will receive a series of assessments prior to entering school. The school will work with families to schedule individual assessment times and the families will be asked to bring their student to school for the assessment appointments. Assessments will be used to ensure that all students are receiving the adequate support to ensure their success and targeted growth for the upcoming school year.

Family Orientation

Prior to the start of school all families will be asked to bring their students to Family Orientation. During this time the school will review school information and school-wide expectations. Students and families will meet their teachers and tour their classroom and school.

Foundation Family Nights

Throughout the year, Foundation Prep holds Foundation Family Nights. All parents are invited and encouraged to attend Foundation Nights and are asked to bring their children to this event. On the first Foundation Night, teachers explain and remind families of vital information about class rules and discipline systems, class specific policies, give an overview of the general daily schedule, and answer any general questions that parents have about the classroom. It is also an opportunity for children to give parents a tour of their classroom. It will also give parents a chance to meet parents of other students in the school. We will send out a calendar at the start of the year that has all of the dates for the Foundation Nights.

Parent – Teacher Conferences

Parent-Teacher conferences are a crucial component of our educational program. Parents are expected to attend conferences after each of the first two report cards and at other times as requested by the classroom teacher or School. Parent conference days are scheduled for the end of each trimester. Parents should plan on attending a 30-minute conference during that school day or at a pre-arranged time before or after school during that week.

TRANSPORTATION

Foundation Prep Buses

Transportation is provided for all students living in Orleans Parish. Students living more than 15 miles from the school will be assigned to cluster stops. Cluster stops will be strategically grouped 15 miles from the school to best serve families.

Foundation Prepaatory makes every effort to have door-to-door bus service; however there may be some instances where the bus cannot make the stop right in front of the child's pick-up or drop-off. Because of the many stops that the bus makes, children are required to be ready and waiting for the bus before their scheduled pick up time. A parent, guardian or other adult (over 18 years of age) must be at the bus stop ready to receive children from the bus at the appropriate drop off time. The bus drivers will not let children off without an adult to receive them. If an adult is not present, the bus drivers must continue their routes as to not back up other families waiting for their child(ren) and will return unattended child(ren) to the school. **A fine will be charged for children who are returned to school after dismissal, which is due the day of the late pick up. All report card will be held until all late payment is pay in full.**

Bus Pick-up or Drop-Off Changes

If a student's bus pick-up or drop-off changes, it is the responsibility of the parent /guardian to contact the school and complete an updated Bus Stop Change Form. Bus pick-up and drop-off locations will not be changed until the Bus Stop Change Form is complete. Parents should allow at least one week for bus stop change request to be processed.

Late Buses

If a school bus arrives late to school, students are not marked tardy. Please contact the school if your student's bus is running late, and the office will contact the bus dispatcher.

Adult Present at Bus Drop-Off

For the safety of young students, families **are required to have one adult present at the drop-off location of all students in grades K-2.** If an adult is not present at the drop-off when the bus arrives, the student will not be allowed off the bus and a parent/guardian will be required to pick the student up from school.

Transportation Accommodations

Special transportation service for students with disabilities is stated in their Individualized Education Plan (IEP) or Section 504 Plan. The school will accommodate all students in accordance with their documented plan.

Denial of Transportation

We consider the school bus to be an extension of the classroom. That means that we have the same standards of behavior on the school bus. Students who violate the discipline code while on the bus may be disciplined and may be denied transportation, either for the remainder of the year or for a temporary suspension. The student is expected to come to school on the days when he or she is not allowed on the bus, unless the student has also been suspended from school.

Please note that parents are not allowed to get on the school bus or van or talk to the driver, monitor, or any student. If parents have a question or concern with the school bus driver, monitor, or a student, they should inform the Front Office of that question or concern. School administration will then conduct an investigation into your complaint.

School buses and vans will drop students off at the school at 7:20 in the morning, and will bring students home starting at 3:40 in the afternoon. The buses and vans will drop off and pick up students in front of the school's drop of and pick up locations.

If you have any questions, comments, or concerns, contact the front office at 504-434-0521.

Student Pick-Up

Parents/Guardians or their designees may pick students up directly from school at dismissal time. A designated area for pick-up will be indicated. A purple tag with students' names will be given out at the beginning of the school year. All parents picking up a student should place the tag on the right-hand side of the dashboard so it is visible to staff members manning the student pick-up line. Parents/guardians should remain in their vehicle in the pick-up line and wait in a car line that begins in the fence of the back parking lot. **Pick-up will occur after last bus departure. Early check out is prohibited after 3:20pm.**

In case of an emergency, parents or guardians should contact the Front Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Front Office.

Student Drop-Off

Families who drive students to school in the morning are requested to park in parking spots in front of morning entrance. A Foundation Prep staff member will be at the entrance to greet the family member and student and escort the student safely into the building. **Students may not be dropped off at any other location where there is no adult present to escort students safely into building.**

Early Student Drop-Off

Foundation Preparatory discourages parents from dropping students off before 7:20 am. Any parent who drops off a student before 7:20 am will be charged \$10 per child, per day. If a parent drops a student off early, the parent must walk the student into the building and sign them in. **A student cannot just be dropped off without first being signed into school.**

Walkers

Families who have elected to walk their child to and from school should notify the school in order to determine the availability and location of crossing guards, and to ensure the child is being walked by an adult. .

Late Pick-up

Parents who pick their child up are expected to do so by 3:40 pm. If parents are not at the pick-up line during dismissal, the student will be sent to the office and a parent or guardian will be called. For students not picked up by 3:45, parents will be charged \$10 per day, per child.

SCHOOL FOOD

School Breakfast & Lunch

The school participates in the National School Breakfast and Lunch Program, which provides free or reduced price meals and free milk to eligible students. At the beginning of the school year, each student will be given an application for families to complete. Once the student's application for free or reduced meals has been returned to the school, families will be notified by mail of their eligibility. For students that do not qualify for free or reduced meals, the price for breakfast is \$1.50 and the price for lunch is

\$3.00. For students that qualify for reduced price meals, the price for breakfast is \$0.30 and the price for lunch is \$0.40.

Breakfast is served from 7:20am until 7:50am. Students who arrive after 7:50am will not be served breakfast. Students may either purchase lunch and milk from the school or bring their own lunches from home. Monthly menus will be sent home in Homework folders. All meal payments are done online at LunchPrePay.com, advance payment is available. Report cards will be held until meal balances are cleared.

Students are welcome to bring a lunch from home. They will not have access to a microwave to heat any lunches. Students are not permitted to bring breakfast from home. **Soda, candy and other “junk food” are never permitted at school, even in lunches brought from home. Students are not allowed to share or trade food.**

Healthy Snack Policy

Because we want to ensure that our students are healthy, we have a healthy snack policy. Students have an afternoon snack, and we always offer a fruit or other healthy snack (such as pretzels, whole wheat goldfish, yogurt, or string cheese). **Students are not permitted to bring a snack from home.**

Food Allergies

The school will make all reasonable efforts to accommodate students with food allergies. Parents are required to inform the school of all food allergies and their severity. Once parents have informed the school, school officials will meet with the family in order to develop an Individual Health Care Plan. A parent of a child with food allergies is responsible for providing classroom snacks and lunch for his or her own child. These snacks can be kept in the classroom in a separate snack closet. Sharing or trading of food is prohibited for all students.

Birthday Celebrations

Please contact the classroom teacher to make arrangements for any birthday celebration. We cannot allow birthday celebrations to interrupt the academic day or allow birthday celebrations at lunch, considering that classes are eating all together in the cafeteria. Parents will be informed if there is a food allergy in the class; if such an allergy exists, parents are required to avoid that food product in birthday snacks. If bringing a birthday treat, it must be easily consumed, such as cupcakes, popsicles, yogurt and granola cups, or fruit salads. All birthday treats must be single serve and any required spoons or forks must be provided by parent. **Teachers are not able to cut cake or scoop ice cream, etc.** Children may not distribute invitations to parties within the school building unless every member of the class is invited.

STUDENT RECORDS

Standardized Testing

As is required by the state, all students in grades three through five participate in the iLEAP or LEAP exam administered in the Spring of each academic year.

From time to time, students may take other exams as well in order to measure their academic progress and may be asked to provide routine information.

Student Record

General

Federal and state laws provide parents and eligible students (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to student records. Copies of regulations detailing these

rights, are available in the Front Desk. The following is a general overview of the provisions in the Regulations.

Access and Amendment

A parent or eligible student has a right to access student records and to seek their amendment if the parent or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In order to obtain access or to seek amendment to student records, please contact the Executive Director.

Confidentiality

Release of student records generally requires consent of the parent or eligible student. However, the Regulations provide certain exceptions. For example, staff employed or under contract to the school have access to records as needed to perform their duties. Foundation Preparatory Charter School also releases a student's complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to, or receipt of consent from, the eligible student or parent.

Photographs, Video, Audio, Recorded Comments

For the purpose of publicizing student and school accomplishments, and/or documenting and studying teacher practice, Foundation Preparatory Charter School has a practice of recording student life through photography, video, audio, or otherwise recorded comments. In the event a parent or eligible student objects to the release or publication of any of the above, the parent/eligible student may state that objection in writing to the Head of School. Absent receipt of a written objection, any of the above may be released without further notice or consent.

Please see the Regulations for a description of other circumstances in which student records may be released without the consent of a parent or eligible student.

NONDISCRIMINATION

Foundation Preparatory Charter School does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA).

INTERNET ACCEPTABLE USE POLICY

Acceptable Use

The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. Foundation Preparatory Charter School offers Internet access to students and staff. The primary purpose of providing access to the Internet is to support the educational mission of the school. The school expects that students and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. The school makes no guarantees, implied or otherwise, regarding the factual reliability of data available over

the Internet. Users of the school's Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet.

Unacceptable Use

The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of the school's Internet Service:

- disclosing, using or disseminating personal identification information about self or others;
- accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
- using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the Computer Teacher or School Director;
- plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one's own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through E-mail or news sources must also be credited as to sources;
- using the Internet service for commercial purposes;
- downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the Computer Teacher; and
- overriding the Internet filtering software.

Safety Issues

The following are basic safety rules pertaining to all types of Internet applications.

- Never reveal any identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- Immediately tell a teacher if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify a teacher.

Privacy

Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. The school reserves the right to examine all data stored on diskettes involved in the user's use of the school's Internet service.

Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Violations

Access to the school's Internet service is a privilege not a right. The school reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through the school's Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

HEALTH POLICY ABRIDGED*

Attendance is crucial for student academic success. However, a child must be well enough to fully participate in class. If a child becomes ill during the school day, the school nurse or other school staff member will determine the best course of action. Any child who cannot participate in class must leave the school in a timely manner. Transportation home and supervision for the ill child are the responsibility of the parent or guardian.

Parents/guardians must supply accurate contact information to school personnel in case a child becomes ill or injured at school. Alternate persons listed for emergency purposes must be able to provide transportation home from school and supervision for the child.

If your child is sick before school with any of the illnesses that require they stay home, he or she should remain home and return to school when they are well and can focus on learning.

If you have any questions about when to keep a child home, please call the main office.

The aim of the School Health Policy is to promote a healthy school environment that is conducive to learning and student well-being. Any questions or concerns regarding school health matters should be referred to the school nurse.

*The full Health Policy may be found in the School's Policy Manual in the main office.

Fever:

Any temperature greater than 100°F is considered a fever. Children must be fever-free for 24 hours without using fever reducing medications (such as Tylenol, Motrin, etc.) in order to return to school. This applies even if the underlying cause of the fever is non-contagious, such as middle ear infections, urinary tract infections, etc.

Vaccine Preventable Diseases:

If a child is diagnosed with a vaccine preventable illness (i.e. chicken pox, measles, rubella) or any other contagious disease or condition, they must be kept home until they are no longer contagious. The nurse must be notified if your child is diagnosed with a vaccine preventable illness. Parents must supply a doctor's note stating that the child is no longer contagious before they may return to school.

Diarrhea:

Children with diarrhea or acute illness related incontinence should remain home until they are symptom free for 24 hours. If the diarrhea/incontinence is the result of a chronic condition, please contact the school nurse.

Vomiting:

A child, who has vomited the evening before or in the morning before school, should remain home for that day.

Lice & Scabies:

A student will be sent home from school if live lice or lice egg cases (nits) are found in the hair. The child will be allowed to return to school after at least one medicated treatment has been given and no live lice or nits are visible in the hair. The school nurse will check the affected student before the student is permitted to return to school.

If a child has scabies, a written notice stating that the student is not contagious is required from a licensed healthcare provider before the student may return to school.

Influenza/H1N1

Those students with flu symptoms or confirmed flu cases cannot return to school until they are free of symptoms (without fever reducing medications) for a full 24 hours.

Medications:

School personnel are not allowed to accept or administer any medications without a Medication Order Form that contains a parent's signature and a valid doctor's written order.

Only adults may deliver medications to school. Students may NOT bring medication to school.

In order for a student to have medication administered at school, the following MUST be done:

- The medication is prescribed by a licensed healthcare worker.
- The Medication Order Form authorization form has been completed by a physician AND a parent or legal guardian.
- The medication is given to the school nurse or Dir. of Offices and Family Services by a parent or legal guardian.
- Medication is in original pharmacy labeled bottle or box with the following information:
 - ✓ Date
 - ✓ Name of the child
 - ✓ Drug name
 - ✓ Dose
 - ✓ Administration time
 - ✓ Expiration date

Medication that is not in original pharmacy packaging will NOT be administered. Parents may bring up to a 31 days supply of the medication.

Medication supplied to the school must be removed from the school by the last day of school. Any medication not claimed by the end of the final day of school will be destroyed.

A new Medication Order Form, as well as a new supply of medication, is required at the start of each school year even if there is no change in the physician's treatment for the child.

If your child takes medication(s) at home but not at school, please let your school nurse know. Many medications may cause unusual or undesirable side effects that can be mistaken for other problems.

Chronic Illness or Disease

If your child has a chronic illness disease or condition it must be reported to the school nurse during registration or immediately following diagnosis. The school nurse will establish a Plan of Care, with parental input, directly related to the illness identified.

Plan of Care

- The plan of care must be signed by a parent and the school nurse.
- The plan of care will be effective for the current school year only. A new plan of care form must

be completed at the beginning of each school year.

- A parent or guardian must inform the school in writing immediately if a healthcare provider makes changes to the established treatment plan.
- Conditions that require a healthcare plan include, but are not limited to the following: diabetes mellitus type I or II, asthma, sickle cell anemia, cancer, a history of seizures or serious allergic reactions.
- Page two of the Medication Administration Form must be completed by the physician if the child will need to self administer any medication (e.g., insulin, inhaler, EpiPen)

PARENT/FAMILY

As a Foundation Prep parent, I agree to:

1. Make the school a safe and achievement oriented environment by supporting the school as it enforces the school’s code of conduct (as spelled out in the Student Handbook).
2. Ensure that my child arrives at school before 8:00am and attends school regularly. I have read the attendance policy in the student handbook and understand the school’s policy regarding lateness, excused and unexcused absences, and annual absences in excess of 12 days. I understand that 3 tardy arrivals or early dismissal will be counted as 1 absence.
3. Ensure that my child wears the appropriate school uniform daily, as explained in the dress code section of the student handbook.
4. Communicate regularly with my child’s teachers regarding my child’s academic and behavioral performance and attend the following events at the school: Parent Orientation, and fall Foundation Family Night, a minimum of two parent conferences, and any specifically requested conferences.
5. Check my child’s homework assignments nightly. I understand that unsatisfactory or incomplete homework will result in a corresponding consequence.

Parent’s name

Parent’s signature Date

STUDENT

As a Foundation Prep student, I agree to show:

1. Focus because we can all achieve at high levels.
2. Integrity because we can all do the right thing at all times.
3. Respect because we can all treat each other and ourselves with love and support.
3. Self-determination because we can all be determined to overcome obstacles, big and small.
4. Teamwork because we can all work together as a school and community to create the best possible outcomes in any situation.

Student’s name

Student’s signature Date

SCHOOL

As a Foundation Prep employee, I certify that the school agrees to:

1. Ensure that valuable school time is utilized thoughtfully and efficiently so that the school can provide our students with an education that is academically rigorous.
2. Make the school a safe, joyful achievement oriented environment by enforcing school rules as consistently as possible and by doing our part to instruct our students regarding appropriate and inappropriate behavior in school.
3. Communicate regularly with parents and families regarding their child’s behavioral and academic performance through progress reports, report cards, parent conferences, telephone contact, and by welcoming parents and families to the school.
4. Assign, collect, and evaluate nightly work assignments designed to support classroom instruction and teach responsibility, and ensure that students are held accountable for finishing those assignments on a daily basis.
5. Constantly monitor the strengths, weaknesses, and progress of our students, both academically and behaviorally, provide extra academic and homework help to our students on a regular basis, and consistently enforce the code of conduct.

Teacher’s name

Teacher’s signature Date

CONTRACT OF MUTUAL RESPONSIBILITIES



STUDENT TRANSPORTATION POLICY

Foundation Preparatory follows the student transportation policies set forth by the Louisiana Department of Education (LDE) in Bulletin 1191. This policy is intended to supplement the LDE's student transportation policies specific to Foundation Preparatory during the 2015 - 16 school year.

1. Pick-up and Drop-off Location Availability: Foundation Preparatory serves students throughout Orleans Parish. Together with our transportation provider, we will work with parents to position routes where the majority of students requesting transportation can be served. In some instances, the School will not be able to provide bus stops at specific requested locations.

2. Student Pick-up at Bus Stops: Students who live one mile or more from the school will be eligible for free transportation. These eligible students shall be picked up at a corner close to their home. For all students grade 2 and younger, a parent/guardian must be present at the bus stop to meet the student. If the parent/guardian cannot be there, the parent/guardian must identify to the school the designee who will pick the child up in their place. If there is no one at the stop to meet the student, the bus company will attempt to call the parent while the driver continues the route. If a parent/guardian is unable to pick up the student prior to the termination of the route or if the bus company is unable to contact a parent/guardian, the bus company will contact the school and attempt to return the student to the school. If no one is available at the school, the bus company will turn the student over to the New Orleans Police Department.

3. Changes in Bus Routes/Stops: Should a need develop for any changes in designated bus stops or routes, parent/guardians shall contact the school office. We will work with the bus company for review and possible establishment of new stops. Please note the following regarding changes to bus routes/stops:

- It may take up to 5 business days for a new stop to be added. (If the stop can be added at all.)
- It will take at least 2 business days for a dropped stop and student to be re-added to a bus route.
- Any student who is not at his/her designated stop for 3 consecutive days will be dropped from the route.
- It will take at least 3 business days for a student to be re-added to a bus route.
- Any modifications to existing routes or stops will affect all students/parents on that route or stop.

5. Student Rules on the Bus: School transportation is an extension of the school and all school rules are in effect on the bus. We will follow the same discipline procedures as in school on the buses. In the event of any misconduct or violation of bus rules, the bus company shall submit in writing the initial documentation of the incident and shall provide it to the school immediately. The school will review the incident form, will take appropriate action, and will inform transportation company in writing of any disciplinary actions as well as the start date and return date for all suspensions. All suspensions include extracurricular trips of any type. For complete bus rules and discipline policy, please see the School Handbook.

Parent/Guardian Name (Please Print)

Parent/Guardian Signature

Date