

Foundation Preparatory Charter Schools



**STUDENT/FAMILY
HANDBOOK
2020-2021**

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Dear Families,

Welcome to the 2020-2021 School year! I hope you are all having a restful summer. When we return from the summer, whether virtually or in person, things will be quite different than when we left. This is a remarkable time in our school's history, one that will show the strength and resilience of our community.

The start of school will come with familiar feelings, excitement, nervousness, fear. I can assure you though, above all else, is the safety and wellbeing of our students and staff.

There will be many lessons to learn, new routines, procedures and schedules. And of course, plenty of new problems to solve as we learn to navigate our new normal. Change is slow and fitful and I imagine it won't always be easy or smooth. It is important to remember, at Foundation Prep we are all in for students and we are all in this together.

What will define us and this year is how we navigate the changes and the solidarity and spirit with which we approach the challenges and celebrate our wins.

The Foundation Prep Team is busy preparing to make the new year the best one yet. We continue our commitment to creating classrooms that are academically rigorous, joyful, inclusive, and fun, whether those classrooms or in person or virtual.

Foundation Prep will reopen in compliance with Louisiana Department of Education and New Orleans Public Schools guidelines. We also have a plan to address any unfinished learning from the 2019-2020 school year, build a foundation for continuous learning in 2020-2021, and ensure we are prepared for anything that comes our way in the coming year.

I cannot wait to see all of you next month whether virtual or in person.

Warmly,

Michele Murphey

Foundation Preparatory Family Association

Cheers to another school year and another year for our prepsters to become the premier students of New Orleans. We are here to announce our parent-teacher association, Foundation Preparatory Family Association. We look forward to being at your service to help navigate these difficult and challenging times.

In the wake of COVID-19, Foundation Preparatory Family Association (FPFA) wants to help you navigate through these times with monthly meetings, remote volunteering opportunities and information forums to discuss challenges for families and students.

We are here for the parents, the staff, the teachers and especially our prepsters to usher in a new level of academic and life success.

If you have any questions, comments or concerns, feel free to contact the Foundation Preparatory Family Association (FPFA) at 504-434-0521.

Thank You!

CANO HISTORY

Community Academies of New Orleans (“CANO”) is a new charter school management organization created to bring together Esperanza Charter School, Foundation Prep Charter School and Lafayette Academy with the ultimate goal of strengthening all three schools. The nonprofit boards that governed Foundation Prep and Choice Foundation voted to establish this partnership in 2019 to benefit from the organizations’ shared values, similar programming, and strong leadership and set operations of CANO to launch ahead of the 2020-2021 academic year. CANO applied to the Orleans Parish School Board for its authorization to assume the charters of these schools were approved in May 2020. CANO's full operation of all three schools launched in June 2020 as intended by its board of directors.

CANO VISION

CANO’s vision is to build a system of exemplary schools, deeply influenced by our students, families, and communities, with graduates who are committed to being community advocates and leaders. Its mission is to cultivate schools that nurture students’ character and critical thinking ability in responsive learning environments, thereby equipping them to be impactful community leaders. CANO will strive for academic performance at each of its schools while securing partnerships and programming that use community assets to support the schools and students. In doing this, CANO brings a fresh, yet grounded vision to the New Orleans charter landscape and forges a new path ahead for students, families, and communities.

MISSION

Community Academies’ mission is to cultivate schools that nurture students’ character and critical thinking ability in responsive learning environments, thereby equipping them to be impactful community leaders.

CANO VALUES

- **INTEGRITY.** *We always do the right thing.*
- **TEAMWORK.** *We work and grow together.*
- **PASSION.** *We love our students; our community; our work;*
- **DIGNITY.** *We value and respect every member of our community.*
- **COURAGE.** *We approach challenges with optimism and confidence.*

FPCS 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.

School Core Values are:

FPCS 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.*

RESPONSIBILITY AND ACCOUNTABILITY

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. Each entity must assume a tremendous responsibility in order for your student to have the most successful educational experience as possible. We will uphold the standards that are required of us to educate, love and support your child. We trust that you will do the same. 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.

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 Preparatory 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 pre-kindergarten. In the long term, Foundation Preparatory proposes to be part of the larger solution to increase the percentage of college graduates in your community. In the short term, we seek to provide a high quality Elementary grade option for families in New

Orleans. Our long term vision is that 100% of students that matriculate from Foundation Preparatory are prepared for demanding high schools, colleges, and entrepreneurial experiences. We also want our students and that families to be 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 life challenges that lie ahead.

Foundation Preparatory students 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.

WHO WE ARE

Charter Management Organization

CEO, Myrialis King

CFO, James Fulton

CAO, Patricia Bowie

COO, Avione Pichon

CSO, Nicole Saulny

School Leaders

Principal, Michele Murphey

Assistant Principal, Jovanni Ramos

Family and Office Manager, Irene Thu Hoang

Culture Coordinator, Kevin Kennard

Operation Manager, Yoshekia Brown

Special Education Coordinator, Charlene Comstock Galagan

Teacher Leader, K-2 Instructional Coach, Jennifer Peal

3-6 Instructional Coach, Kristin Sylve

English Learners Coordinator, Renee Cager

School Counselor, Kim Davis

PANDEMIC NOTE

The purpose of this handbook is to inform parents/guardians of policies, procedures, and school-wide expectations in an effort to build strong and lasting partnerships to aid in your child's educational journey. Due to the global pandemic and national crisis in which life is impacted greatly, we have adopted guidelines and recommendations from federal and state officials in order to make sure all stakeholders are maintaining safe and healthy practices. **We will follow all Center for Disease Control guidelines and state and local guidelines for all school based operations, transportation, school safety, etc., as the information is made available to CANO. At any point, the state, NOLA-PS, or CANO can choose to adjust (within the guidelines) based on how the plan is going. If the state, NOLA-PS, or CANO feel a model is not working to safely educate our children, the state, NOLA-PS, or CANO have the flexibility to re-evaluate. The priority, across the board, is keeping children, educators, school teams, and families safe. We are confident that while the return to school will not be easy, and COVID-19 will continue to present serious difficulties, our city and our CANO schools are up to the challenge!**

Please refer to the **COVID APPENDIX** for all adjusted policies, procedures, and school-wide expectations related to the safety guidelines.

POLICY AND PROCEDURES

Hours of School Operations/School Day

In order for our students to grow both academically, socially, and creatively it is imperative they are in school everyday and on time. Our school day begins at 7:55am and ends at 3:15pm. Students cannot be dropped off any earlier for safety reasons. *(see Appendix A1)*

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 is reflective of what Louisiana requires for all children. Louisiana requires students to attend school for a certain number of days to be promoted to the next grade and earn credit for a course. Under the law, students must attend school from age 7 to 18 or until they graduate from high school. Students are required to attend school regularly and must attend at least 167 days to earn credit and be eligible for promotion to the next grade.

***** Per Louisiana Law: School attendance, duty of parents and excessive absences are mandated to be reported.**

The state law holds parents responsible for the regular school attendance of their children. Parents or students who violate the school attendance law may be guilty of a petty misdemeanor.

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

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

Excessive and unexcused absences/tardies will be turned over to the District's Truancy Officers.

Students who are absent more than 10 days per school year may be retained unless they are officially excused from school. Louisiana state law considers a student to be habitually absent or tardy if the situation is not corrected after the fifth unexcused absence or the fifth unexcused occurrence of being tardy in a semester

1. A doctor's excuse presented within 5 days of the absence is required for the absence to be excused. A death in the family should be verified by the article in the newspaper. Absences for legal obligation will also be excused with proper documentation.
2. Students or parents should request from the teacher any make-up work the student has missed. Make-up work is to be completed in an equal number of days as the number of days absent. All requests must be made no later than 10 school days, after returning to school.
3. Please remember, even if an absence is excused, it still counts as an absence on the report card.
4. The maximum number of allowable unexcused absences for an elementary school student is 10 days. Absences that are greater than the allowable amount will result in retention. *(see Appendix A2)*

Tardy and Absence Policy

Any student who arrives at school after 7:55am is tardy. If a student has three or more tardies or unexcused absences, the parent/guardian can expect the school to take one or more of the following actions:

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

A student may be considered truant and referred to the Municipal Court by the school counselor or social worker when the student has had three (3) or more tardies or unexcused absences in one semester, and the school has made all reasonable efforts to correct the student's attendance problem.

Student pick-up and drop-off

Parents/Guardians or their authorized designee (a person of 18 years of age or older listed in the emergency contact information) may pick a student up directly from school at dismissal time. A designated area for pick-up will be indicated.

In case of an emergency and you can not arrive during dismissal to pick-up your student you should contact the FRONT OFFICE as soon as possible. Under no circumstances should parents/guardians contact students in their classroom or attempt to remove the student from the building without notifying and receiving permission from a staff member in the FRONT OFFICE.

Parents/Guardians who drive students to school in the morning are requested to pull up in the designated area. A staff member will be at the entrance to greet you 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 the student safely into the building.**

Late Student drop-off/pick-up

When a student arrives late or leaves early:

1. They must be signed in at the front office to receive a pass before entering class.
2. If a student must leave during the school day, he/she must be checked out in the office by a parent or guardian listed on the emergency card. Parents must wait in the front office for their child (ren) to be called. ***Proper identification is required to check out a student.***
3. No student will be released to a person not listed on the emergency card or to a person without proper identification. This is for your student's safety.
4. **No check out request or change will be honored within an hour of dismissal.**
5. Check outs, as well as tardies, are absences from school, and as such will be counted against perfect attendance.

Weather Closing

In the event of an emergency closing of school or early dismissal of students due to inclement weather or any emergency, announcements will be made via robo calls, over the news media and CANO/NOLAPS website.

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.

Single Point of Entry

As per Foundation Preparatory safety policy, we have ONE SINGLE POINT OF ENTRY for visitors on our campus. Every visitor must present a picture I.D. and utilize the main office entrance where they MUST sign-in at arrival and sign-out before leaving the campus. This process will take place at the Front Office.

Closed Campus

Once students have entered the school in the morning, students may not leave the school building under any circumstances without permission. A student with permission to leave may only leave under the escort and supervision of a school staff member or an authorized adult. If a student violates this rule, they will be subject to a suspension, contingent on a parent/guardian family conference. Students should be aware that the school has several neighbors and should be respectful and courteous of their needs.

Visitor Policy

All visitors are required to report to the FRONT DESK upon entering the building. Any visitors, including parents, who do not report to the FRONT DESK or are found in the building without authorization will be asked to leave immediately. We value parent support and encourage parents to visit the school campus. However, it is important that our policy is followed to ensure the safety of all. Please see the section on parent involvement for more detail.

Please be advised that the use and possession of certain items are prohibited on school premises. These items include but are not limited to vapes, cigarettes, e-cig, marijuana, alcohol, and tobacco. (*see Appendix B1*)

Scholar Searches

In order to maintain the security of all students and school staff, Foundation Preparatory 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, desks, and lockers 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

The safety of our students is of great importance to us. The school holds regular drills to teach students to stay calm in the event of an emergency. Therefore, fire drills are held on a regular basis and tornado drills may be held each semester. A fire drill consists of the fire alarm being pulled by a school staff. Upon hearing the alarm, school staff will assemble students in their location and proceed out of the building according to the fire evacuation plan posted in each room. Detailed exit plans are posted inside each classroom. Each class has an exit route to an outside area a safe distance from the school building. 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. We also have a School Emergency Management Plan.

Pulling the fire alarm in 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.

Lock-Down Procedures

A lock-down is called when there is an immediate and imminent threat to the school building population, possibly involving dangerous intruders. To notify students and staff of a lock-down, an administrator will make an announcement via the public address system or Crisis Team members will go classroom to classroom to inform teachers of the situation.

Principals or designee:

- Will announce over the public address system that a lock-down is in effect;
- Will call 9-1-1 or use first responder radio to notify New Orleans Police Department of the emergency and the need for immediate police assistance;
- Will notify Superintendent; and
- Will make one of the following announcements:

Class In Session (no lunches in progress): “Students and staff- It is necessary at this time to begin a school wide lock-down. All students are to remain in class. students in the hall report immediately back to your room. Teachers lock classroom doors. No one is to leave the classroom until an “All Clear” announcement is made by an administrator. Ignore a fire alarm. If there is a need to evacuate the building, an announcement will be made.”

Class Change in Progress: “Students and staff- It is necessary at this time to begin a school wide lock-down. All students and teachers report immediately to your next class. Teachers should be at their classroom door and lock it as soon as the students have arrived. No one is to leave the classroom until an “All Clear” announcement is made by an administrator. Ignore a fire alarm. If there is a need to evacuate the building, an announcement will be made.”

During Lunch: “Students and staff- It is necessary at this time to begin a school wide lock-down. Students in the cafeteria are to report immediately to the serving area, gym, auditorium or other appropriate location OR students in the cafeteria should follow practiced lock-down procedures using cafeteria tables and chairs as shields. students outside of the classroom at this time are to report back to your class immediately. No one is to leave his/her classroom or designated area until an “All Clear” announcement is made by an administrator. Ignore a fire alarm. If there is a need to evacuate the building, an announcement will be made.”

Teachers will:

- Secure students in their rooms;
- Lock/secure doors;
- Move students out of line-of -sight of door windows, using tables as shields if necessary;
- Take attendance; record missing and extra students;
- Have students remain quiet;
- Refuse to open doors for anyone under any circumstances;
- Wait for further instructions;
- Allow no one to leave until an “All Clear” is called;
- Administrator(s) and custodians will immediately lock all exits (*see Appendix B2*)

STUDENT LIFE

Uniform Policy

Foundation Preparatory students will adhere to our uniform policy. students will be expected to wear their school uniforms, and be well groomed.

All Students in grades Pre-K thru 8th Grade

- Black Pants (**K- 6th Grade**)
- Polo Shirt with logo (**K-6th Grade**)
- T-shirt with logo
- Belt if necessary (no studs, designs, etc...)
- Socks
- Shoes
- Student ID
- Outerwear/Jackets should have school logo

Students may not wear the following:

- Lip stick
- Name Plates/ Necklaces (Large or Small)
- Earrings (Young Men)
- Large/Dangling Earrings (Young Ladies)
- Belts with Name Plates

The uniform policy will be strictly enforced. Parents will be contacted to bring proper uniforms. (see Appendix C2)

Student Fees

Late Pick-ups (after 3:45 pm) Early Release Days (after 12:40 pm)	\$10 per child (CASH payment due by the end of the week.)
Copies of Documents	.25 per page (CASH payment due at the time of service)
Uniform Shirts (sold onsite)	
K-2	Polo Shirt \$15 T-shirt \$10
3-5	Polo Shirt \$15 T-shirt \$10
Sweatshirts	\$25
<u>CASH ONLY</u>	
Extracurricular Activities (band/drill team, dance team, cheerleader, football, basketball, soccer, etc.)	

Student Cell Phone Use

Students in grades pre-kindergarten through 2nd grade will NOT be allowed to have cell phones on campus. If for any reason a parent/guardian should need to be contacted the classroom teacher, co-teacher, and/or school staff will make the phone call.

Cell phones or any electronic devices will not be allowed/permitted in the classroom or other school activity, including field trips. Parents who wish to communicate with the school about their child for any reason are encouraged to notify the school office. Students may access a school phone under the supervision of a staff member to call home, if ill or in case of emergency, etc. Recognizing that many students have cell phones due to safety needs, Foundation Preparatory has established a process for students to check in cellular/electronic devices. Cell phones must be checked in as they enter the school/classroom during the homeroom period. Students that are tardy should turn phones into a homeroom teacher or Culture Coordinators. Cellular phones will be secured and returned to students at the end of the school day. **The school shall not be responsible for lost, stolen or damaged cell phones or devices.**

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/guardian. The slip will include the date of the trip, place, time, cost, and deadline for returning the permission slip. Students who fail to return the signed permission 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 may be required to remain on campus in another classroom.

Field trips are for Foundation Preparatory students only. School rules will be enforced during field trips. If, while on a field trip, a student misbehaves, he/she will be disciplined according to school policy and may not be allowed to attend future field trips. (***See Appendix C2***)

Extracurricular Activities

We fully understand that often students are motivated and have a JOYFUL school experience when they have the opportunity to display their talents through extracurricular activities. We offer a variety of activities such as: marching band, choir, dance team, cheerleading, girls and boys basketball, football, soccer, volleyball, theater etc.).

In order for all students to participate in any extracurricular activity they MUST adhere to academic and behavioral expectations. Students wanting to participate will be required to sign a contract promising to adhere to academic and behavior expectations. Any breach of contract will eliminate students from participation. Students must maintain a (2.0 GPA). Student GPA will be reviewed each quarter and students who are in jeopardy of falling below will be notified and given opportunities to focus on their academics in an effort to meet the GPA standard.

It is imperative that students maintain outstanding behavior. Many extracurricular activities require students to be bussed off campus to other facilities/sites. We MUST ensure that students will behave in a manner that is representative of (**school name**) values. The expectation is that students does not have multiple suspensions and/or referrals to the Student Hearing Office. In the event a student is on a team and an infraction occurs they will be

asked to sit out for five months. After the five month period the student will have an opportunity to be reconsidered to participate through the following process:

- Typed one page statement about changes in behavior
- 3 letters of recommendation from current advising teachers
- A letter from parent/guardian expressing plan of being child's accountability partner (*see Appendix C3*)

ACADEMIC EXCELLENCE

Vision: *The 2020-2021 CANO Academic Program provides guidance and resources to implement Tier 1 curriculum resources and supports, across all core content areas and grade bands, that provides educators and students with an opportunity to accelerate their learning with just-in-time scaffolds in the context of their grade-level work.*

Approach: *The CANO approach for the 2020-2021 curriculum implementation will be content specific and embrace the Louisiana Department of Education recommended approach. These approaches are intended to address unfinished learning while continuing to expose students to on-grade level standards and resources.*

Pre-Kindergarten: To support preschoolers in:

- Reading: recites rhymes, songs, and poems, surrounded by words and labeled objects in his/her classroom; begins to recognize letters and their sounds; and reads, listens to, and talks about books.
- Writing: draws, paints, cuts, and glues, developing fine motor skills; and practices writing letters and names.
- Math: counts; learns what a number is; learns about, finds, and forms shapes and patterns; measures; and sorts, categorizes, and compares objects.

ELA

Grades K-2: To support K-2 students in ELA instruction, the CANO Academic Program focuses on using high-quality curricula and supports to focus on teaching students how to read, build fluency in reading, provide a strong learning foundation, build understanding in various on-level concepts, and express understanding both verbally and written. Literacy screener results will be used to:

- Individualize instruction and provide necessary explicit, structured foundational skills direct instruction for small groups.
- Guide use of high-quality curriculum for each student

Grades 3-8: To support students in grades 3-8 in reading, understanding, and expressing their understanding of complex, grade-level texts, the CANO ELA Academic Program will focus on supporting students in accessing the features of complex, current grade-level texts. The Louisiana Student Standards for each grade level are cyclical in nature, with text complexity building at each grade level. Unfinished learning gaps will be addressed by:

- Teaching the new grade-level content, starting with Unit 1, using the high-quality curriculum's complex, grade-level texts.
- Using formative assessments from their high-quality curriculum to regularly diagnose students' needs.
- Providing targeted supports aligned to the theory of diverse learner support, understanding that more students will need support and some supports will be provided in a whole group setting.

After students have received all possible curriculum-based support described above, a small subset of students may also require support in the areas of *phonological awareness, phonics, and fluency* through intensive interventions

focused on the foundations of reading. Intensive interventions should be provided in addition to core, high-quality curriculum-based instruction.

Math

The CANO curriculum plan will connect previous grade-level to current grade-level work throughout the school year and will embrace high quality, standards aligned curriculum resources. The CANO Academic Team will provide guidance on scaffolds and supports for grade-level lessons throughout the 2020-2021 school year and will include:

- Pacing guides and/or implementation calendars that embed unfinished learning and necessary background knowledge connected to on-grade level lessons
- Additional supports, which are standards- and shift- aligned, to the most important work of the grade level for students who evidence *significant struggles or gaps in understanding*.

Science and Social Studies

Curricula for these two content areas will focus on current grade-level content and standards:

- Content spirals across grade levels.
- Instructional planning relies on the LSS- Science learning progressions to provide supports to build necessary background knowledge.
- Supports for building background knowledge will connect to the current grade level standards.

Students with Diverse Needs

English Learners: To support our English learners, the CANO Academic Program will focus on instruction - providing ELs with equal access and opportunity to high-quality instruction allowing language acquisition to occur across all content-areas all day, every day. English learners will be exposed to strong English language models to help them acquire and practice English language skills.

The goals of the program are to ensure that English Learners will:

- acquire English fluency for basic interpersonal communication as effectively and efficiently as possible.
- build academic language proficiency through meaningful instruction and experiences.
- access the tier 1 curriculum using the Louisiana Connectors for English Learners while progressing through the stages of language acquisition:
 - Beginning
 - Early Intermediate
 - Intermediate
 - Early Advanced
 - Advanced
- be consistently monitored for language development and academic progress.
- have equal opportunity for academic achievement.

EL teachers will support ELs by:

- coordinating time to plan with the main classroom ELA teacher,
- coordinating time to help support in ELA classes (either physically or remotely)
- providing small group instruction to ELs to support the Tier 1 curriculum,
- providing EL Newcomers class (3-4 times a week if in person, or at least once a week if remotely) focusing on English language development. EL Newcomers for this upcoming school year are those who are newly arrived and are non-English speakers, and those who scored level 1 on all domains on the ELPT in spring 2020.

Students with Disabilities: To support our Students with Disabilities, the CANO Academic Program will focus on utilizing high-quality curriculum resources with embedded supports while providing additional supports based on the individual student's IEP or IAP and needs. Unfinished learning will be addressed using just-in-time supports. This program will also:

- Complete compensatory education reviews to identify students with disabilities who need additional instruction and services as a result of lost skills and learning during the extended school facility closure. These determinations will be made by the IEP team.
- As a result of the compensatory education reviews, ensure additional instruction and services are connected to high-quality, rigorous curriculum and IEP goals, as appropriate for each student.

Students with Significant Cognitive Disabilities: In addition to the steps for IEP teams noted above, teachers of students with significant cognitive disabilities will also:

- Identify academic and functional gaps using the results from the LEAP Connect Spring 2020 assessment, along with other progress monitors.
- Scaffold learning towards the grade-level Louisiana Connector Standards using the [Essential Element Cards](#).

Assessments/Standardized Testing

Early Childhood Assessments & Screeners - Students in grades prekindergarten to third are given screening assessments to determine students' readiness for kindergarten and help identify which students are not learning what they need to meet grade level norms, and may need additional investigation to identify next steps for support. Below are a list of Early Childhood Screeners and assessments used within CANO elementary program:

- ❑ **STEP** - STEP (Strategic Teaching and Evaluation of Progress) is a research-based formative assessment designed to build teacher capacity for literacy instruction and provide educators with the data necessary to improve student achievement in literacy across grades K-5. CANO schools use STEP as its Early Childhood Literacy Screener for grades K-3. The data from this screener allows leaders and teachers to strategically plan for individualized supports for all students in reading.
- ❑ **DRDP** - The Desired Results Developmental Profile–Kindergarten (DRDP–K) is an assessment instrument that is designed for teachers to use to reflect on the learning, development, and progress of all children during the transitional kindergarten/ kindergarten year.
- ❑ **GOLD** - GOLD by TeachingStrategies is an observation-based child assessment used in classrooms from birth through kindergarten. In Louisiana's early childhood and kindergarten classrooms, GOLD by Teaching Strategies is used to measure each child's growth and development for multiple purposes. It blends ongoing observational assessment for all areas of development and learning with performance tasks for selected predictors of school success in the areas of literacy and numeracy.
- ❑ **NWEA/MAP** - The Measures of Academic Progress (MAP) is a suite of assessments that deliver data needed to make a difference in student progress. Students in grades K-2 complete the MAP assessment in ELA & Math four times a year. The data provided from the assessment helps teachers to make informed decisions on individual students' needs and track students' progress towards mastery of their individual RIT goal (Rasch UnIT).

Grade 3 - 8 Assessments & Diagnostics - Students in grades 3 through 8 take assessments in English Language Arts, mathematics, science, and social studies. These assessments are aligned to the Louisiana Student Standards which were developed with significant input from Louisiana educators. Below are the assessments and Diagnostics used within CANO 3 -8 programs:

- ❑ **LEAP 360** - LEAP 360 is a high-quality assessment system that provides educators with a complete picture of student learning at the beginning, middle, and end of the school year. LEAP 360 delivers streamlined assessments in a comprehensive system for classrooms, schools, and school systems. Students in grades 3-8 complete LEAP 360 assessments three times a year.
 - ★ **Diagnostic assessments:** Determine student readiness for new course work and assist with teachers in setting meaningful and ambitious goals; given at the start of the school year or course
 - ★ **Interim assessments:** Evaluate student learning and monitor progress toward year-end goals and allow teachers to target and adjust instruction; administered at checkpoints throughout the year
- ❑ **LEAP 2025** - The Louisiana LEAP 2025 (Louisiana Educational Assessment Program) is the updated assessment program for Louisiana to test students in English Language Arts (ELA), Mathematics, Science and Social Science. Each year, students in grades 3 through high school take state tests to measure their knowledge and skills in each subject area and their readiness for the next level of study. The LEAP 2025 tests are just one of several indicators. The results from the tests will be used to help schools, school systems, leaders, and teachers identify when students need additional support or more challenging work in each subject area. This information is also used to measure how well schools and school systems are helping students achieve higher expectations.

Diverse Learners Assessments - English Learners & Special Education Students

English Learners (ELs) come from diverse backgrounds, both culturally and linguistically; they bring to their learning a vast set of experiences and knowledge-base as they engage in the learning process in a new language. Louisiana believes English Learners (ELs), like all other students, can achieve academic success through a clear and concise alignment of quality standards, instructional programs and resources, professional development, and assessments.

- ❑ **ELPA21** - The English Language Proficiency Assessment for the 21st Century, or ELPA21, is a test of English language proficiency. The test is based on the English Language Proficiency Standards and addresses the language demands needed to reach college and career readiness. ELPA21 assesses English language ability in the four language domains of Reading, Listening, Writing and Speaking. A detailed Achievement Level Descriptor (ALD) will be found on your child's individual score report for each domain. Within each of the four domains there are five performance levels (1-5). These performance levels offer information about your child's performance within each domain.
- ❑ **ELPS** - The ELPS (initial screener) is a tool for determining if students entering Kindergarten through grade 12 are English Learners (ELs) who require language support services to continue developing proficiency in English. Students who do not score proficient on the ELPS will be identified as an EL and can receive an EL Accommodations Form. The ELPS is designed to assess a student's English proficiency in the four language domains: listening, speaking, reading, and writing.

Louisiana offers an alternate assessment for students who have Individualized Education Programs (IEPs) and meet specific criteria. The alternate assessment is LEAP Connect.

- ❑ **LEAP Connect** - Students with the most significant cognitive disabilities are eligible to take LEAP Connect. The assessment is based on Extended Standards that capture the core academic content of academic standards. Students in grades 3 through 8 and 11th grade are assessed in English language arts and mathematics; students in grades 4, 8, and 11 are also assessed in science. Students who take the LEAP Connect may receive a Career Diploma through an alternate pathway or Certificate of Achievement.

Progress reports, Report cards and Grades

Report cards or progress reports are given to students each nine weeks. Students receive letter grades or other indicators that reflect their performance relative to grade level requirements. Students are retained if they do not pass/master standards/skills at their grade levels. Interim reports are given to students during each grading period. This is to inform parents/guardians of their child's academic progress. In the event deficiencies are noted, please schedule a conference with your child's teacher. This is the most effective way to support your child's academic success. Interim Reports and Report Cards must be signed by the parent/guardian and returned to the student's homeroom teacher on the next school day. The School Board approved numerical grading scale is as follows:

Grading Scale for Grades 1-6	
Percentages	Equivalent Letter Grade
100 - 93	A
92.9 - 85	B
84.9 - 75	C
74.9 - 67	D
66.9 - 0	F

Grading Scale for Grades Kindergarten	
Percentages	Equivalent Grading Performance
100 - 83	Mastery
82.9 - 66	Developing
65.9 - 0	Beginning

Grade Weighting:

Assessments/Projects:	50%
Classwork/Participation:	40%
Homework:	10%

Minimum Number of Grades:

Teachers will have a **MINIMUM** number of two grades per week totaling a **MINIMUM** of 18 grades per quarter including a **MINIMUM** of six (6) "Assessments/Projects" per quarter.

Make-Up Work Policy

Students are expected to make up work missed while they are absent. They will be given full credit for work done that satisfies the conditions of the district policy for make-up work. Immediately upon returning to school, the student must contact teachers concerning arrangements for making up work. A zero will be given for work that has been required by the teacher and has not met guidelines for make-up work. After the student has been absent for

three days, the parent/guardian may request make-up work by calling the school’s administration and student’s teacher. When an absence occurs, it is the student’s responsibility to inquire about, complete, and return assignments. Students should expect to do more paperwork than those who were in attendance because it is necessary to make up for classroom experiences missed. The following is a timeline for make-up work.

Deadlines & Timelines for Make-Up Work	
1 day absence	day following return to school (next day)
2 day absence	2 days after return to school
3 day absence	3 days after return to school
4 day absence	4 days after return to school
5 day absence	5 days after return to school

Students absent more than five (5) days must make arrangements with their teachers for making up the work missed within one week (5 school days) after their return to school. Late work guidelines also apply to make-up work.

Homework Policy

All CANO schools are mandated to provide students with academic excellence and additional opportunities for practice in the areas of reading, writing, and math, and their applications in all subject areas including science and social studies. These skills often need to be reinforced with additional practice, and/or homework. Homework is given to reinforce classroom instruction. Students should not be expected to have homework that has not been introduced during class. It is essential that parents/guardians assist in the homework process. Failure to complete homework may result in non-mastery of the skills and lower grades in each content area and/or classroom. Homework will be assigned a minimum of three (3) times per week in each promotional subject. **Combined homework assignments will not exceed one and one-half hours.** Teachers will provide the guidance needed in order for students to be successful. If you have questions regarding your child’s homework, please reach out to the teacher directly for assistance.

Parent and School Meeting/Conference Request Policy

All CANO schools invite parents to be involved in their child’s academic and behavioral progress. Parents are welcomed to visit and meet with teachers and leaders as needed throughout the school year. CANO guidelines for requesting meetings/conferences with teachers and/or administrators Meetings/Conferences with parents can be scheduled during a teacher’s planning times or before/after school.

- Meetings/Conferences should be held with the teacher before requesting one with the principal.
- Any parent wishing to see a teacher or administrator for a meeting/conference should make an appointment in advance. Please allow the teacher/administrator 24 to 48 hours to respond to meeting/conference requests.
- Teachers **will not be interrupted during instructional time to meet with parents.**

****Contact your child’s school directly for any additional information.* (see Appendix D1)***

Academic Integrity Policy

All CANO schools are dedicated to developing the academic potential of every student. We are committed to promoting ethical scholarly conduct. Cheating and plagiarism are serious violations because they: undermine learning, hamper competence, tear down ethical behavior; prohibit both teachers and students from knowing a student's true academic ability; and break down the trust that is so vital to any learning community.

The elementary schools recognize and value the importance of introducing and educating students on cheating and plagiarism. This includes defining what cheating and plagiarism are and informing students of the potential consequences when cheating and plagiarism occur.

Students in fourth grade will be introduced to the concept of cheating and plagiarism through classroom teachers, staff, and school leaders. Students will review these concepts in fifth grade to fully understand the consequences of such acts. In order for students to understand the difference between cheating and plagiarism, the elementary schools will introduce "common" definitions and "examples" of both. Middle school students are responsible for knowing what is considered acceptable and unacceptable behavior when it comes to academic integrity.

These definitions and examples are consistent for all students:

What is cheating?

Cheat: "To violate rules and regulations. To act in a dishonest way." Some examples of cheating include:

- Giving or receiving answers during a test.
- Directly copying assignments from other students (including homework).
- Turning in classwork or homework as your work that is actually the work of others.
- Giving your work to another student that will be copied or used.

What is plagiarism?

Plagiarism – representing someone else's work, words, images, data or ideas as your own without properly citing the source. Some examples of plagiarism include:

- Copying or paraphrasing someone else's words or ideas from the internet, books, magazine articles or directly from a person.
- Copying or presenting someone else's work as if it were your own.
- Giving your work to another student whether or not you believe it will be copied.

What are the consequences for cheating and plagiarism?

Samples may include but are not limited to:

- Reviewing the definitions of cheating and plagiarism
- Parent notification
- Requiring students to complete an alternative assignment
- Meeting with principal, teacher, and parent
- Receiving no credit or grade for the assignment, project, test or quiz

Student Educational Material

Students should come to school each day ready to learn with all needed materials and supplies. Parents/guardians will receive a supply list that is specific to their child's grade. Please make sure your child has a backpack with their name or initials visible. (*See Appendix D2*)

Virtual Learning Expectations (see Appendix D3)

STUDENT SUPPORT SERVICES

Community Academies of New Orleans provides vision, leadership, and expertise to schools regarding the implementation of curricular, instructional, social, and behavioral initiatives that support the achievement of students with disabilities in compliance with state and federal mandates. We work closely with students and families to meet every child's individual needs by providing academic, behavioral, and/or social emotional support for each individual student. We also provide ongoing professional development for our Special Education staff.

Special Education staff members are expected to meet all deadlines and ensure compliance with school, district, state, and federal guidelines. Staff members can use this handbook in addition to other resources that are in compliance with the New Orleans Public School handbook. We follow the policies and procedures outlined by the LA Department of Education:

- LA Bulletin 1706—Regulations for Implementation of the Children with Exceptionalities Act;
- LA Bulletin 1508 – Pupil Appraisal Handbook; and
- LA Bulletin 1530 - IEP Handbook for Students with Exceptionalities.

Assessment and Evaluation

Assessment is the process of collecting and interpreting information relating to a child with a disability for the purpose of determining the child's present skills to form a base on which new learning experiences can be planned. Before a child can receive special education services, a thorough evaluation is carried out. Depending on the areas of concern, it would include a comprehensive look at the child's physical, cognitive, academic, social, emotional and language development. Generally teachers and other professional staff members are responsible for conducting assessment activities.

Based on the evaluation data the team, made up of professionals and the parents, determine if the child meets criteria in one or more of the disability areas identified by the state of Louisiana. After a child qualifies for special education services, a re-evaluation is conducted at least every three years to determine if special education continues to be needed. A reevaluation waiver is completed if there are no new concerns.

Confidentiality and Its Application

Confidentiality is the most critical and important aspect of the educator's job. It is a legal responsibility to protect the rights of students with disabilities and parents in regard to data privacy. Educators have access to personal information about children and their families including these examples:

- The results of formal and informal tests;
- Behavior in classrooms and other education settings;
- Academic progress;
- Family circumstances and family relationships;

Both the children and the family have the absolute right to expect that all information will be kept confidential, and made available only to personnel in school or another agency who require it to ensure that the rights, health, safety, and physical well-being of the children are safeguarded. Confidentiality must be maintained and protected, and the rights of students to due process, dignity, privacy, and respect must be promoted.

Always ask yourself

- What information would you want discussed with others regarding your child?
- What would you like said about yourself as a parent?
- What would you like said about your family, your values, your lifestyle?

Instructional Content and Practice

Special Education Teachers will use the ***Instructional Planning material provided by the CANO curriculum department***. This guide serves as a resource for all instructional staff with Choice Foundation, outlining the curriculum, resources, and instructional framework expected for all of our students. Administrators should use this document to support and assist teachers in planning and delivering instruction in all classrooms. Teachers should use this document to assist them in accessing instructional resources and planning their lessons. Special Education Teachers follow the assessment schedule outlined by Community Academies for local and state assessments. All students are expected to access grade level content and take an appropriate statewide assessment i.e. LEAP or LEAP Connect.

Transportation Accommodations

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

Discipline Policy & Procedures for Students with Disabilities

I. Overview of Procedural Safeguards

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

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

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

- B. Determining Change in Placement.** A change in placement is a legal term that applies to the situations described below. A student’s school suspension that occurred in a 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, i.e., Expulsion

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

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

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

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

A series of suspensions with days that total more than 10 total school days in a school year may be a change in placement.² The special education chairperson, with assistance and documentation from the Administration/Disciplinarian, monitors the number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.

FACTORS FOR DETERMINING PATTERN OF SUSPENSIONS

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

Other Pattern Considerations. Consider such factors as:

- Length of each suspension, e.g., 1 day, 4 days, etc.
- Total cumulative days of suspensions, e.g., 11 days, 20 days, etc.
- Proximity of (time between) suspensions, e.g., 1 week apart, 2 months apart, etc. A pattern is more likely to exist when the facts in each factor are more extreme, e.g., longer suspension lengths, more cumulative days of suspension and fewer days between each suspension. Also, consider whether the suspensions are: from the same class on a regular basis; on the same day of the week; at the same time of day; for the same activity; involving same staff or other students.

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

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

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

In-school Suspension. An in-school suspension will not be considered as a suspension for the above purposes as long as a student is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the

¹ In-school suspension and suspension from the bus may constitute a suspension to the extent they impact implementation of a student's IEP. See additional information on the next page. ²

In-school suspension and suspension from the bus may constitute a suspension to the extent they impact implementation of a student's IEP. See additional information on the next page.

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.

- a. **Suspension/Removal for Portion of School Day.** Students sent home from school in the morning because of misconduct are considered to have a full-day suspension. Students sent home in the afternoon are considered to have a half-day suspension. These conditions apply unless the student's BIP specifically calls for the student to receive a shortened school day when certain behaviors are exhibited.²
- b. **Bus Suspension.** The following standards apply based on whether transportation is a related service on the IEP:
 - 1) **Bus Transportation Is IEP Service.** When transportation is an IEP service, a student's removal from the bus is considered to be a suspension **unless** transportation is provided in some other way. In this case, transportation has been determined to be necessary for the student to access educational services.
 - 2) **Bus Transportation Is Not IEP Service.** When transportation is not an IEP service, the student's removal from the bus is NOT considered to be a suspension. In this case the student/parent has 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.

Monitoring Suspensions - Principals must have procedures in place to monitor and cumulatively total all suspensions for students with disabilities.

C. Determining Manifestation Determination & Services.

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

a. Making the Decision

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

² Note: The Student Information System allows only the entry of suspension for a full day; half days are not permitted. Thus, there may be a difference between a student's actual total number of suspension days and the total recorded on the System. The student's "actual" full time equivalent days of suspension, however, are relevant to the application of these standards. Schools are strongly encouraged to enter suspension data in "real time."

4) Ask Two Questions to Determine Manifestation. The team must consider the two questions below to determine if a student's behavior was manifested by his/her disability.

a) Relationship of Behavior to Misconduct. Was the conduct caused by or directly and substantially related to the student's disability?

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

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

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

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

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

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

e. Behavior is NOT Manifestation of Disability

1) Same Consequences. If the IEP team members agree that the student's conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as all students.³

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

a) Identifies Services. Identifies 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; and

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

³ If a parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability or with the interim alternative educational services or location, the parent may request an expedited due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise.

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

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

In circumstances related to a student's use of weapons, drugs or imposition of serious bodily injury, school officials may remove a student for 45 school days by following the procedures below. **A. Criteria for Emergency Removal.**

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

A weapon is a device, instrument, material or substance animate or inanimate that is used for or is readily capable of causing death or serious bodily injury (excluding pocket knife with a blade of less than 2 ½ inches in length); firearms, including a starter gun; the frame or receiver of such a weapon; a muffler or silencer; any destructive device including any explosive incendiary or poison gas bombs, grenades, rockets, missiles and mines; does not include antique firearms.

- 2. Drugs.** A student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the school's jurisdiction;

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

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

- 3. Serious Bodily Injury.** A student inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or an LEA.⁴

Serious bodily injury involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

B. Removal

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

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

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

1. Behavior IS Manifestation of Disability

- a. FBA/BIP.** As discussed above, the IEP team must conduct or review an FBA and create a BIP addressing ways that the school can help the student with the conduct at issue. If the student already

⁴ To comply with the law, a 45 school day emergency removal for serious bodily injury must be extremely serious, i.e., requiring medical treatment.

has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. Note: if the FBA requires a new assessment of student behavior, parental consent is required.

- b. **Reevaluation.** The student may be referred for a reevaluation.
 - c. **More Intensive Services.** The IEP team may meet to consider more intensive special education services upon the expiration of the 45 day IAES or sooner.
2. **Behavior is NOT Manifestation of Disability**
- a. **Disciplinary Hearing.** If all team members determine that the conduct was not a manifestation of the student's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.
 - b. **FBA/BIP.** The student must receive, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior related to the disciplinary violation so that it does not recur.

III. Appeals

A. Reasons for Requesting an Expedited Due process Hearing

- 1. **Parent Disagreement.** Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing.
- 2. **School Considers Students to be Dangerous.** If a school has documented reasons to believe that keeping the student in his/her current school is **substantially likely to result in injury to the student or to others**, the school should request an emergency hearing for the purpose of transferring the student to an IAES for up to 45 school days. *Note: this standard is not as high as serious bodily injury; it does not allow for an immediate 45*

school day removal.

B. Authority of Hearing Officer

- 1. A hearing officer may:
 - a. Return the student to the placement from which the student was removed if the hearing officer determines that the removal did not comply with these procedures or that the student's behavior was a manifestation of the student's disability; or
 - b. Order a change of placement to an IAES for not more than 45 school days if maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
- 2. The school may repeat its request for an expedited hearing if it believes that returning the student to the original placement is substantially likely to result in injury to the student or to others. **C. Expedited Due Process Hearing Procedures.**
 - 1. An expedited hearing must occur within 20 school days of the date the request is filed. The hearing officer must make a determination within 10 school days after the hearing.
 - 2. Unless the parents and school personnel agree in writing to waive the resolution meeting or agree to mediate the dispute:
 - a. A resolution meeting must occur within seven days of receiving notice of the hearing request; and
 - b. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request.

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

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

D. Placement during Appeal of Discipline Decision

1. **Weapons, Drugs or Serious Bodily Injury.** The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.
2. **Behavior Not Manifested by the Student's Disability.** The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.
3. **Behavior Is Manifested by Student's Disability but Belief Behavior is Substantially Likely to Cause Injury.** The student remains in the placement (s)he was in at the time of the behavior in question unless the parent and school personnel agree otherwise.

IV. Students Without IEPs or Section 504 Plans "Deemed to Have a Disability"

In some cases, a student without a disability will be deemed to have a disability. The criteria for making this determination and the applicable procedures relevant to such a finding are discussed below. **A. Knowledge of suspected disability (Thought to be a student with a disability)**

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

1. **Evaluation Requested.** The parent requested an evaluation.
2. **Written Concern.** The parent expressed concern in writing to the student's teacher or school administration about the student's need for special education and related services
3. **Specific Concerns by Staff about Pattern of Behavior.** The student's teacher or other school staff told school supervisory personnel of specific concerns about the student's pattern of behavior.

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

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

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

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

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

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

If the parent requests an evaluation for a suspected disability after the student is sent to an IAES, the school must conduct an expedited evaluation at parental request. However, the student remains in placement, including an IAES, during the evaluation. If the student is found to have a disability, an IEP must be developed. The IEP team must then conduct a **manifestation determination**. If the behavior is manifested by the student's disability, the team reconsiders the student's placement in light of the new information.

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

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

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

VI. 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 nondisabled students who are suspended or removed pursuant to the school's *Code of Student Conduct*.

POSITIVE SCHOOL CLIMATE

At Foundation Preparatory the learning environment is sacred. We are committed to ensuring EVERY student is physically, emotionally, and intellectually safe. We have a deep understanding that individuals learn best based on positive relationships and interactions with peers and adults and in environments that foster opportunities for students and staff to learn and grow together. As educators we have come to understand that building healthy, positive relationships is a key component to a student's success in life. Therefore we deliberately keep the social and emotional health of our students as one of the central focuses of learning. Our core values of CARING, COLLABORATION, COMMITMENT, CHOICE, and CREATIVITY are the foundations of what we believe and hold important. The cultural expectations are our basic and simple actions that are directly aligned to our core values.

PBIS (Positive Behavior Interventions and Supports)

Positive Behavior Interventions and Supports (PBIS) are proactive approaches to teaching and establishing behavioral expectations and a positive school culture. It is our goal that all students achieve social, emotional, and academic success in as joyful a way as possible. In an effort to set students up for success teachers explicitly teach and model school expectations. Every student has an opportunity to experience participation in ALL PBIS activities/events.

Community Circles

A community circle is a safe discussion space in which students and teachers sit in a circle so that each member's faces are visible to one another. The community circles are explicitly used as an opportunity for students to build community in class and in our school. In a community circle, the teacher participates as an equal member of the classroom, facilitates the discussion rather than leading it. The space is given to students to share their authentic voice. Community circles have been proven to increase motivation and engagement, empower students by giving them an opportunity to express differing thoughts and opinions in a safe non-judgemental space. (*See Appendix E*)

Social Emotional Learning

Meeting the needs of the whole child is our school's priority. Although academic achievement is a priority we must ensure our students are prepared for life. In order to achieve this, we have several services and curriculums available to teach conflict resolution skills, identification of emotions, and anger management skills, self-awareness and responsible decision making skills.

Restorative Practices

At Foundation Preparatory we understand the importance of establishing healthy, positive relationships; We adopted Restorative Practices proven to do just that. The Restorative Approach is a guided principle that views relationships as central to learning, growth, and a healthy school climate for students and adults. Restorative Practices are techniques that focus on build, maintain and when necessary, repair relationships among all members of our school community.

Counseling

At Foundation Preparatory we offer a planned individual and group counseling program provided by ***Community In Schools*** to students who need help with any school adjustments. Immediate assistance is provided for those students who experience problems, and long-range services are made available when necessary. These services may include providing educational information, career information, personal/social information and services, and referral services.

STUDENT HEALTH AND WELLNESS

The students of Foundation Preparatory are eligible for services provided by the nurse, social worker, and counselor on staff. In order to use these services, the appropriate consent forms must be completed by families and returned to school.

Illness

If a student becomes too ill to remain in class, we will attempt to reach you by phone and recommend that you come to school and pick up your child. This is the reason it is so important that we have an updated, working phone number on your child's emergency card at all times. If your child is ill, please do not send him or her to school. PLEASE NOTE: Keep your child at home until fever free for 24 hours without fever-reducing medication or with a doctor's note. Any student with a contagious disease or condition such as pink eye, chickenpox, ringworm, or impetigo (Indian fire), will be sent home and must remain at home until cleared by a physician to return to school. Students with head lice must remain home until there is no evidence of infestation. No student can return to school without a recheck for infestation. The parent must return the child and wait until cleared. 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.

Fever

Any temperature greater than 100 degrees Fahrenheit 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 infection, 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 at 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 doctors' 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.

Restroom accidents

Parents of students in Kindergarten and First grade are required to send an extra uniform shirt, uniform pants, underwear, socks, to school in a zipped gallon plastic bag labeled with your child's first and last name printed in permanent marker on the bag. Parents of students in second through fourth grade are strongly encouraged to do so as well. The extra uniform clothes will be kept in your child's homeroom. 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 if the parent/guardian has 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 front office until someone can bring a change of clothes.

Lice, Scabies, & Ringworm

A student will be sent home from school if live 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 ringworm, a written notice stating that the student is not contagious is required from a licensed healthcare provider before the student may return to school.

Conjunctivitis (pink eye)

If a student comes to school or develops while at school redness, itching, and/or tearing of the eyes or discharge or crusting around the eyes, the student will be removed from the rest of the class and parents/families will be called immediately to pick the student up. Parent/guardians must take the child to a licensed healthcare provider and return with a note from the provider clearing them to return to school.

Influenza/H1N1 (plan care)

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.

Covid-19

If your child is sick we ask that you keep them home. If your child has ANY of the following symptoms DO NOT send them to school. They may have covid-19 and can spread it to others.:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

If your child develops any of these symptoms while at school a parent/guardian will be called to pick the child up from school immediately.

If your child has been around anyone that has these symptoms or has tested positive for covid-19 DO NOT send them to school. Contact your healthcare provider and follow the self quarantine guidelines.

Requirements for students attending school on campus:

- **Mask**-ALL students and staff are required to wear masks.
- **Temperature check**- ALL students and staff will have temperature checked upon entering the building.
- **Social Distancing**-will be practiced throughout the building.
- **No sharing of supplies**-students MUST have their own school supplies. There will be NO community sharing.
- **Frequent handwashing and sanitizer**-ALL students and staff will frequently wash hands and use hand sanitizer throughout the school day.

(cdc.gov Coronavirus Disease 2019- Symptoms of Coronavirus) (see Appendix F1)

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 symptoms.

Medication

School employees may not give medicine to any student unless the school has the appropriate forms signed by the doctor and parent. School employees are not allowed to give aspirin or apply ointment for cuts or abrasions. **Students are not allowed to bring any type of medication to school including cough drops, chewable vitamins,**

etc. School medication order and consent forms are available in the school office and must be approved through the school nurse.

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

- The medication is prescribed by a licensed physician or healthcare provider.
- The Medication Order Form authorization for has been completed by a physician AND a parent/guardian.
- The medication is given to the school nurse by a parent/guardian.
- Medication is in original pharmacy 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/guardians may bring up to a 31-day supply of medication.

School breakfast and lunch

The school participates in the National School Breakfast and Lunch Program, which provides free meals and free milk to eligible students. All students at Foundation Preparatory are eligible..

Breakfast is served at (7:30am until (7:55am). Students who arrive after (7:55am) 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.

Students are welcome to bring 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.

(See Appendix F2)

Healthy snacks

Healthy Body Healthy Mind is the philosophy of CANO. We want to ensure that our students have access to healthy snacks at school. We have a healthy snack program which allows for afternoon snack of fruit or other healthy choice (such as pretzels, whole wheat goldfish, yogurt, or string cheese). Students may not bring snacks from home.

STUDENT RECORDS

General

Federal and State laws provide parents/guardians and eligible students (those who are age 14 or older) with rights of access to and amendment of confidential student records. Copies of regulations detailing these rights are available in the Front Office. The following is a general overview to the provisions in the Regulations.

Emergency Card Information

It is vitally important that the school have methods of contacting parents/guardians or other family members at all times, especially in case of an emergency, illness, or behavior requiring immediate family contact. Parents/guardians are required to notify the Front Office of any moves and/or changes in home and emergency telephone numbers within two business days of the change. Parents/guardians are advised to notify the school in the case of a change in place of employment.

Foundation Preparatory requires that every student have a completed and updated emergency card on file at his/her school. It is the parents' responsibility to notify the school if any information on the card changes during the school year. Falsification of information on an emergency card may result in disciplinary action. It is very important that parents include the following information on their child's card:

1. Two local working telephone numbers
2. The names and phone numbers of people who are authorized to pick up the student. **Only** those who are listed on the card will be allowed to sign your child (ren) out of school.
3. Correct address information must be provided so that mailed school correspondence will be received and home visits can be conducted.

In the event of an emergency, parents/guardians should contact the Front Office either by phone or in person. Under no circumstance should parents/guardians contact their student in their classroom.

Access and Amendment

A parent/guardian or eligible student has a right to access student records and to seek an amendment if the parent/guardian or eligible student believes the record 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 Principal.

Confidentiality

Release of student records generally require consent of the parent/guardian or eligible student. However, records as needed to perform their duties. Foundation Preparatory 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/guardian.

Photographs, videos, audio, recorded comments

For the purpose of publicizing student and school accomplishments, and/or documenting and studying teacher practice, Foundation Preparatory has a practice of recording student life through photography, video, audio, or otherwise recorded comments. In the event a parent/guardian or eligible student objects to the release of publication of any of the above, the parent/guardian and/or eligible student may state that objection in writing to the Head of School/Principal. 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/guardian or eligible student.

TRANSPORTATION

Bus pick-up and drop-off

All students who come to school on the bus must ride home on the bus unless they have a signed and dated note from the parent/guardian. All students must ride their assigned bus to and from school.

Rules of the school also apply to students while waiting for and riding the bus. Only regularly scheduled bus students are able to ride the school buses. Any exception must be approved by the Principal, the bus driver, and the Department of Transportation. (*See Appendix G*)

BUS TRANSPORTATION agreement: The parent of the designee should be available at the bus stop for supervision. The parent must provide the bus driver and school with names and working phone numbers of all designees that the child may be released to. It is the parent's responsibility to supply the bus driver and the school with any change of phone numbers or address changes.

Late buses

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

Adult at the bus stop for under age students

Parents/Guardian MUST be at the designated bus stop at the specified time to receive their student under 9 years old off the bus. If an adult is not present at the time of drop-off the bus driver will continue the route then drop your student off back at school. If your student is returned to the school after the closing of the school building, the student will be taken to the nearest police station. A report will be made by an NOPD Officer and a parent/guardian MUST pick-up students from the police station.

Transportation changes

Any changes to a student's transportation MUST be made through the Front Office including emergencies that impact a student's regular transportation. It is the parents/guardians responsibility to contact the school and complete an updated Bus Stop Change Form. Bus pick-up/drop-off locations will not be changed until the Bus Stop Change Form is complete. Parents/guardians should allow at least one week for bus stop change request to be processed. Thus, we encourage families to notify the Front Office of changes in address immediately.

School Bus Conduct

We consider the school bus to be an extension of the classroom and school. That means 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 she or he is not allowed on the school bus, unless the student has also been suspended from school.

Please note that parents/guardians are not allowed to get on the school bus and are not allowed to address any student that is not their child. If parents/guardians have any questions or concerns about the school bus, driver, monitor, or students, they should inform the Front Office of their concern. School administrators will then conduct an investigation into the complaint.

Students with transportation documents on their Individual Education Plan (IEP), who are suspended from riding the school bus, must be provided alternative transportation by the school. If transportation is not documented on the IEP, it is the responsibility of the parent/guardian to ensure the student is transported to and from school.

School Bus Infractions

Suspendable Offenses: Actions that interfere with anyone's safety and learning, are of threatening or harmful nature, legal violations and warrant administrative interventions.

Infractions that are suspendable can be, but not limited to the following: possessing tobacco or a lighter, using/possession alcohol, leaving the bus w/o permission, using objects dangerously or inappropriately to harm others or damage property, vandalism, willful disobedience to authority that threaten the safety of others, using profanity and/or obscene language, instigate or participate in fights, bullying, intentionally causing a major, unnecessary disturbance, improper use of a cell phone and/or electronic device, inappropriate bodily contact or harassment, improper use of a computer: viewing obscene, pornographic, violent or sexually harassing material; or information manufacturing of weapons; any other infraction the principal deems to be similar in severity.

Expellable Offenses: Actions that severely interfere with anyone's safety and learning, are of a threatening or harmful nature, are legal violations and warrant immediate response from administration, crisis team, entire staff, and/or community support.

Infractions that are expellable can be, but not limited to the following: possessing any controlled dangerous substance governed by the Uniform Controlled Dangerous Substance Law, or any prescription drug, or unmarked medication; possession or use of any implement/substance with the ability to seriously harm another person; robbery of an individual; engaging in consensual sexual acts; engaging in nonconsensual exposure of body parts in a sexual manner; assault of an individual with dangerous substance or implement.

Denial of transportation

We consider the school bus to be an extension of the classroom. That means we have the same standards of behavior expectatio on the school bus. Students who violate the discipline code while on the school bus may be disciplined and may be denied transportation, either for the remainder of the school year or for temporary suspension. The student is expected to come to school on the days if he/she is not allowed on the school 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 attempt to meet with the bus driver, monitor, or any other student. If a parent/guardian has questions or concerns with the school bus driver, monitor or a student, they should be addressed with the Front Office as soon as the concern rises. School administration will then conduct an investigation into your complaint or concern.

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.

Students who are in third grade on up may walk themselves to and from school. However, families should still notify the school in order to determine a safe route and the availability and location of the crossing guard. Older siblings are prohibited from walking students under the third grade to or from school.

GENERAL SCHOOL INFORMATION

Family Orientation

Family Orientation is an opportunity for families and school staff to begin building the most important partnership that our students can have. Prior to the start of school all families will be invited to bring their students to Family Orientation. During this time the school will review important school information and school-wide expectations. Students and families will meet their classroom teacher and other staff members.

Visiting the school/classroom

Our school encourages visitors and volunteers. We ask that all visitors call their students' classroom teacher ahead to schedule a visit. Visits will be granted based on availability after the first three weeks of school. During the beginning of school, it is critical for students to transition into their new setting. After this transition period, we encourage parents to visit and observe classroom(s) and see our amazing teachers and staff working with their students. **When observing in the classroom, parents are asked not to disrupt the education of their child or other children or to attempt to conduct individual conversations with the teacher or staff during the school day.** *Parents who are disruptive to the educational process will be asked to leave our school's campus.*

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, picture, signs or racial slurs;
- 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

Our school encourages visitors and volunteers. We ask that all visitors call their students' classroom teacher ahead to schedule a visit. Visits will be granted based on availability after the first three weeks of school. During the beginning of school, it is critical for students to transition into their new setting. After this transition period, we encourage parents to visit and observe classroom(s) and see our amazing teachers and staff working with their students. **When observing in the classroom, parents are asked not to disrupt the education of their child or other children or to attempt to conduct individual conversations with the teacher or staff during the school day.** *Parents who are disruptive to the educational process will be asked to leave our school's campus. (see Appendix H)*

Home visits

We strongly believe that Home Visits serve as building blocks to a solid relationship between home and school. Periodically throughout the school year you may receive a visit from school staff. The purpose of the visit can vary from just a wellness check to sharing exciting news to addressing academic and/or behavior concerns.

Fun Family events/activities

Throughout the school year, Foundation Preparatory will have scheduled Family events and activities. All parents/guardians are invited and encouraged to attend. It is important that our students share their JOY of school with you. You will receive a calendar for the school year with scheduled events and activities.

Birthday Celebrations

Parties and celebrations are at the discretion of each teacher. Parents must get permission from the classroom teacher so the best day of the week and time can be determined. Each teacher will provide the appropriate time if allowed. The teacher will provide the parent/guardian with a food allergy list. All outside food **MUST** be prepackaged. **Please limit your guest to two visitors MAXIMUM at the time of the celebration.**

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/guardian. The slip will include the date of the trip, place, time, cost, and deadline for returning the permission slip. Students who fail to return the signed permission 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 may be required to remain on campus in another classroom.

Field trips are for Foundation Preparatory students only. School rules will be enforced during field trips. If, while on a field trip, a student misbehaves, he/she will be disciplined according to school policy and may not be allowed to attend future field trips. (*Appendix H*)

Chaperones

Chaperones to field trips are a representation of our school. Chaperones must follow the lead teacher or administrators directions and refrain from disciplining any student(s). It is the expectation of the school that chaperones dress and behave for the occasion. All chaperones must pass a background check in order to participate as a chaperone.

*****Please see the section under Parent Partnership for dress expectations.*****

Toys, electronic devices, and cell phones

To limit distractions, we ask that students leave all toys and electronic devices (e.g. tablets, expensive headphones, ipads, hand held video games, etc.) at home. If a student brings toys or electronic devices, school staff will confiscate it and require a parent/guardian to claim it from the front office. Any devices not claimed by the end of the academic school year, will be donated to a local non-profit. ***The school is not responsible for lost or stolen property.***

Lost, stolen or damaged property

We strongly encourage families to ensure that children **DO NOT** bring valuable items to school (e.g. cell phones, headphones, tablets, ipads, speakers, hand held video games, jewelry, etc.). If a student's item is damaged, lost, or stolen the school will **NOT** be responsible for the item.

Please place your child's name on their book bag and all uniform attire. The school is **NOT** responsible for locating or replacing any lost, stolen or damaged property/item or any compensation.

CODE OF CONDUCT

Behavior Management Process

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 framing" and immediate action to provide positive support to students who are complying with the directions;
4. Teachers take immediate and corrective action when students are not complying with given directions using affective statements and questions, Restorative circles, and private conferences.

Behavior Tracking

Teachers will enforce the school's behavioral expectations in their classrooms through the use of a 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. Students will begin each day with 5 points. Students can earn more points by receiving merits for exhibiting positive behaviors, and they lose points by receiving demerits for not following the classroom/school rules. At the end of every day, students will be made aware of their total points earned for the day.

ClassDojo will be the platform we use to enter and track merits and demerits. Teachers will enter information daily and make students aware of where they stand. Parents/guardians will have opportunities to communicate with teachers and monitor their child's behavior through ClassDojo. Once your child's classroom is set-up in ClassDojo parents/guardians will receive an invite to the class.

Behavior Point Scale:

- 10 or more points = Scholar had an Exceptional day with behavior!
- 5-9 points = Scholar had a good day.
- 0-4 points = Scholar had behavior issues that required support.

Rewards

- Teachers will always look for students following expectations to present opportunities to give them **PRAISE** openly.
- Classmates and teachers will have opportunities to **GIVE SHINE** to a classmate for showing any of our core values or for students displaying exceptional community service.
- students can earn being highlighted on the **SCHOLAR WALL OF FAME**.
- students can receive a **FREE DRESSDOWN** ticket. The ticket can be used any day within the month given.
- students can be invited to shop in the **SCHOOL STORE** once a month.
- students can earn an **INTERNSHIP** of choice for 1 week. Internships include: Office assistant, cafeteria assistant, teacher assistant etc.

Interventions

One of the most valuable experiences a student can have is being inside the classroom where learning is taking place. Students learn best when they are in class receiving direct instruction from their classroom teacher(s). Teachers are trained to provide support inside the classroom to prevent students from missing out on the classroom learning experience. Teachers can:

- Change the student's seat
- Private conference
- Moment of reflection
- Think Space/Reflection Area (inside the classroom)
- Parent phone call

Think Space (reflection area inside the classroom)

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 mean a student has been on 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 a student may decide to self select.

Consequences for positive and negative behavior (Consequence Ladder)

If a student is having difficulty following directions in class, teachers will use the following steps to address the infraction.

1. Re-state direction/expectations.
2. Redirection/Reflection
3. Private conference
4. Lunch Detention
5. After School Detention

Hallway, Restroom, Cafeteria, and Playground expectations

Places such as hallways, restrooms, the cafeteria, playground, and are all shared spaces. In an effort to eliminate disruptions the expectation for hallway transitions is silent, single file line, hands at side, not touching the wall.

Students using the restroom should treat the space with respect and pride. Students should pick up after themselves, flush the toilet, and ensure that no paper products are left on the floor. Ultimately, taking care of restroom needs and getting back to classroom instruction as quickly as possible. There are NO writing instruments allowed in the restroom.

We would like students to enjoy eating and socializing in the cafeteria during their lunch time. It is important that all students stay in a single file line until served, go to their designated section or table, eat and have respectful and pleasant conversations, and clean up the space around them. Students are to follow the direction of the supervising adult before dumping tray and transitioning out of the cafeteria.

The playground allows students an opportunity to get fresh air and enjoy being outside. During this time students are to be respectful of their classmates' personal and physical space. Students can enjoy catching up with their friends, engage in an organized activity where all students are included, read their favorite book etc. Under no circumstance should there be horseplaying of any kind. (*See Appendix I*)

Internet/Computer & Cell Phone Safety

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 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 cost, 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 source must also be credited as to sources;
- Using the internet service for commercial purpose;
- Downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives, disk, or thumb drives without prior permission of the Computer Teacher; and
- Overriding the internet filtering software.

Consequences for improper internet/computer usage

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 privilege and/or to take other disciplinary action, up to and not including suspension and/or recommendation for expulsion or contacted law enforcement for any illegal activity performed on the school's internet and/or computer. 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.

Computer Usage

Any Chromebook, laptop, hotspot or other technology distributed by the school is the school's property. Parents and guardians are responsible for any loss, theft, or damage and may be charged up to \$250.

Computer/Internet Privacy

Internet messages are public communication and are not private. All communication 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.

Computer/Internet Safety

The following are basic safety rules pertaining to all types of internet applications:

- Never reveal any identification information such as names, age, address, 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 make you feel uncomfortable.
- A student should immediately tell a teacher or staff if they receive a message that they believe is inappropriate or makes them feel uncomfortable.
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If a student suspects that someone has discovered their password, they should change it immediately and notify a teacher.

Consequences for Egregious Behavior

If a student commits a serious infraction, the student will be removed from the classroom community. The student will have an opportunity to give their perspective about the incident/allegation verbally and/or written. Once all details about the incident have been collected a parent/guardian will be contacted. All information pertaining to the incident will be documented and input into our school's behavior data system.

The behavior team consisting of the Principal, Culture Coordinator, and other members of the Leadership team will review all information pertaining to the incident and determine the most appropriate and fair next step for the student.

Weapons

If a student is found 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. Any of the following will be considered a weapon:

- 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, 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

In-School Suspension (ISS)

At times, particular infraction may warrant consequences that are more severe, but less than an out-of-school suspension. This may include a temporary removal from the classroom community. Students will be asked to participate in a Restorative Conference. Before the actual Restorative Conference the student will have an opportunity to be familiarized with the process and prepare. If a student does not complete or fully participate in the Restorative Conference, they might be placed in In-School Suspension (ISS). ISS ensures students have access to the academic curriculum, while at the same time ensuring the student is accountable for disruptive or inappropriate school behavior.

Out of School Suspension (OSS)

At Foundation Preparatory, we believe that it is important to keep students in school as much as possible. However, when a student presents a safety issue to self or others, severe behaviors, and severe disruptions to the learning of others may 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 or any kind of physical aggression that may cause injury;
- Damaging, destroying, or stealing personal or school property or attempting to do so (including graffiti);
- Using or possessing tobacco or marijuana products;
- Gambling;
- Leaving school grounds or entering restricted space without permission;
- Setting off the 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.

In the event the student's behavior has caused severe injury or may be considered criminal, the school administrator may call additional supports from our School Resource Officer (SRO) and/or make a referral to the Student Hearing Office (SHO) for a disciplinary conference or recommendation for expulsion.

A parent/guardian will be notified about the incident and asked to come to school as soon as possible for a brief meeting. The Culture Coordinator, Principal, and other members of the Leadership Team will facilitate the meeting. The parent/guardian will have an opportunity to hear details about the incident and consequences given.

Parents/guardians will be given a letter outlining the Out of School Suspension and the date in which the student should return back to school. The student will be expected to reflect on their poor behavior choices and develop a plan for successful transition back into their classroom community. Upon returning from suspension the student will participate in a Transition Back to school meeting. The parent/guardian **MUST** attend this meeting with the student. At this meeting the student will have an opportunity to present their plan to transition back into their classroom community and respect ALL rules and expectations.

New Orleans Public School Bullying Policy

Respect means showing love and care. Respect for individuals, the community, and self are a pillar of the Foundation Preparatory's culture. Bullying is an act that creates an atmosphere of fear and intimidation-diminishing the respect that all community members deserve. In an environment where bullying exists, the academic and life success of all members becomes less achievable. Bullying will not be tolerated by any adult and/or student community members. Any evidence of bullying will be immediately addressed and redirected, in a way that respects all parties involved.

Bullying is:

A pattern of 1 or more of the following:

- **Gestures, including but not limited to obscene gestures and making faces;**
- **Written, electric, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumor(s);**
- **Electric communication including but not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device;**
- **Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of property; and/or**
- **Repeatedly and purposefully shunning or excluding from activities.**

A pattern is defined when the above behavior is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by a student while on school property, at a school-sponsored or school-related function or activity, in and school bus or van, in any other school or private vehicle used to transport students to and from schools, or any school sponsored activity or event.

The pattern of behavior must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

Reporting Incidents of Bullying

Who can report an act of bullying? Students, staff, volunteers, bus drivers, parents/legal guardians.

To whom do I report an act of bullying? The initial report will go to the Culture Coordinator. Once an investigation is complete the Culture Coordinator will inform the Director of Culture.

What is the timeframe for reporting? A verbal report must be reported to the Culture Coordinator the same day as the individual witnessed or otherwise learned of the incident. A written report must be filed no later than 2 school days thereafter.

How do I make a written report? Written reports are made using the NOLAPS Bullying Reporting Form. These forms can be found on the [School Bullying Incident Form](#)

Investigating Acts of Bullying

When does the investigation begin? Culture Coordinator will initiate the investigation the next school day after the report is received. The investigation will be completed no later than 10 school days after the date the written report was submitted.

What does the investigation include? An interview of the reporter

Bullying Contract

Foundation Preparatory is committed to keeping our school a safe and caring environment for all students. We will treat others with respect and refuse to tolerate bullying of any kind. The Foundation Preparatory community has an obligation to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. A student shall not bully or intimidate any student through words or action. All students, teachers, and other school employees shall take responsible measures within the scope of their individual authority to prevent violations of this policy. All students and/or staff shall immediately report incidents of bullying, harassment or intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school, or a school-sponsored activity, and during a school-sponsored activity. Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying. Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Restorative circle to repair all harm that was done
- Loss of privilege
- Reassignment of seats in the classroom , cafeteria, and/or bus
- Reassignment of classes
- Detention
- Out-of-school suspension
- Loss of a privilege
- Reassignment of seats in the classroom, cafeteria or school bus
- Reassignment of classes
- Detention
- Out-of-school suspension
- Assignment to an alternative school
- **Referral to Student Hearing Office for a disciplinary conference or recommendation for expulsion**

If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

Students, parents/guardians and other school personnel may report incidents of bullying to an administrator, teacher, counselor or other staff member orally or in writing by using the appropriate form. See the principal or designee for the form.

Student Recommendations for Expulsion

General

A student can be recommended for an expulsion if they commit an expellable offense on school grounds, on a school vehicle or at a school sponsored activity and event, which severely interferes with safety and learning, are of a threatening or harmful nature, and/or legal violations.

All expulsion recommendations are made at the discretion of the administrative staff at the school in which the student is enrolled.

Expellable offenses are organized in a tiered system. Tier One is reserved for the most serious offenses that may result in school removal for the remainder of the current semester and up to one full school year. Tier Two offenses may result in a removal for the remainder of the current semester and up to one full school semester. Tier Three offenses do not result in removal from campus for the first time offenses but may result in removal for SUBSEQUENT offenses. School administrators may choose to handle a Tier Three offense through a disciplinary conference with strong school based interventions. Only offenses addressed by the Student Hearing Office may be used in support in future removal.

Tier One Offenses:

Distribution of Drugs; Weapons; Illegal Sexual Activity with Another; Battery with Weapon or Dangerous Substance or Implement; Aggravated Assault with Tier One Weapon; Battery on School Staff; and Battery with Documentable Injury.

Tier Two Offenses:

Possession of Drugs; Theft (valued at \$500 or more); Robbery; Unlawful Entry; Sexual Activity on School Premises; Assault with a Dangerous Substance or Implement; Dangerous Substances and Implements; Offenses to School Safety & Security

For more details please refer to NOLAPS Manual for Disciplinary Procedures on the NOLAPS website: www.nolapublicschools.com.

SECLUSION AND RESTRAINTS

Staff will be trained on techniques of de-escalation using non-physical restraints and techniques of safe and appropriate holds to address a student that is in danger of harming self or others.

At Foundation Preparatory, we will the following requirements for student seclusion and physical restraint:

- Seclusion and/or restraint will be used only if there is imminent risk of harm to students/others and is used as a last resort when all other de-escalation attempts have failed.

- Seclusion and/or restraints will not be used to address behaviors such as general noncompliance, self-stimulation, and academic refusal.
- If a student is restrained, every 15 minute interval must be documented.
- Students must be released as soon as he/she displays calming behavior or behavior that is not injurious to self or others.

Any incident of seclusion and/or restraint must be properly documented. Parents/guardians of students who have been secluded or physically restrained must be notified of the incident as soon as possible, and given a written report of the event within 24 hours.

Requirements for Students with Exceptionalities:

- **0-4 incidents:** An FBA should be considered after any incident.
- **5 incidents:** review the student's IEP plans and revise the student's Behavior Intervention Plan (BIP)
- **6+ incidents:** review the student's IEP plans at least once every 3 weeks.
- **Charter School Leader, NOLAPS, and the Department of Education** must receive a report of the incident no later than the following school day.
- **LEAs must report all instances where seclusion or physical restraint is used to address student behavior to the LDOE through the special education reporting (SER) system, at least monthly.**

The school's Director or Supervisor of Special Education must be notified any time a student with an IEP is secluded or physically restrained.

TITLE IX INVESTIGATION

Title IX of the Educational Amendments of 1972 prohibits sex discrimination in any education program or activity receiving federal financial assistance.

Foundation Preparatory does not discriminate on the basis of sex in its education programs and activities, curricular and extracurricular and accordingly, all staff, teachers, employees, and schools abide by the requirements of Title IX of the Education Amendments of 1972 and its implementing regulations. Title IX regulations apply to athletic programs and to safeguard the rights of students in a wide range of educational settings by requiring Foundation Preparatory to address such conduct if it occurs on campus or in connection with any educational or extracurricular program.

Sexual misconduct in its many forms involving students is explicitly prohibited, whether such conduct occurs on or off campus, during or after school hours, during or directly related to school-sponsored activities, or at a time and/or place directly related to school function or an employee's school related duties.

Definition

Sexual harassment shall include, but not be limited to, unwelcomed sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct or communication is made a term condition, either explicitly or implicitly, of obtaining or retaining employment, of promotion, or of a student's education; or

- Submission to or rejection of such conduct or communication is used as a factor in decisions affecting an individual's employment or promotion or a student's education including aid, benefits, services or treatment; or
- Such conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's work performance or education, or creating an intimidating, hostile or offensive working or educational environment.

Sexual harassment may include but is not limited to:

- Verbal harassment or abuse;
- Uninvited letters, phone calls, or materials of a sexual nature;
- Inappropriate and uninvited leaning over, cornering, patting or pinching;
- Uninvited sexual suggestive looks or gestures;
- Intentional brushing against a student's or employee's body
- Uninvited pressure for dates;
- Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment, promotion, or educational status;
- Uninvited sexual teasing, jokes, remarks, or questions
- Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment, promotion or educational status;
- Any sexual motivated unwelcomed touching; or
- Attempted or actual rape or sexual assault.

Violation

Students and employees are encouraged and expected to immediately report. A report or complaint of an alleged violation of this policy must be sufficiently clear and explicit so that it can be recognized as a legitimate report of sexual misconduct or harassment or retaliation. This means that the report or complaint must, at a minimum, include: (1) a description of an alleged act of sexual misconduct or harassment or retaliatory conduct, including the date, time, and place it allegedly occurred; (2) identity of the victim; (3) identity of the alleged harasser; and (4) the identity of reporting person.

Non-retaliation

Retaliation against any employee or student who brings sexual harassment charges or who assists in investigating such charges shall be prohibited. Any employee or student bringing a sexual harassment complaint or assisting in the investigation of such a complaint will not be adversely affected, discriminated against or punished because of the complaint.

We share a common interest in resolving school-related complaints, problems or misunderstandings. Unless your concerns involve harassment, discrimination, or retaliation prohibited by our non-discrimination policy, we encourage you to attempt to first informally resolve rising concerns directly with the staff member involved. If you feel a more formal process is necessary to resolve your concern we have instituted a more formal process.

COMPLAINTS, CONCERNS & APPEALS

We share a common interest in resolving school-related complaints, problems or misunderstandings. Unless your concern involves harassment, discrimination, or retaliation prohibited by our non-discrimination policy, we encourage you to attempt to first informally resolve rising concerns directly with the staff member involved. If you feel a more formal process is necessary to resolve your concern we have instituted a more formal process.

PARENT GRIEVANCE POLICY

It is our goal to partner with parents/guardians to ensure your student has the best educational experience as possible. We share in the commitment to accountability that we ask of all our families and students, and we will address concerns expeditiously and judiciously. Any parent/guardian may bring a complaint to the school principal for any reason, including the request to appeal a disciplinary decision. The below process has been established so that students and parents/guardians may bring concerns, appeals, or complaints to the attention of the appropriate party:

- **STEP ONE:** If a concern arises from a school situation, a student or parent/guardians should first come together with the teacher or staff member involved for a restorative conversation and/or a problem solving circle.
- **STEP TWO:** If the student or parents/guardians concerned believe that the discussion has not led to a satisfactory conclusion, they may proceed to discuss the matter with the Culture Coordinator in an attempt to reach a solution.
- **STEP THREE:** If the student or parents/guardians believe that the situation still has not been resolved, concerns should be taken to the Principal. She/He will then document the complaint or appeal of a disciplinary decision and address any concerns regarding action or inaction taken by the school administration. The Principal will address the issue within three school days of the appeal.

If at this point there is no resolution please reach out to Mr. Earl Williams, (Community Relations Manager) in an effort to gain perspective about any next steps. He can be reached at ewilliams@communityacademies.org

- **STEP FOUR:** If the situation has not been resolved to the satisfaction of the student or parents/guardians, the matter should be taken to the Network Culture Director, Angela Lockely, alockley@communityacademies.org. The Network Culture Director will document the complaint or appeal and address it within five school days from the time the complaint or appeal is submitted.
- **STEP FIVE:** If the situation has not been resolved to the satisfaction of the student or parents/guardians, the matter should be taken to the Network Chief Executive Officer, Myrialis King, mking@communityacademies.org. The CEO will document the complaint or appeal and address it within five school days from the time the complaint or appeal is submitted.
- **STEP SIX:** If all other steps have been exhausted and the situation is still unresolved to the satisfaction of the student or parents/guardians, the matter should be taken to the Community Academies of New Orleans (CANO) Board of Directors through its Parental Concerns and Complaints Committee. The chair of the board, can be reached at amills@communityacademies.org.
 - The students or parents/guardian may request that the committee appoint a parent from the School who has no direct involvement with the matter to participate with the committee and provide input

into the committee decision. The parent requesting a parent representative will be required to complete a release of student information form, allowing the parent to be required to execute a Confidentiality Agreement to maintain the integrity of the process and to protect any confidential information that may be necessary to disclose.

- STEP SEVEN: If after presentation of a complaint to the CANO Board of Directors Parental Concerns and Complaints Committee, the student or parents/guardians believe the issue has not adequately been addressed, they may present the complaint to the charter authorizer, the New Orleans Louisiana Public Schools (NOLAPS), which shall investigate and respond. The authorizer shall have the power and the duty to issue appropriate remedial orders to the Board of Directors of CANO.
 - NOLAPS can be contacted at www.nolapublicschools.com. Use the Families tab to get to Parental Rights.
- Emergency Issues: Emergency issues will be dealt with on an as-needed basis. The committee, as necessary, shall direct the Principal or other responsible party to act upon the complaint and report its resolutions to the committee. The committee shall render a final determination in writing as necessary.

Student with an Exceptionality

If there is a concern or complaint regarding a student with an exceptionality please reach out to the Charlene Comstock Galagan, Special Education Coordinator first. If the matter is not resolved then you may contact Ryan DeRousselle, Special Education Director.

COVID APPENDIX

Appendix A Attendance Policy and Procedures

Daily attendance is mandatory, whether in person or virtually and in all Phases of reopening.

Students attending school virtually should be prepared and in front of their electronic device before class start time. Students should use the designated virtual learning platform to engage in instruction, post assignments, and check for upcoming assignments.

For students who have selected attending school through virtual learning while instruction is occurring in the school buildings during Phase 2 or 3, they must remain in that program for the entire quarter. They can not change attendance preference anytime within that 9 week period.

In the hybrid model during Phase 2, students pre-kindergarten through 7th grade can return to campus full-time. Students in 8th grade can either attend classes on campus or participate in virtual learning (**BASED ON SCHOOL CAPACITY**). Students with critical needs may attend on campus class full time regardless of grade. [Roadmap to Reopening Schools](#)

Appendix A1 Drop off and Pick-up

Students that will be dropped off to the school building in the morning can NOT be dropped off earlier than take-in time for safety reasons. When they arrive at school they must have a mask on and their temperature will be taken upon entry. When picking up a student(s) from school you will be directed by school staff to the designated pick-up area. We ask that you remain in your vehicle at all times. A member of our staff will come to your vehicle to get your child's name to be called for dismissal.

Appendix B Building Safety

Physical Standards for the Use of School Facilities

Our School facilities must follow the below physical standards:

- 1) **Phase 1:** No use of gyms or auditoriums.
- 2) **Phase 2:** No use of gyms or auditoriums for group gatherings. These spaces may be used as teaching stations so long as physical partitions or barriers are in place.
- 3) **Phase 3:** Limit use of indoor shared spaces such as cafeterias and gymnasiums to maximum group sizes, ensure physical distance, wearing face-coverings, and clean between each groups use. Employees and students must wash hands before and after events in shared spaces.

Appendix B1 Policies and Procedures for Vendors/Visitors/Guest on School Campus

Parents are not allowed on Campus unless determined essential by the Administration. Vendors, visitors, and guests should avoid coming to the school unless it is deemed essential by the School Administration. When approved by the School Administration, vendors, visitors, and guests must wear a face-covering or mask, wash or sanitize their hands upon entering campus, and practice social distancing by remaining at least 6 feet apart from employees and remaining in the School Administration approved area. Vendors, visitors, and guests will also be given access to hand sanitizer upon entering the campus.

Limit outside vendors entering our space to necessity only, such as FedEx, UPS, and office supply deliveries. Alternative pick-up and drop-off protocols may be utilized.

Vendors will be subject to the policies above: Temperature Checks and the wearing of a mask or face-covering when on the School campus.

Appendix B2 Single Point of Entry, Closed Campus, Visitors

Strictly limited visitor policy - NO visitors will be permitted unless it is vital for health and safety.

Appendix B3 Fire Safety and Lock-Down Drill

We will follow all CDC and local guidelines pertaining to Fire and Lock-Down drills.

Appendix C Student Life

Appendix C1 Parent and Social School Conference

NO visitors are permitted unless it is vital for health and safety. Report card conferences and other conferences will be strategically scheduled through the school leader at specified times within the school year. When set conferences are scheduled, parents/guardians must wear a mask and follow the safety guidelines posted in the front office. Only one parent/guardian will be allowed to attend a conference at a time. Parents/guardians with students attending school through virtual learning will be able to schedule a virtual conference during specified time within the school year.

Appendix C2 Off Campus Activities

Field Trips

There will be no field trips scheduled until further notice.

Extra-Curriculars (Co-Curriculars)

Co-curriculars will follow the below criteria via appropriate phases.

Phase 1: No before/aftercare, music/band, athletics and other after school activities are permitted.

Phase 2: No contact/high-risk sports allowable within defined groups. If schools are completely virtual, no before/aftercare, music/band, athletics and other after school activities are permitted.

Phase 3: Contact/high-risk sports allowable within defined groups.

Appendix C3 Uniform

Students attending school on campus MUST wear a mask. Parents should purchase or make (5) uniform masks. The school will provide two (2) emergency masks per child to be kept at school. Students may purchase additional masks at school for \$1.00 while supplies last. If students purchase and wear masks not supplied by the school the mask MUST be appropriate for the school environment. Masks should NOT display inappropriate language and/or images, masks should not contain racial slurs, and masks should not be degrading or humiliating to self or others. If masks are inappropriate in any way students will be asked to replace it with a school mask and be charged \$1.00.

Students attending school virtually should be appropriately dressed in a school uniform shirt. Hair should be neat and students should be presentable during all virtual learning sessions.

Appendix C4 Student Education Material

Each student attending school on campus MUST have their own supplies (i.e pencils, crayons, markers, notebooks, binders, etc.). There will be no community supplies and/or sharing of individual student supplies. Please write your child's name on all of their supplies (including pencils, crayons and markers).

Students attending school virtually may also have books, workbooks and other school materials lent to them by the school and that they will need to have accessible for their virtual classes.

Appendix C5 Computers, Chromebooks, Laptops, Hotspots, and other Technology

Any Chromebook, laptop, hotspot or other technology distributed by the school is the school's property. Parents and guardians are responsible for any loss, theft, or damage and may be charged up to \$250. Technology, similarly to other school supplies, cannot be shared amongst students.

Appendix D Academic Excellence

Social Distancing and Group Sizes

Our Staff and students will practice social distancing when possible and according to local and state law. Staff and students should not be within 6 feet of another individual. This rule applies at all times in all areas unless otherwise notified by school officials.⁵

The maximum group size that may convene indoors in a single room, irrespective of room size, or outdoor at any given time are as follows:

- 1) **Phase 1:** ten (10) individuals
- 2) **Phase 2:** twenty-five (25) individuals
- 3) **Phase 3:** fifty (50) individuals

Handshaking, hugging, kissing, and any other unnecessary personal contact with others is prohibited.

Socializing in work areas, congregating in the halls, and similar non-essential activities are not permitted.

If necessary, the classroom size, schedule, office space may be reconfigured to allow for proper social distancing between all individuals, including static groups and flight scheduling.

Lunchroom, breakrooms, and cafeterias should be utilized in accordance with the above guidelines and Phases as required under state law and city ordinances.

Appendix D1 Student Educational Material

Each student attending school on campus MUST have their own supplies i.e pencils, crayons, markers, notebooks, binders, etc. There will be no community supplies and/or sharing of individual student supplies.

Appendix D2 Virtual Learning

As we maintain our commitment to providing all students with an excellent academic experience we must have norms and expectations to achieve successful outcomes. Students participating in virtual learning must adhere to the following:

- Teachers will initiate all virtual classroom meetings.

⁵ Classroom size and composition is subject to change in accordance with the health and needs of the city and in accordance with CDC recommendations. All updated revisions will be publicized on the school's website and communicated to parents via robocall and email.

- Students must join meetings on time and leave at the close of the session.
- In order to allow all students to participate, teachers will determine how and when students will participate. Students will remain muted until teachers give permission for participation.
- All students must post and comments must be respectful and appropriate.
- Students can use the chat feature to ask the teacher any clarifying questions.

Consequences will be issued for any inappropriate behavior and/or comments on any virtual learning platform. Consequences can be but not limited to receiving a zero for a grade and/or not allowed to attend the next session.

Due to the current global pandemic, students will be required to have their laptops or chromebook videos on during virtual instruction. This is to ensure student engagement in the lesson, and to assist the teacher in gaging how the student is understanding the lesson.

Appendix E Positive School Climate PBIS and Community Circles

Students will not gather in large groups. Groups will not be larger than 25 people, including teachers. Students will not switch classes or merge classes. Students and teachers will practice social distancing when interacting.

Appendix F Student Health & Wellness

Appendix F

Mask and face-covering requirement:

- a) All students must wear a mask or face covering on campus at all times.
- b) All adults are required to wear a mask or face-covering while on campus and not alone in an office or classroom.

Personal Hygiene & Proper Etiquette

All staff and students are expected to practice good hygiene. To that end:

- a) Staff and students must wash or sanitize hands:
 - upon arrival on campus;
 - every two hours;
 - before and after eating;
 - before and after using equipment (for example, but not limited to, play equipment, gym equipment, copier, computers, printers, and lab equipment); and
 - before exiting the school campus.
- b) Avoid touching your eyes, nose, and mouth.
- c) Cover your cough or sneeze with a tissue, then throw the tissue in the trash. Or cough/sneeze into your elbow.
- d) No handshaking or other unnecessary physical contact with others is allowed.
- e) Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Hand sanitizer will be made available throughout the campus.

Hand sanitizer will be made available to all staff, students, and third-party visitors in multiple locations throughout the school campus.

Appendix F1 COVID Symptoms

Students and staff may be assessed for symptoms of COVID-19 upon arrival to the school campus and throughout the school day including, but not limited to shortness of breath, cough, chills, muscle pain, sore throat, loss of sense of smell, diarrhea, whether you have been in contact with someone that has that tested positive, etc. Depending on the results of this assessment, employees and students may be sent home.

1) Campus Isolation:

- a) Anyone showing signs of the above symptoms will be isolated in the school nurse's quarters. If the person is a student, the parent or legal guardian will be contacted immediately and required to come and pick-up the child. Under extreme symptoms, the school reserves the right to contact the health department or emergency medical personnel. If the person is an employee, the person will have to leave campus immediately and may not be isolated.
- b) The isolation area will be cleaned after it is occupied by any employee or student showing the above symptoms or reporting potential exposure to a person that tested positive for Covid-19.

2) Self-Quarantine Policy and Procedure:

- a) Staff and students who have been in close contact on campus with someone who tests positive for Covid-19 will be notified by our Human Resource Director via email (hr@communityacademies.org) and will be required to remain off-campus for fourteen (14) days from notification by Human Resource Director.

3) Return to Campus Policy and Procedure for Positive Covid-19 WITH symptoms⁶:

- a) Symptom-based strategy
Persons with COVID-19 who have symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:
 - At least 14 days have passed since symptoms first appeared *and*
 - At least 24 hours have passed since last fever without the use of fever-reducing medications and
 - Symptoms (e.g., cough, shortness of breath) have improved
- b) Test-based strategy
 - Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected greater 24 hours apart (total of two negative specimens).

4) For Persons Who have NOT had COVID-19 Symptoms but Tested Positive and are Under Isolation:

- a) Time-based strategy
Persons with laboratory-confirmed COVID-19 who have not had any symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:
 - At least 14 days have passed since the date of their first positive COVID-19 diagnostic test assuming they have not subsequently developed symptoms since their positive test. If they develop symptoms, then the symptom-based or

⁶ Recommendation based on CDC and subject to CDC revisions:

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-in-home-patients.html>

test-based strategy should be used. Note, because symptoms cannot be used to gauge where these individuals are in the course of their illness, it is possible that the duration of viral shedding could be longer or shorter than 14 days after their first positive test.

b) Test-based strategy

A test-based strategy is contingent on the availability of ample testing supplies and laboratory capacity as well as convenient access to testing.

Persons with laboratory-confirmed COVID-19 who have not had any symptoms and were directed to care for themselves at home may discontinue isolation under the following conditions:

- Negative results of an FDA Emergency Use Authorized COVID-19 molecular assay for detection of SARS-CoV-2 RNA from at least two consecutive respiratory specimens collected greater 24 hours apart (total of two negative specimens).

As testing becomes more readily available, staff, and students may be asked to submit to COVID-19 testing. If anyone tests positive, he/she will be asked to follow the section above, as applicable. Staff and students who test positive are encouraged to contact a qualified health care professional for additional guidance. If you test positive, you will be allowed to return to work in accordance with then existing CDC, state and local guidelines. Staff and student confidentiality will be maintained at all times.

Any staff or student who refuses to submit to health screenings as provided for in this section will not be given access to the campus and will be sent home.

[Children's Hospital School-Based Virtual Care](#)

[CDC guidelines for being back in contact with others after COVID symptoms or positive COVID test](#)

[CDC guidance on preventing the spread of COVID-19](#)

Appendix F2 School Meals

Meals for students

School meals must follow the below criteria for each phase.

- 1) **Phase 1:** Community feeding only. No students will be permitted on campus. Staff should adhere to social distancing rules listed above.
- 2) **Phase 2:** School supplied meals will be consumed in classrooms or in a designated non-congregate setting. For students learning remotely, a meal service option will be created to provide two meals a day. If the entire school is learning remotely, a pick-up schedule will be in place.
- 3) **Phase 3:** If cafeterias are used, staggered meal times for each group, adhere to maximum group size, and ensure six feet of distance between students. For students learning remotely, a meal service option will be created to provide two meals a day.

Appendix G Transportation

Student Transportation

School buses used to transport students must not exceed the following maximum requirements:

- 1) **Phase 1:** Twenty-five percent (25%), including adults, of school bus manufacturer capacity. Passengers must ride one per seat. Every other seat must remain empty. Members of the same household may sit in the same seat or adjacent seats.
- 2) **Phase 2:** Fifty percent (50%), including adults, of school bus manufacturer capacity. Passengers must be dispersed throughout the bus to the greatest extent possible.
- 3) **Phase 3:** Seventy-five (75%), including adults, of school bus manufacturer capacity. Passengers must be dispersed throughout the bus to the greatest extent possible.

Only regularly scheduled bus riders will be allowed on the school bus. If you are in need of a transportation change it MUST be requested through the FRONT OFFICE. Please do not change your child's bus until you have received clearance from the FRONT OFFICE.

Appendix H General School Information

Generally, there will be no gatherings on the school campus for any activity and/or event until further notice. Such activities and/or events include: School Classroom visits, Fun Family events, and Birthday Celebrations.

There will be no Home Visits made by staff unless it is pertaining to health and/or safety of your child.

In an effort to adhere to state and federal guidelines about social gatherings and the number of individuals gathered together, Fun Family events/activities will be suspended until further notice.

Appendix I Code of Conduct: Hallways, Restrooms, Cafeteria, and Playground

Traffic in hallways will be kept to a strict minimum, and all persons must walk to the right while traveling in the hallways and follow all signage. Restroom breaks will be scheduled and students will remain with their group at all times. Students will not use the cafeteria to eat. Breakfast and lunch will take place in the classroom. Playground use will take place in static groupings of 25 or less. Safety is a priority therefore under no circumstance will horseplay be allowed. Students will be directed and encouraged to practice social distancing at all times.

Appendix J Complaints, Reporting Procedures, and Disciplinary Actions

All staff and students are expected to adhere to these guidelines, policies and procedures at all times.

In addition, students/families must **immediately report** to their nurse or Principal (1) possible symptoms of COVID-19, (2) confirmed negative or positive test of COVID-19, or (3) exposure to someone who may have been exposed to a confirmed COVID-19 patient. Quarantine may be required. This reporting policy includes the student, a family member of a student, or anyone that the student has had close contact with within a 14-day period.

Community Academies 2020-2021 School Calendar

<u>Jul-20</u>							<u>Aug-20</u>							<u>Sep-20</u>							<u>Oct-20</u>							
Su	M	Tu	W	Th	F	Sat	Su	M	Tu	W	Th	F	Sat	Su	M	Tu	W	Th	F	Sat	Su	M	Tu	W	Th	F	Sat	
			1	2	3	4							1			1	2	3	4	5					1	2	3	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
							30	31																				
19 Instructional/0 PD Day							13 Instructional/1 PD Day							14 Instructional/0 PD Day							18 Instructional/1 PD Day							
<u>Nov-20</u>							<u>Dec-20</u>							<u>Jan-21</u>							<u>Feb-21</u>							
Su	M	Tu	W	Th	F	Sat	Su	M	Tu	W	Th	F	Sat	Su	M	Tu	W	Th	F	Sat	Su	M	Tu	W	Th	F	Sat	
									1	2	3	4	5						1	2			1	2	3	4	5	6
1	2	3	4	5	6	7	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
8	9	10	11	12	13	14	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
15	16	17	18	19	20	21	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
22	23	24	25	26	27	28	27	28	29	30	31			24	25	26	27	28	29	30	28							
29	30													31														
13 Instructional/0 PD Day							14 Instructional/0 PD Day							18 Instructional/1 PD Day							14 Instructional/1 PD Day							
<u>Mar-21</u>							<u>Apr-21</u>							<u>May-21</u>							<u>Jun-21</u>							
Su	M	Tu	W	Th	F	Sat	Su	M	Tu	W	Th	F	Sat	Su	M	Tu	W	Th	F	Sat	Su	M	Tu	W	Th	F	Sat	
	1	2	3	4	5	6					1	2	3							1			1	2	3	4	5	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				
														30	31													
22 Instructional/1 PD Day							18 Instructional/1 PD Day							10 Instructional/5 PD Day														

Calendar Key

	Professional Development		Vacation/Holiday
	Half Days-Dismissal at 12:30 pm		Interim Testing
	Beginning of Semester		State Testing
	Last Day of School		Report Card Conferences

2020-2021 Important Dates

July 6: First day for Administrators
July 13: First day of Staff PD
July 13- Aug 10: Summer Institute (PD)
Aug. 3: Parent Orientation
Aug. 17: Esperanza First Day of School (Grades 1-8)
Aug. 17: Foundation Prep First Day of School
Aug. 17: Lafayette Academy First Day of School
Sep. 4: Staff PD, No School
Sep. 7: Labor Day, No School
Oct. 9-13: Fall Break, No School
Nov. 3: Election Day
Nov. 20: Staff PD, No School
Nov. 23-27: Thanksgiving Break, No School
Dec. 21 - Jan. 1: Winter Break, No School
Jan. 4: Staff PD, No School
Jan. 18: Martin Luther King, Jr. Service Day, No School
Feb. 1: March 12 LEAP Connect & ELPT Testing Window
Feb. 10-11: Half Days
Feb. 12: Staff PD, No School
Feb. 15-19: Mardi Gras Break, No School
March 19: Staff PD, No School
March 29-April 30: LEAP Testing Window
April 2-9: Spring Break, No School
May 17: Last Day of School/EOY Celebration
May 31: Memorial Day

Parent/Guardian Signature of Acknowledgement

PLEASE RETURN THIS PAGE

My signature acknowledges that I have read and understand the procedures noted in the 2020-2021 Foundation Preparatory Charter School Parent/Scholar Handbook.

Child's Name: _____

Grade: _____

Homeroom Teacher: _____

Parent's Signature: _____

Date: _____