



**PARENT/STUDENT
HANDBOOK**

2022-2023

**Dr. Martin Luther King, Jr. Charter School
Dr. Martin Luther King, Jr. High School**

Table of Contents

Uniform Policy.....	5
Discipline For Uniform Infraction.....	5
FOKS District Policy on Shoes.....	5
FOKS District Policy on School IDs.....	6
FRIENDS OF KING SCHOOL DISTRCT DRESS CODE.....	7
Dr. Martin Luther King, Jr. Charter School Dress Code	7
Jackets, Sweaters & Coats.....	8
DR. MARTIN LUTHER KING, JR. CHARTER HIGH SCHOOL	9
Jackets, Sweaters & Coats.....	9
Joseph A. Craig Charter School Dress Code.....	10
Jackets, Sweaters, & Coats.....	11
School Policies and Procedures.....	12
Vandalism	12
Second Cup	12
Attendance Law	12
Child Protection Policy	13
Immunization	13
Medication.....	13
Students are expected to be in attendance every minute of every scheduled <i>instructional days</i>	14-17
Grading.....	18
Room Parent/Volunteers	18

Physical Education.....	19
Library/Media Center.....	19
MLK Parents/Students	19
Academic Support.....	19
Lost and Found	20
School Visitations	20
Discipline Management Plan	20
Cell Phones or Electronic Devices	21
Textbooks	21
RESPONSIBILITIES OF PARENTS AND STUDENTS.....	21
School Supplies.....	21
Homework Policy	21
Emergency Information	22
Field Trips.....	22
EXTRA-CURRICULAR ACTIVITIES	22
TECHNOLOGY POLICY.....	23-27
Technology Acceptable Use Policy (AUP).....	23-27
TERMS AND CONDITIONS.....	23-27
COMPLAINT POLICY	27
Code of Conduct.....	28-29
Our Mission.....	29
Code of Conduct	30
Due Process.....	30
FOKSD Discipline Policy	30-47
Class I Behaviors.....	30-47
Suggested Intervention Strategies for Class I Behaviors	30-47

Class II Behaviors.....	30-47
<i>Suggested Intervention Strategies for Class II Behaviors</i>	30-47
Class III Behavior.....	30-47
Consequence for Class III Behavior.....	30-47
Short--- Term Suspension.....	30-47
Long –Term Suspension.....	30-47
Discipline Policy & Procedures for Students with Disabilities.....	30-47
I. Overview of Procedural Safeguards	30-47
II. Weapons, Drugs or Serious Bodily Injury: Emergency Procedures..	30-47
III. Appeals.....	30-47
IV. Students Without IEPs or Section 504 Plan “Deemed to Have a Disability”.....	30-47
V. Referral to and Action by Law Enforcement and Judicial Authorities.....	30-47
VI. .Application of Section 504 and ADA.....	30-47
Appeal	47
Bus Safety Policy.....	48
Purpose.....	48
Student Behavior Expectations:	48
Bus Seating Chart.....	49
Loading the Bus	50
Unloading the Bus.....	50
Student Behavior Management System:	51
PreK-2 nd Grade/3 rd -5 th Grade Specific Consequence System:	51
6 th -8 th Grade Specific Consequence System:	52
Bus Driver Expectations	53
<i>General Expectations:</i>	53

<i>While Students are Loading the Bus</i>	53
<i>While Students are Unloading the Bus:</i>	53
Administration Expectations:	53
<i>With Students</i>	53
<i>With Bus Drivers</i>	54
<i>With Teachers</i>	54
Teacher/Para Expectations	54
<i>General Expectations:</i>	54
<i>Bus-Team Expectations</i>	54
Seclusion and Restraint Policy	55-57
Parent Permission Form	58
PARENT/STUDENT CONTRACTUAL AGREEMENT	59
Cell Phone /Electronic Devices Agreement	60-61
INTERNET USE AGREEMENT	62

Uniform Policy

*Uniforms are mandatory and must be worn by all FOKSD students every school day. Parents please be aware that non-compliance with the FOKSD uniform policy will result in **Disciplinary Action!***

Discipline For Uniform Infraction

- a. First Infraction:
 - i. Verbal warning
- b. Second Infraction:
 - i. Detention & Warning Letter
- c. Third Infraction:
 - i. Parental Conference

NOTE: Students are not to accessorize the required school uniform with multi colored belts, blouses, jackets and scarves. No big hoop earrings.

- d. Hair must be kept clean, properly combed and cannot be worn over eyes obstructing teacher-student eye contact. Dyed hair, multiple colors, patches, streaks, spots or designs are unacceptable for boys and girls.
- e. **Girls:** Earrings may only be worn in the ears; however large hoop, dangling and feather earrings **are strictly prohibited**. Earrings should be no larger than a quarter. Girls may not wear makeup, including mascara, eye shadow, blush, lipstick, and lashes.
- f. **Boys:** Earrings or extreme haircuts **with outlandish designs are never allowed** to be worn by boys.
- g. **Students are permitted to wear no more than one accessory per wrist (i.e. watch or bracelet) and/or one ring per hand. Necklaces are not to be visible at any time.**
- h. Leggings are **not permitted**.
- i. Sandals/ open toe shoes are not permitted.

FOKS District Policy on Shoes

All students attending FOKS district schools are required to wear SOLID BLACK shoes/tennis every school day. All footwear must be solid black on all surfaces (including the sole) with absolutely no accessory colors visible. Shoestrings must

also be solid black. Black and white oxfords are permitted for high school females. No boots of any kind are permitted.

FOKS District Policy on School IDs

All FOKS students are required to purchase identification cards each school year. ID cards will be required for bus transportation, the cafeteria, and field trips. It is the responsibility of each student to maintain his/her identification card in like-new condition. School ID is a part of the required uniform.

FRIENDS OF KING SCHOOL DISTRICT DRESS CODE

Dr. Martin Luther King, Jr. Charter School Dress Code

Embroidered uniform shirts, jackets and ties will be sold at the following locations:

- j. Poree's Embroidery - 3401 Tulane Ave or 3630 McArthur Blvd
- k. Soul Train Fashions
- l. Claudia Uniforms
- m. All logo Express locations (Elementary)

Grades Pre-K-3

Shirt White uniform shirt with school logo (boys)

Blouse: White uniform blouse with school logo (girls)

KHAKI BOTTOMS. (No shorts for students in 4th-8th grades) Belts: Traditional solid black uniform belt

Socks: Solid white or black crew socks

Shoes: Solid black closed-in shoes NO

BOOTS!

Grades 4-5

Shirt White uniform shirt with school logo(boys)

Blouse: White uniform blouse with logo (girls)

KHAKI BOTTOMS. (No shorts for students in 4th-8th grades)

Belts: Traditional solid black uniform belt

Socks: Solid white or black crew socks

Shoes: Solid black closed-in shoe NO

BOOTS!

Grades 6-8

Shirt: Red Polo shirt with school logo

KHAKI BOTTOMS. (No shorts for students in 4th-8th grades)

Belts: Traditional solid black uniform belt

Socks: Solid white or black crew socks

Shoes: Solid black closed-in shoes NO

BOOTS!

Jackets, Sweaters, & Coats

Students are only permitted to wear plain red, black, green, or grey jackets or sweaters with the uniform. Absolutely no visible logos, designs, brand-names, etc. will be permitted. All hooded jackets and sweatshirts are strictly prohibited. (Any color/style of an outer coat may be worn to school during cold days, but may not be worn in the school building.) Spirit sweatshirts and other items will be available for purchase in the front office.

THE DRESS CODE WILL BE STRICTLY ENFORCED. UNIFORMS MUST BE CLEAN AND NEATLY WORN!

DR. MARTIN LUTHER KING, JR. CHARTER HIGH SCHOOL

Embroidered uniform shirts, jackets, and ties will be sold at the following locations:

- n. Poree's Embroidery- 3401 Tulane Ave or 3630 McArthur Blvd
- o. Soul Train Fashion – 4801 Chef Menteur Hwy. 70126

Grades 9-12

Shirts: Grey or White polo shirt with school logo (boys)

Shirts: White polo shirt or blouse with school logo (girls)

Pants: Black uniform pants NO JEANS (boys}

Pants: Plaid pants or knee length plaid skirt

Belts: Traditional solid black uniform belt

Socks: Solid white or black crew socks

Shoes: Solid black closed-in shoes NO

BOOTS!

Shoes: White and black oxfords (girls)

SENIOR PRIVILEGE: Allows for seniors to wear black polo/oxford shirts with school logo.

Jackets, Sweaters, & Coats

Students are only permitted to wear plain red, black, green, or grey jackets or sweaters with the uniform. Absolutely no visible logos, designs, brand-names, etc. will be permitted. **All hooded jackets and sweatshirts are strictly prohibited.** (Any color/style of an outer coat may be worn to school during cold days, but may not be worn in the school building.) Spirit sweatshirts and other items will be available for purchase in the front office.

THE DRESS CODE WILL BE STRICTLY ENFORCED. UNIFORMS MUST BE CLEAN AND NEATLY WORN!

Jackets, Sweaters, & Coats

Students are only permitted to wear plain navy blue, gold, or black sweaters or jackets with the uniform. Absolutely no visible logos, designs, brand-names, etc. will be permitted. All hooded jackets and sweatshirts are strictly prohibited. (Any color/style of an outer coat may be worn to school during cold days, but may not be worn in the school building. Spirit sweatshirts and other items will be available for purchase in the front office.

THE DRESS CODE WILL BE STRICTLY ENFORCED. UNIFORMS MUST BE CLEAN AND NEATLY WORN!

School Policies and Procedures

Vandalism

Destruction of school property in any form is strictly prohibited. Please reinforce this regulation at home. Abuse of this policy will result in severe disciplinary action.

Second Cup

Parents may come and have informal “Chit Chat” with the principal every 1st Thursday from 8:15 a.m. – 9:15 a.m. **No appointment is necessary.** Parents may come to the community room and informally discuss school issues with the principal.

Attendance Law

The regular school day is from 8:00 a.m. to 3:00 p.m. for elementary students and 8:00 a.m. to 3:10 p.m. for high school students. Students should enter by 7:50 a.m. to line up in assigned areas. Students will only be permitted through designated areas.

Students are expected to be in attendance every school day. If the student is absent because of an emergency or illness, a written note should accompany the student explaining the reason. After three (3) consecutive absences, a doctor’s note is required. A student has perfect attendance when he/she is present every school day and on time. When a student is checked out of school early, they no longer have perfect attendance.

Child Protection Policy

There is a difference between discipline and abuse. Please observe the differences. All employees of the Friends of King School District as defined in the Louisiana Children's Code Article (603-13) are **mandatory reporters**. Therefore, all employees must make a report to Louisiana Family and Children Services of any emotional, verbal, physical, or sexual abuse that a student reports to him/her.

Immunization

Students are to be immunized in accordance with Louisiana State Law. According to the law: **No child shall be admitted to a public or private school in this state who has not been immunized from Diphtheria, Tetanus, Pertussis, Red Measles, Rubella and Polio as evidenced by a certificate of the licensed physician, or a public health department official.**

All school age children are required to have updated immunization records on file upon entry.

Medication

Please provide the information requested in your registration packet regarding any health conditions your child may have. Medicine, including over the counter medication, cannot be administered by the school.

Students who need to take prescribed medication, such as Ritalin or asthma inhalants, must have appropriate forms signed by a physician and parent before the medication can be brought and administered at school by the school nurse. These forms can be obtained from the school nurse.

Medication will be given by authorized personnel only.

Students are expected to be in attendance every minute of every scheduled instructional day.

Louisiana State Law mandates compulsory school attendance in which every parent or legal guardian of a student shall enforce and be held accountable for the attendance of their student for every day scheduled by the local school board until their eighteenth (18th) birthday. Parents will be asked to sign a notification letter on the 3rd unexcused absence or tardy and attend a conference with school personnel.

Any student enrolled in school is subject to the state's mandatory attendance law, Pre K- 12.

The regular school day hours are from 8:00 am to 3:00 pm for elementary and middle school students and from 8:00 am to 3:00 pm for high school students.

As defined by State Law, any student enrolled in Orleans Parish Schools (FOKSD) shall be considered habitually absent or habitually tardy upon the 3th unexcused absence or upon the 3th unexcused occurrence of being tardy (this includes late to school and/or early checkouts) within a semester.

Students may not be signed out after 230 pm.

Anytime a student is absent for any reason, including an emergency, a written note from a doctor/ parent is required. If a student is absent for 3 consecutive days he/she MUST return with a note FROM THE DOCTOR.

High school students (9-12) attendance shall be kept on a per class period basis. For high schools counting attendance by class periods, a student shall be present for more than 50% of a class period to be counted as being in attendance for that class period.

A student has perfect attendance when he/ she is present every school day and on time. When a student is checked out of school early they no longer have perfect attendance.

Exceptions to the attendance regulation shall be the enumerated extenuating circumstances below that are verified by the Supervisor of Child Welfare and Attendance or the school principal/designee where indicated.

1. Extended personal physical or emotional illness as verified by a physician or dentist
2. Extended hospital stay as verified by a physician or dentist
3. Extended recuperation from an accident as verified by a physician or dentist
4. Extended contagious disease within a family as verified by a physician or dentist
5. Observance of special and recognized holidays of the student's own faith.
6. Visitation with a parent who has been called to duty for military deployment / leave (not to exceed 5 days)
7. Absences verified & approved by the school principal or designee stated below:
 - a. Prior school system-approved travel for education
 - b. Death in the immediate family (not to exceed one week)
 - c. Natural catastrophe and / or disaster; or
 - d. Mandated Court appearances as verified by a Court Official.

For any other extenuating circumstances, the student's parents/ legal guardians must make a formal appeal to the Supervisor of Child Welfare and Attendance for determination of extenuated circumstances on a case-by-case basis. NOTE: Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades, shall not receive those grades if they are unable to complete makeup work or pass the course.

- **All excuses, including original doctor/ dentist verification or faxed excuses from the doctor's office only, for a student's absence must be presented to the school within 3 days of the student's return to school to be considered for extenuating circumstances.**

Bulletin 741 Guidelines RE: Excessive absences, denial of credit, make up time procedure: In order to receive grades, elementary students shall be in attendance a minimum of 60,120 minutes. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes per semester on a per period basis. When a student has exceeded the allowable days of absence more than 5 days per semester for high schools or 10 per year for elementary and no

extenuating circumstances are documented, a committee appointed by the Principal will review the student's absences before credit is denied or make-up of missed time is scheduled. Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester and all other policies must be met. Failure to make up the time, complete the work, or make the grade will result in failure for the year at the elementary level or denial of credit and failure on a per period basis at the high school level. In cases of failure and/or denial of credit, appeals may be made to the Supervisor of Child Welfare & Attendance and must be requested by the parent/legal guardian and/or student within 72 hours of receiving notification by the school. Following the appeal hearing, the school and parent/legal guardian are notified of the final disposition. The Child Welfare & Attendance Supervisor's decision in attendance cases is final.

COURT REFERRAL CRITERIA & PROCEDURE

In compliance with state law relative to habitual absences, tardiness, and disciplinary actions, you are hereby notified that if your student child meets the following criteria listed below, he/she shall be referred to Orleans Parish Juvenile and or Municipal Court and Families In Need of Services (FINS) Program in accordance with Louisiana laws governing school attendance and duty of parents or guardians.

1. Any Orleans Parish, FOKSD students who exceed 5 days unexcused absences or unexcused tardiness within any school semester and who do not provide a valid excuse according to the criteria is deemed eligible for referral by the supervisor of Child Welfare and Attendance to court and/or FINS.
2. Any student who accumulates three suspensions at any given time within the school year and/or is found guilty of any disciplinary infraction that would warrant immediate action by the Principal of the school will be referred to court and/or FINS.

In cases of continued disciplinary problems, absences or tardiness, when interventions fail to correct the problem, violations are subsequent to an arrest

warrant and/or a referral to formal Court where additional penalties may be imposed upon the parent/legal guardian as defined by State Law including but not limited to additional fines, community service, and/or imprisonment.

If you have any questions or concerns regarding school attendance or discipline, contact the Principal of your child's school or the Supervisor of Child Welfare & Attendance

School Social Worker at (504) 940-2243.

Grading

The grading system for the charter school is standard in all schools. The grading system is as follows:

Grading System	
A =	100-93
B =	92-85
C =	84-75
D =	74-67
F =	66-60
<u>Honor Rolls</u>	
Principal's Honor Roll-----	4.0
Alpha Honor Roll -----	3.5-3.99
Beta Honor Roll -----	3.0 -3.49

Students must maintain satisfactory behavior to be eligible for placement on the honor roll.

Kindergarten grades are not used to measure progress, however, a check is used on the report card to indicate satisfactory progress in specific growth areas. A cross mark (X) opposite personal and social growth indicates improvement needed. Progress reports are given out quarterly in all grades.

Room Parent/Volunteers

We are making an appeal to all parents to actively participate in the education of their children by volunteering at school. Please sign up in the front office. Each class must have a room parent. All room parents will form a Parent Advisory Council (PAC). In order to volunteer, you must pass a background check. The fee associated with a background check varies from parish to parish.

Physical Education

Physical Education is offered for all students. If a student's participation has any limitations, (physical or medical) it will be necessary to submit a written note from a medical doctor for excuses. All middle school and high school students are required to purchase P.E. uniforms. Elementary students are required to purchase a P.E. uniform shirt but not the uniform shorts (NO EXCEPTIONS). (Pre-K students use their T-shirts for field trips.)

Library/Media Center

The Library/Media Center is a vital part of our instructional program. During regularly scheduled class periods, students are encouraged to explore varied information, to do research, and to read for pleasure. In order to maintain an adequate collection, pupils, teachers, and parents must cooperate to see that materials are returned in good condition. If materials are not returned, a charge equal to current replacement price must be paid.

MLK Parents/Students

The Public Library will not be a babysitting service or hangout for students. Students may use it for research and reading. Any abuse of this policy will be handled immediately. Parents must request permission slips from the office for students to utilize the public library. **The library will not be used to "hold" students until parents get off work.**

Academic Support

The Friends of King School District has an open admission policy. This means that all students are admitted regardless of their achievement level.

To assist each student in reaching their full academic potential, FOKSD offers a variety of academic support programs. These programs include both after-school and Saturday remediation and/or enrichment.

Parents whose children have been identified for participation in one of the academic support programs are strongly encouraged to support their child/children through their regular attendance and participation in the programs.

Lost and Found

Clothing and personal belongings that are brought to the school should be labeled with the child's name and grade. Lost articles may be retrieved from the school. At the end of each month, unclaimed items will be donated to the Goodwill. On the 15th of each month all items will be displayed for identification and retrieval. The school assumes no responsibility for lost items.

School Visitations

We always enjoy having our parents visit the school and actively participate in the education of their children. To assist us in carrying out the daily academic program, we request that parents schedule teacher/principal conferences by contacting the front office to make an appointment. Arrangements for classroom visitations should be made with the teacher or through the office. **For the protection of the students, all visitors must sign in and obtain a visitor's pass or sticker upon entering the building. PLEASE DO NOT GO DIRECTLY TO THE CLASSROOM. We ask that parents be appropriate and respectfully dressed.**

Discipline Management Plan

One of the most important lessons taught at home is discipline. The FOKSD will strictly enforce high standards for student discipline in school. It is the shared responsibility of the home and school to accomplish this goal. It is this training that develops self-control, character, and orderliness. Discipline is the key to good conduct and academic achievement.

- 1. Show respect for yourself, other students, and adults.**
- 2. Demonstrate respect for the school building and school property.**
- 3. Arrive at school with all necessary materials and be ready to learn.**
- 4. Bring only authorized items to school.**
- 5. Listen to and follow directions from teachers, monitors, and other adults.**
- 6. Wear appropriate attire to school.**
- 7. Take responsibility for your actions.**
- 8. Behave appropriately in the common areas of the school.**
- 9. All trash should be placed in trash cans.**

Cell Phones or Electronic Devices

Cell phones and all other electronic devices are not permitted at school. If a cell phone or any electronic devices are in use or visible, they will be confiscated immediately and secured in the office. If these items are confiscated, they will only be returned to the parent upon paying a retrieval fee of \$25.00. Failure to pay retrieval fee will result in the cell phone/electronic device to be held in the front office until the end of the year. The stated procedure will be followed per each violation.

Textbooks

RESPONSIBILITIES OF PARENTS AND STUDENTS

1. Textbook Contract must be signed by the parent and student.
2. All textbooks must be covered and kept clean.
3. All textbooks should be brought to class daily unless otherwise directed by the teacher.
4. Parents should make frequent home checks on the use and condition of textbooks.
5. Lost or damaged textbooks should be reported to the teacher.
6. It is the responsibility of the parent to reimburse the school for lost or damaged textbooks.

School Supplies

A list of school supplies for each grade level was given with the final report cards. If one was not received, the list may be obtained from the office. Each student should come to school with the necessary supplies.

Homework Policy

Homework is a vital part of the learning process. Homework assignments will vary according to grade level. Homework sheets will be given out on Mondays in lower grades (pre-K-3rd). Other grades are responsible in the manner in which the teacher

designates. Failure to do assignments will result in failing grades. All students are required to return homework on a daily basis.

Emergency Information

The school must always be able to contact the parent/guardian in case of an emergency. Please make sure that the school is provided with an emergency phone number, cell number, or an alternate contact number. *In case of extreme emergency, the school will dial 911.*

PLEASE REMEMBER TO NOTIFY THE OFFICE IMMEDIATELY OF ANY CHANGE IN ADDRESS OR TELEPHONE NUMBER.

Field Trips

When a field trip is scheduled, your child will bring home a permission form giving the destination, cost and date. This form must be signed and returned to the teacher before your child will be allowed to go on the trip. **Student must have a valid school ID.**

Any child with serious medical problems must be accompanied by a parent, guardian, or designee on all field trips in order to handle a medical emergency for that child.

In the event of an emergency during a field trip, the office will be notified immediately for further instructions. The parent or emergency contact person will be notified. Each parent/guardian must have a background check on file in the office before chaperoning students on field trip.

EXTRA-CURRICULAR ACTIVITIES

Any student wishing to participate in extra-curricular activities (i.e. band, marching units, sports, etc.) must meet the following criteria in order to be considered:

- Maintain a 2.0 GPA in academics and behavior
- Pass a medical physical examination
- Have parent sign a liability waiver
- Copy of health insurance on file

TECHNOLOGY POLICY

FRIENDS OF KING SCHOOL DISTRICT

Technology is an integral part of academic success. All parents must sign a waiver form regarding internet use at school.

Technology Acceptable Use Policy (AUP)

Technology/Internet access is available to all students and employees of Friends of King School District (FOKSD). We believe that technology offers vast, diverse, and unique educational resources to all participants. Any person using computers or other electronic information resources shall be required to use such equipment and resources in a responsible, legal manner. FOKSD retains the right to monitor all computer usage and files for compliance to all regulations and/or procedures.

Our goal in providing these resources to our students is to enhance innovative education for students through access to unique resources and collaborations. Furthermore, teachers will improve learning and teaching through research, teacher training, collaboration, and dissemination of successful educational practices, methods, and materials.

Terms and Conditions are provided so that Technology/Internet users are aware of the responsibilities they are about to assume. Responsibilities include efficient, ethical, and legal utilization of the network resources. The student's and parent or guardian's signatures on the attached contract is binding and indicates that he/she has read the terms and conditions carefully and understands their significance. In addition, ALL employees must sign and adhere to the provisions of this acceptable use policy.

TERMS AND CONDITIONS

1. Student Personal Safety -Users will not post personal contact information (e.g. address and phone number) about themselves or any other person on the Internet. User photographs and work can be published if a signed Parental District Release Form is on file.

2. Internet/Network Use – Users are expected to abide by the Friends of King School District (FOKSD) rules of network etiquette. These include, but are not limited to the following:
- a. ALL hardware and software purchases and installations should be approved by the Technology Department.
 - b. All technology hardware and software resources purchased by Friends of King School District (FOKSD) are the property of FOKSD and are loaned to students and faculty for their use.
 - c. Streaming or downloading media directly related to instruction is limited to before 8:00 a.m. and after 4:00 p.m. weekdays.
 - d. Be polite; do not send abusive, threatening, bullying, intimidating and/or harassing messages to others.
 - e. Note that Electronic Mail (e-mail) is not guaranteed to be private. People who operate the system have access to all mail. Messages relating to or in support of illegal activities must be reported to authorities. Friends of King School District (FOKSD) provides email accounts for its employees and does not warrant access to other email services or messaging services. Web mail is not permitted on any computers located in classrooms or used by students except for (FOKSD) provided student accounts (currently limited to LVS students).
 - f. Hardware or software shall not be destroyed, modified, or abused in any way.
 - g. Do not use the network in a way that would disrupt the use of the network by other users (e.g. downloading huge files during prime time, sending mass E-mail messages, installation of unapproved software, or annoying other users using chat, talk, or write functions). The network should be used only for research, information gathering, and academic practice directly related to school assignments and extracurricular projects supervised by school faculty.
 - h. The computer is NOT designed to be used as a radio or television for the classroom. Any such use should be DIRECTLY related to instruction. All streaming or CD/DVD media not directly related to instruction is prohibited.

- i. Malicious use of the network to develop programs that harass other users or infiltrate a computer, computing system, or network is prohibited. Use of the network to damage the software components of a computer or computing system is prohibited.
- j. E-mail, chat, and instant messaging of any form should be used for legitimate and responsible communication only. Hate mail, including statements that bully, threaten, intimidate and harass, discriminatory remarks, cursing, and other anti-social behaviors are prohibited on the network.
- k. Use of the network to access or process pornographic materials, inappropriate text files, and files dangerous to any individual or group is prohibited.
- l. Chat rooms may be used only with approval from building level administrator and the guidance of the teacher for instructional activities. A letter requesting the authorization to chat should be sent to the Friends of King School District technology department.
- m. Transmission of any materials in violations of any U.S. or state regulation is prohibited. This includes - but is not limited to - copyrighted software, music, videos, and other materials protected by trade institutions and ALL threatening or obscene material.
- n. Use for product advertisement, political lobbying, or illegal activities is strictly prohibited.
- o. Gaining unauthorized access to resources or entities is prohibited. Students should access only those files that belong to them or which they have been granted permission to use by faculty.
- p. Files stored on district computers and servers should be limited to those relating to formal school courses or activities.
- q. Invading the privacy of individuals is prohibited.
- r. Using the account or password of another user is prohibited. Distribution of passwords by other than designated staff is forbidden.
- s. Posting communications without the author's consent is prohibited.
- t. Posting or sending anonymous messages is prohibited.

- u. Attempts to remove, modify, or bypass software, hardware, and configurations installed to prevent Internet or other access to pornographic material, other objectionable materials, or prohibited resources is forbidden.
3. Students may use school Internet access for teacher-directed educational activities.
 4. Students may use school Internet access only when authorized, and only when supervised.

A PARENTAL RELEASE FORM MUST BE SIGNED AND ON FILE FOR ANY STUDENT TO HAVE ACCESS TO THE INTERNET.

PROVIDE TECHNOLOGY GUIDELINES

- **Remind your child to never put personal information online (full name, age, address, phone number, school, favorite hangout.**
- **Discuss what information is appropriate for social networking sites, and have your child show his/her online profile.**
- **Emphasize the importance of privacy. Access to your child’s profile should be limited to those on his/her friend’s list---and passwords should never be shared with anyone.**
- **Discuss the fact that anything put on the internet becomes public—and stays there forever. Remind your child not to put anything online he/she would not want a parent, teacher, or college admissions officer to see.**
- **Make sure you child knows that you expect him/her to use technology responsibly, and that he/she is never to post, send, or share anything that is inappropriate or hurtful to another.**

SET LIMITS

- **Require all communication devices be turned off during dinner.**
- **Use parental control software to block sites, monitor social networks, and/or filter inappropriate content. Check the privacy settings on your child’s cell phone and social networking sites.**
- **If you’re concerned about your child making late night phone calls and/or texts, consider requiring that cell phones be plugged in for recharging in your bedroom by 9:00 or 10:00 each night.**

- **Have your child sign an internet Safety Contract. (Several examples are available online.)**

Be a tech savvy parent so that you can help your child enjoy the benefits of technology, while minimizing the risk.

COMPLAINT POLICY

The Board of Directors expects that all complaints will be handled in a serious manner. The following policy has been established to respond to any such complaints:

- Complaints regarding Joseph A. Craig/Dr. Martin Luther King, Jr. should be made directly to the Charter School Principal. The principal is directly responsible for all matters that occur at the school. The principal will determine the urgency of the matter and will respond accordingly.
- If, however, the complaint is against the principal, the concern should be placed in writing and sent to the CEO. If the complaint is still not resolved, the concern should be placed in writing and sent to the President of the Board of Directors.
- If the CEO does not handle the matter satisfactorily, the complaint should then be put in writing and sent to the President of the Board of Directors. The President of the Board of Directors will meet the aggrieved party no later than 10 days after the complaint. A response from the president will be placed in writing after the meeting. An unsatisfactory response from the president can be appealed to the Board of Directors. Such an appeal may be made to the board following the response from the president. The board will act on the matter at the next meeting.
- All correspondence should be sent to the Friends of King School's address. Correspondence should be addressed to the person from whom a response is requested.

Friends of King School District

Code of Conduct

Velta Simms, Superintendent, FOKSD Dr.

Lindsey Moore, Principal, MLK HS Dr.

Eartha Johnson, President

Friends of King School Board

Code of Conduct



Friends of King School District's code of student conduct is established to foster and protect our school's core mission. We will aim to foster the scholarly and civic development of all students in a safe and secure learning environment, and to protect the people, properties and processes that support the school and its missions.

Our Mission

Our mission is to create and maintain an orderly, trusting environment where teaching and learning are innovative and exciting; where students are taught to read, write, compute, and think critically according to their fullest potential.



Code of Conduct:

School wide discipline and support that includes proactive strategies for defining teaching, and supporting appropriate student behaviors to create positive school environments will be implemented. Instead of using a mixture of individual behavior management plans, a continuum of positive behavior support will be implemented by the entire staff in areas including the classroom and non-classroom settings. Rewards and incentives will be given for good behavior. These activities are detailed at the end of this section.

The procedures and rules will include positive behavior supports, intervention room/time out, before/after/during school detention, and Saturday detention. Suspension and expulsion will also be available, if necessary. The discipline procedures and rules shall be made known to teachers, parents, and students. Students will always be afforded due process. These discipline procedures and rules are consistent with state and federal laws.

All Friends of King Schools will have zero tolerance for violent behaviors and acknowledges the responsibility to instruct students on how to resolve conflict peacefully. While zero tolerance requires school administrators to apply consequences of the established discipline code, it does not take away the ability of school administrators to use professional judgment and apply common sense in making the consequence for a behavior that fits the offense or misbehavior. In no case shall corporal punishment be permitted at any school site within the Friends of King School District. Zero tolerance does not mean that a student acting in self-defense cannot be disciplined.

Due Process:

In each case of a disciplinary action, an investigation will be conducted when a student will be given an opportunity to respond to the allegations against him/her. Students will be informed that fighting will not be tolerated. Students confronted with fighting are encouraged to immediately report intimidation, bullying, and/or aggressive behaviors to teachers and other staff personnel as soon as these behaviors are observed and detected. Again, students will be informed of the tolerance policy in an effort to curtail the occurrence of violent incidents and to remind them of the consequences of serious misbehaviors.

FOKSD discipline policy

The FOKSD discipline policy will include Class I Behaviors, Class II Behaviors, Class III

Behaviors and the suggested intervention strategies. Prior to the opening of the school, staff will be trained to implement discipline policy.

Class I Behaviors:

- 1.1 Three incidents of distraction of other students
- 1.2 Minor disruption on a school bus or RTA bus
- 1.3 Cutting class
- 1.4 Three unexcused absences/tardiness
- 1.5 Failure to bring classroom materials, homework, or other required materials to class.
- 1.6 Violating the dress code
- 1.7 Truancy from school
- 1.8 Teasing
- 1.9 Any other offense which the principal judges is similar to the existing Class I behavior

Suggested Intervention Strategies for Class I Behaviors (Select from the following)

- a. Student —teacher conference
- b. Student-teacher-parent conference
- c. Administrator-parent-teacher conference
- d. Referral to SAT Team
- e. Detention
- f. *Peer* Mediation
- g. Positive Management Practices

(Parent has the right to appeal the suspension within 5 days of the offense)

Class II Behaviors:

- 2.1 Three violations of Class I behaviors
- 2.2 Creating a disturbance in the class and/or on the campus
- 2.3 Creating a disturbance at a school sponsored activity
- 2.4 Trespassing (entering or remaining on school campus without permission while on suspension)
- 2.5 Written or verbal proposition to engage in sexual act
- 2.6 Inappropriate touching or advances with sexual overtures

- 2.7 Leaving campus without permission
- 2.8 Intentional disrespect for authority/willful disobedience/persistent disobedience that interferes with the well being of other students or that prevents the teacher from carrying on class activities
- 2.9 Using or possessing tobacco products, matches or lighter
- 2.10 Use of profane or obscene language
- 2.11 Fighting
- 2.12 Harassment, intimidation, and bullying of students by other students
- 2.13 Possession of stolen property
- 2.14 Theft (stealing) of an amount of money less than \$100.00, or an object valued at less than \$100.00
- 2.15 Inappropriate behavior on field trips
- 2.16 Assault (verbal threats) to any charter school employee or board member
- 2.17 Major disruption on a school bus or RTA bus
- 2.18 Battery (without bodily injury) on another student
- 2.19 Vandalism of school employee's property or other students' property, textbooks, or other articles of value
- 2.20 Any other offense which the principal judges is similar to the existing Class II behaviors

Any parent or legal guardian of a suspended student shall have the right to appeal to the CEO or his/her designee, who shall conduct a hearing on the merits. The decision of the Superintendent on the merits of the cases, as well as the terms of suspension, shall be final.

Suggested Intervention Strategies for Class II Behaviors (Select from the Following:)

- a. In school suspension
- b. Out of school suspension
- c. Student- teacher conference
- d. Student-teacher-parent conference
- e. Referral to SAT Team

Class III Behaviors:

- 3.1 Fourth suspension, after three previous suspensions, in the same school year

Is a consideration for an expulsion.

- 3.2 Battery with bodily injury to another student at school or any school related activity
- 3.3 Battery to an employee at school or any school related activity
- 3.4 Possession, use, concealment, or transmittal of illegal drugs or alcohol at school or school related activities
- 3.5 Arson (willful burning of any part of the school building or property herein)
- 3.6 Theft or extortion of property valued at \$100.00 or more
- 3.7 Robbery (taking anything of value from another by use of force or intimidation)
- 3.8 Burglary of school property (unauthorized entering of charter school or vehicle with the intent to commit theft or damages)
- 3.9 Burglary or damage of any vehicle on school grounds
- 3.10 Possession, use, transmittal, or concealment of firearms/guns, including pistol, rifle, zip gun, shot gun, loaded or unloaded, BB gun, starter gun, explosive propellant or destructive device whether operable or inoperable
- 3.11 Possession, use, transmittal, or concealment of knife
- 3.12 Miscellaneous: use of any object or substance to harm, frighten, or intimidate others including but not limited to rocks, pens, laser pens, pencils, toy guns, and similar objects.

Consequence for Class III Behaviors (pursuant to the provisions suspensions or expulsions of 17:416)

No student who has been expelled because of R.S. 17; 416 shall be admitted to any public school in any other parish or city school system in the state except upon the review and approval of the school board of the school system to which he/she seeks admittance.

Short-Term Suspension

If a student commits an offense that results in short-term suspension (less than 10 days) the student is afforded due process rights and is subject to the following:

- If necessary, immediate removal from class and/or school
- Entitled to respond to the charges against him/her
- Principal or his/her designee(s) addresses the conduct and assigns an appropriate consequence
- Parent/guardian is notified by the Principal or his/her designee(s)
- Parent/guardian is required to meet with the Principal or his/her designee(s) regarding infractions prior to the student's return to school

Long-Term Suspension

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, immediate removal from class and/or school
- Parent/guardian is notified by Principal or his/her designee(s)
- School sets a hearing date.
- Student and/or his/her parent/guardian are notified in writing of the charges and a statement of the evidence: date, time, and place of a hearing; and notice of the right at the hearing to be represented by legal counsel (at the student/parent's expense) and present evidence and question witnesses.
- After hearing the case, the Principal or his/her designee(s) issues a written decision to be sent to the student, the parent/guardian, the school's Board of Directors, and included in the student's permanent record.
- Any student who is expelled or given a long-term suspension (10 or more days) has a right to appeal the decision.

Friends of King School 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 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

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.

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 a Department of Education Representative (Office of Federal Programs Support) when considering this issue to ensure that factors are considered consistently across schools.

The ***Determining a Pattern of Suspensions Worksheet, Appendix A***, 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.

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.

- a. **In-school Suspension.** An in-school suspension will not be considered as a suspension for the above purposes as long as a student is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the extent (s)he would have in the current placement. Any in-school suspension that does not meet this standard must be considered as a suspension for purposes of these procedures.
- b. **Suspension/Removal for Portion of School Day.** Students sent home from school in the morning because of misconduct is considered to have a full-day suspension. Students sent home in the afternoon is considered to have a half-day suspension. These conditions apply unless the student’s BIP specifically calls for the student to receive a shortened school day when certain behaviors are exhibited. ³
- c. **Bus Suspension.** The following standards apply based on whether transportation is a related service on the IEP:
 - 1) **Bus Transportation Is IEP Service.** When transportation is an IEP service, a student’s removal from the bus is considered to be a suspension unless transportation is provided in some other way. In this case, transportation has been determined to be necessary for the student 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 have the same obligations for the student to get to and from school as any nondisabled peers suspended from the bus. However, school officials should consider whether the bus behavior is similar to classroom behavior that IS addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.

³ 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.”

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.

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.

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.
- 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.⁵

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

⁵ To comply with the law, a 45 school day emergency removal for serious bodily injury must be extremely serious, i.e., requiring medical treatment.

convene a meeting to determine whether the student's behavior is a manifestation of his/her disability. (See Section I.C. above for more information about the manifestation determination process.)

1. Behavior IS Manifestation of Disability

- a. **FBA/BIP.** As discussed above, the IEP team must conduct or review an FBA and create a BIP addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. Note: if the FBA requires a new assessment of student behavior, parental consent is required.
- b. **Reevaluation.** The student may be referred for a reevaluation.
- c. **More Intensive Services.** The IEP team may meet to consider more intensive special education services upon the expiration of the 45 day IAES or sooner.

2. Behavior is NOT Manifestation of Disability

- a. **Disciplinary Hearing.** If all team members determine that the conduct was not a manifestation of the student's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.
- b. **FBA/BIP.** The student must receive, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior related to the disciplinary violation so that it does not recur.

III. Appeals

A. Reasons for Requesting an Expedited Due process Hearing

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

B. Authority of Hearing Officer

1. A hearing officer may:
 - a. Return the student to the placement from which the student was removed if the hearing officer determines that the removal did not comply with these procedures or that the student's behavior was a manifestation of the student's disability; or
 - b. Order a change of 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 he/she 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 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*.

Prior to the amendments to the Education of the Handicapped Act (EHA) in 1975, today known as IDEA, the special education needs of children with disabilities were not being met. All too often, school officials used disciplinary measures to exclude children with disabilities from education simply because they were different or more difficult to educate than non disabled children. It is against that backdrop that IDEA was developed, with one of its primary goals being the elimination of any exclusion of special education students.

Discipline procedures for special education students with disabilities must be consistent with federal and state laws. These same procedures should include but are not limited to positive behavior supports, intervention room/time out, in-school suspensions, before/after/during school detention, and Saturday detention.

Students suspected of having a disability as well as those in the process of evaluation are also covered in the discipline of special education students. Students classified as gifted or talented only are not protected under special education procedures. These students are disciplined according to regular education discipline procedures. 504 Students are also disciplined according to regular education discipline procedures.

A special education student with a disability who commits a Class I or Class II offense may be disciplined for that behavior providing that the offense is not related to the disability (behaviors listed under attachment 31). Disciplinary action may consist of the same consequences for regular students. However, if the disabled student is suspended, the following must be done:

- After the first suspension, conduct a Functional Behavior Analysis (FBA) and develop a Behavior Management Plan (BMP) to address the behavior that resulted in the suspension.
- After the second suspension, reconvene the IEP team to address the behavior for which the students were suspended.
- After the third and subsequent suspensions, conduct a Manifestation Determination Review (MDR) to address the suspension (within 10 days).

NOTE: A student may be suspended for up to 5 days per offense. However, a student may not be out of school for more than 10 days per school year for disciplinary actions.

A special education student with a disability who commits a Class III offense may be

disciplined for that action. Disciplinary action may consist of the same consequences for regular students. However, if the disabled student is expelled, the following must be done:

- Personnel must check to ensure that the expulsion packet is compliant.
 - a. A period of expulsion is determined.
 - b. An expulsion re-evaluation is conducted, the IEP team is reconvened and placement for the remainder of the expulsion period is determined.
 - c. The student is assigned to an Interim Alternative Educational Setting (IAES) for 45 days. Manifestation Determination Summary Form (MDSF) must be completed. The parent should participate and sign the MDSF within 10 days.

Appeal

The parent or legal guardian has the right to appeal a suspension or expulsion. The appeal must be made within five (5) days of the offense.

Bus Safety Policy

Purpose:

All Friends of King School District students deserve safe transportation to and from school so that they can receive an excellent education. This handbook's objective is to outline the clear expectations of student bus behavior, the responsibilities of staff and drivers to ensure a safe environment, and the systems for all stakeholders.

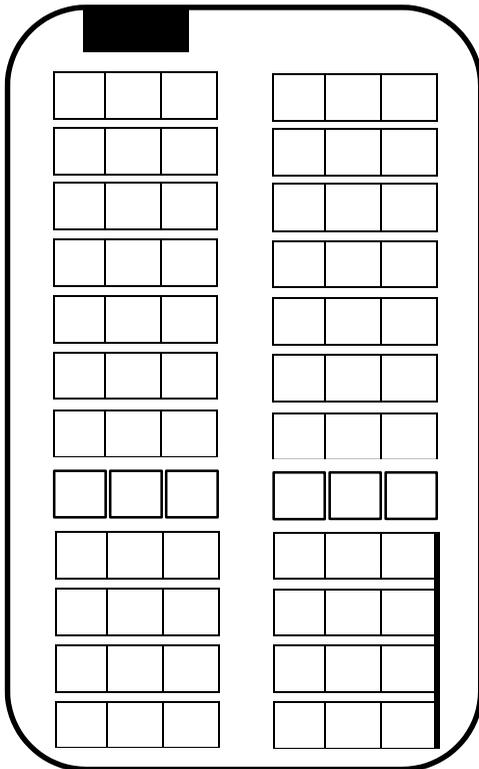
Student Behavior Expectations:

Following are the expectations of student bus behavior:

Bus Behavior General Expectations:

1. **Stay seated:** Students should be seated at all times on the bus. The only exception is if the bus is completely stopped and students are loading on or unloading off of the bus. Properly being seated is defined as having your bottom on the seat, knees forward, and school bag either on the ground in front of you or on your lap. Aisles should be clear at all times except for when students are loading or unloading. In addition, once a student gets on the bus, they should remain in their seat and not get back off of the bus.
2. **Respect driver, staff, peers, and bus:** All students should be respectful in their actions and language when interacting with the driver, staff, peers, and the bus. This includes not using foul language, bullying of any kind, or damaging the school bus.
3. **Appropriate Noise Level:** At all times, students should be speaking at a noise appropriate level that enables the driver or teachers to give clear directions.
4. **Hands/Objects to Yourself:** All students should keep their hands to themselves and not throw objects across or out of the bus. Play fighting and horsing around is treated the same as actual fighting.
5. **Follow Directions:** Students should follow any direction given by a driver or staff member. This includes, but is not limited to, correcting an inappropriate behavior or moving to the front of the bus.

6. **Zero Trash:** A critical component of ensuring that all students are transported in a safe environment is also making sure they are being transported in a clean environment. There should be no eating or drinking on the bus at all times. In addition, students should not leave trash behind on the bus, such as spare paper or pencils. At no point should trash be thrown out of a bus window.



Bus Seating Chart:

Red Zone: For re-directing student behavior

Green Zone: For PreK-2nd Grade students

Blue Zone: For 3rd-5th grade students

Gray Zone: For 6th-8th grade students

Loading the Bus:

- Students who walk, ride RTA, and car-riders are not to be in the bus loading zone at any time following dismissal. Car-riders and walkers will be escorted to their designated exit location.
- Once bus is called, students are to report directly to their bus. At no point should any bus-student leave the bus zone for any reason.
- Drivers can make additional seating charts at their discretion.
- At no point should a student be waiting by a bus that is not theirs.
- All aisles should remain clear while the bus is loading after students have found their seats.
- Windows being up or down will be based solely on the bus driver's discretion.

Unloading the Bus:

- Students should be prepared with their possessions as they arrive at their stop
- Students should remain seated at all times until the bus has arrived at the stop
- When unloading the bus, students should line up in an appropriate and quick manner.

Student Behavior Management System:

The following is a tiered-breakdown of actions that fail to meet bus safety student expectations and the follow up action that is required.

If/Then Action Chart for Student Behavior for PK-2/3-5:

<p>Tier 1 Offense: <i>Inappropriate Behavior:</i></p> <ul style="list-style-type: none">• Sitting improperly (on knees/leaning over seats) or standing on the bus .• Screaming/yelling on the bus• Eating or drinking on the bus (bus driver confiscates first)	<p><i>Follow Up Action:</i></p> <ul style="list-style-type: none">• Address student behavior. Stop bus and move student to front of bus.
<p>Tier 2 Offense: <i>Inappropriate Behavior:</i></p> <ul style="list-style-type: none">• Defiance – not following driver or staff directions• Cursing on the bus• Getting off of the bus once they are on	<p><i>Follow Up Action:</i></p> <ul style="list-style-type: none">• Student write up• Student sits in red zone for a day starting on the next bus ride
<p>Tier 3 Offense: <i>Inappropriate Behavior:</i></p> <ul style="list-style-type: none">• Throwing any item on the bus• Writing on the seats/destroying bus property• Cursing at a fellow student or bus driver• Writing on the bus/destroying bus property• Putting hands on another student (fighting or horesplaying)	<p><i>Follow Up Action:</i></p> <ul style="list-style-type: none">• Student write up• Automatic suspension from bus• Student sits in red zone for defined period when they return to the bus

PreK-2nd Grade/3rd-5thGrade Specific Consequence System:

1. Lunch/recess detention for the first non-level 3 write up
2. After school detention for the second non-level 3 write up (Level 3 write ups - fighting, cursing, throwing objects - will be an automatic suspension)
3. 2 day bus suspension for third non level 3 write up
4. 3 day suspension for fourth non-level 3 write up (parent conference)

5. Permanent suspension from the bus
 **3rd-5th Grade: For level 3 infractions: students will receive 2 three day suspensions before they are permanently removed from the bus

6th-8th Grade Specific Consequence System:

<p>Tier 1 Offense: <i>Inappropriate Behavior:</i></p> <ul style="list-style-type: none"> • Sitting improperly (on knees/leaning over seats) or standing on the bus . • Screaming/yelling on the bus • Eating or drinking on the bus (bus driver confiscates first) 	<p>Follow Up Action:</p> <ul style="list-style-type: none"> • Address student behavior. Stop bus and move student to front of bus.
<p>Tier 2 Offense: <i>Inappropriate Behavior:</i></p> <ul style="list-style-type: none"> • Defiance – not following driver or staff directions • Cursing on the bus • Getting off of the bus once they are on 	<p>Follow Up Action Write Up and Red Zone the next day</p> <ul style="list-style-type: none"> • 1st Offense: Detention • 2nd Offense: Detention & 1 day suspension from bus. • 3rd Offense: Detention & 3 day suspension from bus. • 4th Offense: Detention & 5 day suspension from bus. • 5th Offense: Permanently off bus
<p>Tier 3 Offense: <i>Inappropriate Behavior:</i></p> <ul style="list-style-type: none"> • Throwing any objects on or of the bus that may result in personal injury or damages to personal property (i.e. vehicles) • Vandalism • Cursing at the bus driver • Fighting or horseplay (putting your hands on another student)] 	<p>Follow Up Action: Write Up and Automatic Suspension</p> <ul style="list-style-type: none"> • 1st Offense: 1 day ISS & 3 day suspension from bus. • 2nd Offense: 1 day ISS & 5 day suspension from bus. • 3rd Offense: 1 day ISS & Permanently off bus.

Bus Driver Expectations:

General Expectations:

- Actively monitor the bus on a consistent basis
- Address any failure to meet expectations with students every time
- Everything that deserves a write up should be written up every time
- Turn all student write-ups into the proper school administration by the next bus ride (12 hour turn-around)
- Ensure that the bus is properly stocked with write-ups
- Ensure that the bus is a clean environment for students
- Be respectful to students and parents, including using foul language
- Make sure that students are sitting in the appropriate seat
- Communicate bus-related issues with bus team (drivers, teacher from each school team)

While Students are Loading the Bus:

- The bus driver should be on the bus actively monitoring students as soon as the first student gets on the bus. If students are on the bus, the driver is on the bus
- Do not allow students off of the bus once they are on.
- Ensure that there is a good flow of traffic from students loading the bus to finding their seat

While Students are Unloading the Bus:

- Ensure that students are sitting down appropriately until the bus is stopped
- Ensure a constant flow of traffic off of the bus, especially during morning welcome

Administration Expectations:

With Students:

- Ensure students are properly taught appropriate bus behavior expectations and procedures
- Address and write-up any student of any grade who fails to meet the bus behavior expectations
- When a write-up is received, administer consequences to students as required per each school's specific bus behavior consequence system
- Only administrators can suspend/pull students off of a bus.

With Bus Drivers:

- Receive write-ups from bus drivers for student inappropriate behavior
- Ensure that a follow-up copy of a bus write-up is delivered to the following location:
 - White (original): To student/parent
 - Yellow: back to bus driver
 - Pink: Student file
- Return student write-ups to the bus driver by the next bus round (12 hour turn-around)
- Monitor buses and communicate with First Student if bus drivers aren't upholding outlined expectations

With Teachers:

- Assign responsibilities and posts for teachers to manage student behavior while loading onto the buses
- Hold teachers accountable if they're not at their post and/or actively monitoring students

Teacher/Para Expectations:

General Expectations:

- Only release students once their bus has been called.
- Actively monitor hallways to ensure students on moving to the bus zone quickly and quietly.
- Make students exiting the building immediately find and board their assigned bus.
- Absolutely not loitering in the bus zone.
- Escort all walkers and car-riders out the designated exit and remain until all students have departed.
- **Write up any student who does not follow these expectations.**
- Turn in any write-up to administration
- Communicate any student related bus issue with bus team and administration

Bus-Team Expectations :

All staff members must work collectively as a team to ensure all students properly follow expectations while buses are loading for dismissal.

All staff members will actively monitor hallways, stairwells, exits, and bus loading zone. At any point, **any staff member can write up any student.**

Policy and Guidelines for Use of Seclusion and Physical Restraint with Exceptional Students at the Friends of King Charter Schools

Louisiana Revised Statute 17:416.21 (Act 328 of 2011) and Louisiana Bulletin 1706 (Regulations for Students with Disabilities, rev. 2012) mandate that each Local Educational Agency develop and disseminate guidelines for use of seclusion and physical restraint to parents/guardians of exceptional students.

Comprehensive policies and procedures that include descriptions of methods and procedures for seclusion, physical transport, intervention, and control as well as procedures for parent notification, staff training, direct monitoring, data analysis, and documentation are available for review at each school site. Copies of these documents will be provided upon request.

General guidelines for use of seclusion and physical restraint for students with exceptionalities in the Friends of King Schools are as follow:

1. Seclusion or physical restraint will be used only when all other classroom interventions have been attempted and proven unsuccessful in remediating self-injurious or physically aggressive behaviors and then only to prevent the immediate escalation of aggressive behavior and imminent physical injury to other students or faculty.
2. Physical control techniques that result in minimal discomfort and no physical injury to the student will be implemented exclusively. Interventions used will not interfere with a student's ability to breathe freely or communicate with others. Students will not be restrained in a manner that places excessive pressure on the back or chest that may present a risk of asphyxia.
3. Neither seclusion nor physical intervention will be used as a form of discipline or punishment, as a threat to control, bully or to obtain compliance, for convenience of school personnel, or when unsafe, unreasonable, or unwarranted. Seclusion is prohibited for addressing behaviors such as general noncompliance self-stimulation, and academic refusal. Seclusion and physical restraint will not be used after imminent substantial risk of injury no longer exists. Seclusion will not be used to isolate a student from needed educational instruction. Staff will not attempt to gain compliance by reminding a student of behaviors that have resulted in physical restraint or seclusion the past.

4. If a student has a medical or psychological condition that precludes seclusion and/or physical intervention, as certified in a written statement by a licensed health care provider, physical restraint will not be used with that student. That student's Individualized Education Plan (IBP) team will develop and implement interventions to address that student's individual needs.

5. No mechanical devices such as stockinettes, web straps, or tie downs will be used for physical restraint. Adaptive devices such as braces, postural aids, and other equipment prescribed through the Individualized Education Plan (IEP) to assist a student to benefit from his/her educational programming are not considered to be restraints.

6. Only school personnel that have specific experiential training in the safe and proper application of prescribed techniques will employ seclusion and physical restraint. Only approved procedures will be used. All trained personnel are required to assist, if needed when physical transport or restraint is implemented.

7. Physical restraint or seclusion will not serve as the sole means of behavioral intervention and support for any student with a disability. Special education students who have a documented history of physical aggression will have a behavior management plan included as a component of their Individualized Education Plan. This behavior plan will designate when seclusion or physical restraint is used and the behavioral consequences that will follow use of seclusion or restraint. Seclusion and physical restraint used for reasons other than imminent risk of harm and use of procedures contrary to those approved listed shall be considered unreasonable and are strictly prohibited.

8. In an emergency situation, physical restraint or seclusion may be used with student to prevent injury to that student or others. However, every behavioral incident that involves physical intervention is subject to review by principals, administrative staff, community advocates, and parents. Staff is advised to be extremely cautious when using physical interventions when students do not have such interventions included in their Individualized Education Plans.

9. Personnel will not discuss any aspect of seclusion or physical restraint with any student at any time. Once an incident of seclusion or physical restraint is ended, teachers and others will return to teaching and providing opportunities for students to earn positive reinforcers.

10. When seclusion or physical restraint is implemented, the student's principal or a designee must notify the student's parent or guardian before the end of that school day. A copy of the documents will be forwarded to parents and the school's Dean of Students as soon as possible.

11. After a seclusion/restraint incident, the Special Education teacher will convene the IEP Team within 10 days to review and revise accommodations modifications, and/or behavior intervention plans in an effort to prevent future occurrences. The Special Education Coordinator for that school must be present at the IEP meeting.

12. Physical Restraint/Seclusion Incident Reporting data will be analyzed at least annually. Procedures will be reviewed and revised as necessary in the interim to ensure appropriateness and effectiveness.

13 . Data will be used to track the number of incidents of physical restraint/seclusion by student, staff and type of incidents, description and number of injuries sustained by student and/or staff and the nature of any such injuries, and other factors such as precipitating events and other observable factors.

Related data will be available to parents/guardians of children and other interested parties upon request.

A copy of this policy will be provided to parents/guardians of students with disabilities and exceptional students at least annually. It is also available on the FOKS website.

PARENT/STUDENT CONTRACTUAL AGREEMENT

As a parent of the Friends of King School District, I agree to:

- ***Supervise my son's/daughter's homework***
- ***Attend parent meetings regularly***
- ***Attend parent workshops and/or training sessions***
- ***Encourage my child's adherence to the school's discipline policy***
- ***Provide needed school supplies***
- ***Be a partner in all learning experiences to enhance the educational achievement of my child/ren***
- ***Read and abide by the rules and regulations contained in the Parent Handbook***

Parent's/ Guardian's Signature: _

Student's Name: _

Student's Address: _

Phone Number: _____ Date: _____

Teacher's Name: _

***“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy -
“Dr. Martin Luther King, Jr.***

Please return this form to your child's teacher

Friends of King School District Cell Phone/Electronic Devices Agreement

Dear Parent/Guardian:

This letter serves as acknowledgement and agreement with the Portable Electronics Policy for the Friends of King School District (FOKSD). Located on page 21 in the Student/Parent Handbook, the policy states that any student in possession of any electronic devices including cell phones, mp3 players, and/or ear/head phones is strictly prohibited on all FOKSD campuses. Any student found to be in possession of any prohibited items listed in the Student/Parent Handbook will face strict disciplinary actions. In accordance to the Friends of King School District Policy, students (parents) must abide by the following conditions:

- Cell phones and all other portable electronic devices are not permitted on any FOKSD campus during the instructional day (7:30 a.m. – 3:45 p.m.).

Failure to agree to these conditions will result in any/all of the following:

- First Offense:** confiscation of the cell phone and/or other banned device. **Only** a parent may pick-up a student's electronic device upon paying a retrieval fee of **\$25. Electronics will not be returned to students.**
- Second Offense:** confiscation of the cell phone and/or other banned device. After-school detention. Administration will schedule a conference with the student and his/her parent/guardian. The cell phone and/or other electronic device will be returned only to the parent upon payment of the retrieval fee of **\$25.**

- Third Offense:** confiscation of the cell phone and/or other banned device. Suspension from school. Administration will schedule a conference with the student and his/her parent/guardian. The cell phone and/or other electronic device will not be returned to the parent until the **end of the school year** upon payment of the retrieval fee of **\$25**. Permission to check-in a cell phone or any other electronic devices with the homeroom teacher is revoked for the remainder of the school year.

Please note:

- FOKSD is not responsible for the loss or theft of cell phones and all other electronic devices. School staff will not investigate the loss or theft of electronic devices.

Student Name (*please print*)

Parent/Guardian Signature Refusal to Sign

Student Signature

Parent/Guardian Phone #

School Principal Signature

FOKSD Superintendent

**FRIENDS OF KING SCHOOL DISTRICT
INTERNET USE AGREEMENT**

Please return form to your homeroom teacher.

USER (Student or Teacher) TECHNOLOGY CONTRACT

I have read the Acceptable Use Policy. I understand and will abide by the regulations. I understand misuse is unethical and illegal. Should I commit any violation, my access privileges may be revoked and disciplinary action will be taken. A signed copy of this document must be on file with the teacher. In the case where the teacher is the user, a copy will be on file in the office. Teacher signature also gives permission for his/her picture/work/name to be placed on the district website.

User Name (please print): _____

User Signature: _____

Date: ____/____/____

PARENT TECHNOLOGY CONTRACT

As the parent or guardian of this student, I have read the Terms and Conditions of the Friends of King School District Acceptable Use Policy. I understand that this access is designed for educational purposes and Friends of King School District has taken available precautions to monitor student access. However, I also recognize it is impossible for Friends of King School District to restrict all controversial materials, and I will not hold them (Friends of King School District) responsible for the materials acquired on the network. I hereby give my permission for my child to have school use of technology including the Internet.

Parent or Guardian (please print): _____

Signature: _____

Date: ____/____/____

Daytime Phone Number: _____

Evening Phone Number: _____

NOTES

Friends of King School District



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Dr. Eartha Johnson, President
Mr. Joseph C. Long, Jr. Vice President
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