



***Friends of King
School District***

**Student
and
Family
Handbook**

2024 - 2025

Where Dreams Begin...

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Friends of King Charter Schools

DR. MARTIN LUTHER KING CHARTER SCHOOL

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.

GENERAL POLICIES AND PROCEDURES

Admission and Enrollment

Friends of King Schools participate in EnrollNOLA, the New Orleans Public Schools Common Application Process (NCAP), the city's common application and enrollment system (formally referred to as "OneApp"). FOKS follows the calendar and policies of EnrollNOLA as they relate to application, admission, readmission, and transfer of students. For more information, please visit www.nolapublicschools.com or www.enrollnolaps.com.

Documents for Registration

To complete registration, a student's parent or guardian must provide copies of the following documentation:

- Birth certificate
- Immunization records
- Final report card
- Test scores
- Parent/guardian identification
- Proof of residence (see below for additional information on proof of residency)
- Transcript from previous high (if applicable and enrolling in high school)
- Social security card (optional)
- Individual Education Plan (IEP) or 504 Plan (if applicable)

A student may lose their seat if they do not submit all required documentation by the registration deadline, as established by EnrollNOLA.

Proof of Residence Requirement

All students attending Friends of King Schools are required to reside in Orleans Parish.

Attendance

Attendance and Tardiness Policy

1. 1-3 days Absent or Tardy (consecutive or not): Parent Liaison will reach out to parent or guardian by phone and/or email. Parent Liaison will document and maintain the correspondence and report to School Social Worker

2. 4 Unexcused absences or tardies: School Social Worker sends email notification to parents and/or legal guardians and schedules an attendance conference. Review state law (Revised Status 17:221 and 17:233) with parents and notify parents of required referral to OSSA, FINS or Municipal Court should student reach a total of 5 absences / tardies within one semester.
3. 5th unexcused absences or tardy: Social Worker begins to send Truancy letters home to parents/guardians.
 - Truancy Letter1 @ 5days,
 - Truancy Letter 2@ 7 days,
 - Truancy Letter 3@ 9days, and
 - (5 unexcused tardies equal 1day absent) as per OSSA.
4. Truancy Letter 3 to parents will also be accompanied by a referral to OSSA Office of Student Support and Attendance, FINS, or Municipal Court for Truancy and provides supporting documentation to referral source from School Social Worker.
5. 15 Consecutive days of unexcused absences school request student is discharged from FOKSD.
6. Parent/Guardian must respond to all correspondence in reference to attendance and tardiness, no correspondence will move the procedure to the next step of the policy.
7. FOKSD may allow students in danger of failing due to excessive absences to make up missed class time in class sessions held outside the regular class time. These make-up sessions must be completed before the end of the current semester.
8. Kids must be in school by the age of 5 years old.

Truancy

Louisiana State Law mandates compulsory school attendance and students are expected to be in attendance every school day scheduled by the local school board until their eighteenth (18th) birthday. Every child in the state is required by state law to attend public or private school from the child's seventh (7th) birthday until his/her eighteenth (18th) birthday, unless the child graduates prior to his/her 18th birthday. The state of Louisiana requires that schools offer 63,720 instructional minutes per academic year.

Truancy is defined as a student having 5 unexcused absences per semester within a school year per RS 17:233. When a student misses school, their absence falls under four categories:

- Exempted and Excused: The student is allowed to make up the missed work and the absence is not counted against the attendance requirement. Examples are extended illness documented by a doctor or to celebrate religious holidays. There is no limit to these absences.
- Non-Exempted and Excused: The student is allowed to make up for the missed work, but the absence is counted against the attendance requirement. An example is personal, or

family illness documented by a parent's note. The number of non-exempt and excused absences is based on the number of school days offered.

- Unexcused: The student is not allowed to make up for the missed work and the absence is counted against the attendance requirement. An example is skipping school.
- Suspensions: The student is allowed to make up for the missed work, but the absence is counted against the attendance requirement.

TARDINESS

School hours begin at 8:00 am; a child not in class by 8:10 am is considered tardy. A student arriving after 8:10 am will be issued a late slip and admitted to class. The student will be marked absent for the class periods not attended. The student must be signed in by a parent. School dismissal is 3:15 pm for elementary students and 3:30 pm for high school. A student checked out of school unexcused before dismissal is considered absent for the class period(s) not attended by the student. For any other extenuating circumstances, parents may make a formal appeal in accordance with the due process procedures.

***All excuses, including original doctor/dentist verification, for a student's absence or tardy must be presented to the school within three (3) days of the student's return to school to be considered for extenuating circumstances. Tardy students will receive appropriate disciplinary action for repeated tardiness which can result in referral to Municipal or Juvenile court.*

Early Dismissal and Check-Out

Students may not be signed out after 2:30 pm. An early dismissal or check-out from a school day is considered an absence in the classes missed. Early dismissal or check-out from school requires that the legal parent/guardian be present and provide a current form of legal identification at the time of the early dismissal or check out. Parent/legal guardian/designee must be listed on the student's emergency card.

Breakfast and Lunch

Breakfast and lunch programs are available to all students each day. Breakfast and lunch will be served at no charge to all students. Friends of King Schools have been selected to participate in the USDA Community Eligibility Provision Program (CEP).

Special meals will be provided at no extra charge to students with dietary restrictions as documented by a doctor. The breakfast and lunch programs are available to everyone regardless of race, color, national origin, age, sex, or disability.

Communication

Contact Information

Parents/guardians are responsible for annually providing current and up-to-date contact information for the student. Each summer before a new school year begins, parents/guardians will be sent a form on which to update their contact information, and then return to school. In the case that phone numbers or address change during the year, the parent/guardian must complete an enrollment card/form to provide current contact information. In addition to phone numbers and address for the parent/guardian, emergency contact information must be provided for at least two other individuals who may be contacted in case of an emergency. All authorized contacts to whom

the school is permitted to release the student to during or after the school day must also be indicated.

Emergency School Closing

Emergencies, including severe weather and other external factors, may occur throughout the school year. In extreme cases, Friends of King Schools may deem it necessary for school facilities to close, to ensure the safety of students and staff. If school closure is necessary, we will alert parents via Parent Portal Messenger and our automated phone call system. In addition, we will convey closures using news and media, school websites and social media. Please email info@mlknola.org to be added to our general mailing list.

If students are on campus and an emergency school closure is deemed necessary, parents will be notified via Parent Portal Messenger and through an emergency phone blast.

Communication Devices

Dr. Martin Luther King, Jr. Charter School based on state mandate has zero-tolerance policy for all electronic devices, cellphones, headphones, air pods, iPads and smart watches on their person during the school day. Use of electronic devices is strictly prohibited during the entire school day, including lunchtime.

Upon entering the school building, students will be instructed to place their cell phones and electronic devices in a secured bin labeled with their homeroom/first period class. At the conclusion of the school day, students will report to their homeroom/first period to retrieve all devices. Students that fail to adhere to the electronic device policy will be subject to the following:

Consequences:

Dr. Martin Luther King Elementary School	Dr. Martin Luther King, High School
<p>1st Offense - Electronic devices are taken for the following 2 school days and only given to a parent or guardian on file with the school after the 2 days. Weekends and holidays are not included in the count.</p>	<p>1st Offense -Electronic devices are taken for 2 school days and only given to a parent or guardian on file with the school after the 2 days. Weekends and holidays are not included in the count.</p>
<p>2nd Offense - Electronic device(s)are taken for the following 3 days and only given to the parent or guardian on file with the school after the 3 days. Weekends and holidays are not included in the count.</p>	<p>2nd Offense- Student will receive a 2 day in school suspension, electronic device(s) taken and given to the parent or guardian on file with the school at the end of the suspension. Weekends and holidays are not included in the count.</p>
<p>3rd Offense - Student will receive a 1 day out of school suspension and parental conference. Electronic device(s) taken and given to the parent or guardian on file with a \$25.00 paid fine.</p>	<p>3rd Offense- Student will receive 1 day out of school suspension and parental conference. Electronic device(s) taken and given to the parent or guardian on file with a \$25.00 paid fine.</p>

Damage to School Property

It is the policy of Friends of King Schools that a student found guilty or responsible for damage or loss to any property belonging to Dr. Martin Luther King Jr. Charter School, or a school employee shall be held accountable for making restitution for said damage. Any student who is suspended for such an act shall not be re-admitted until arrangements for payment in full have been made for said damage.

Emergency Situations

Evacuation of Building

Procedures for quick and orderly evacuation of school buildings have been established and are posted in classrooms and other rooms. Monthly drills will be held for students to familiarize themselves with procedures for evacuation and other emergency situations, and to obey instructions of teachers and staff in all situations.

Grievances

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 Dr. Martin Luther King, Jr. Charter Schools 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.

If parents feel Friends of King Schools are not providing services in accordance with state and federal regulations, a parent may file a complaint in accordance with the Louisiana Handbook for School Administrators available online at:

<http://www.doe.louisiana.gov/osr/lac/28v115/28v115.doc>.

Parents may also request a copy of this bulletin by calling the department's toll free number at 1-877-453-2721.

Immunization Records

As per Louisiana Law R.S. 17:170, each person entering any school (including elementary and secondary schools) within the state for the first time the time of registration or entry shall present satisfactory evidence of immunity to or immunization against vaccine-preventable diseases

according to a schedule approved by the office of public health, Department of Health and Hospitals, or shall present evidence of an immunization program in progress.

Medication Policy

Prescribed Medication

A student who is taking prescribed medication during the school day must have authorized medication administration information on file in the office and with the school nurse. The form outlines the process for dispensing medication that parents and student's physician must complete, sign, and return to the school before any prescribed medication may be administered to a student while on school campus.

Students should never be in possession of medication of any kind. Asthma medication may be carried by the student with written documentation from the physician and on file with the school nurse.

Parent's Bill of Rights

This bill acknowledges that parental involvement is a significant factor in supporting student achievement and access to information helps to foster that involvement. Under Louisiana law (LA Rev Stat §17:406.9 [2021]), parents are afforded certain rights to ensure they are full partners in their child's educational experience. Parents have the right to:

- To examine textbooks, curriculum, and other materials used in your child's classroom.
- To inspect child's school records and receive a child's education records within 10 business days of the request.
- To be notified when medical services are offered.
- To be notified of criminal action taken against your child or by your child.
- That the school shall not discriminate against your child based on sincerely held religious beliefs of the child's family.
- To receive written notice and the option to opt-out of surveys asking certain questions regarding the student's sexual experiences or beliefs, family beliefs, morality, religion or political affiliation, or the student's or family members health or psychological problems
- To access the final school calendar at least 30 days prior to the beginning of the school year.
- To view a complete listing of all school fees and the purpose of each.
- To view any school uniform requirements on the school's website.
- To be promptly informed if your child is at risk of not being promoted to the next grade level.

Parents Right to Know Information

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). When a student turns 18 years old, or enters a postsecondary

institution at any age, the rights under FERPA transfer from the parents to the student (“eligible student”). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

Protection of Employees

Any individual, including any parent/guardian of a student attending Friends of King School District who physically assaults or threaten to harm any teacher, staff member, or employee will not be allowed on campus without prior approval from the School Principal or CEO.

Searches

Friends of King School District reserves the right to inspect all school property at any time for weapons, drugs, alcohol, stolen goods, or other materials or objects deemed in violation. Friends of King Schools shall authorize searches of students and non-students and of any bags, purses, containers, etc., that is on the property if suspected of any objects that could potentially cause harm and danger to others or themselves. These searches may include the use of hand-held or stationary metal detectors.

Student Fees

FREE SCHOOL GUARANTEE & FEE POLICY

Friends of King School District Free School Guarantee & Fee Policy guarantees free school, including education, meals, and transportation for all students attending any of their district schools. This guarantee ensures that students enrolling into the district shall not be required to pay any fee, deposit, or other charge not specifically authorized by law. It safeguards that the enrollment of any student assigned to a F.O.K.S District school will not be obstructed or denied due to a student’s or student’s parents’ or guardians’ financial inability to pay school fees associated with either the schools, classes, programs or activities.

As part of the guarantee, no education record of any student may be withheld or refused to be transferred, as the result of lack of payment of any fine, debt, or other outstanding obligation, pursuant to La. Rev. Stat. Ann. 14:112(C). This policy further assures that any fee deemed necessary by the LEA, hardship fee waiver information, and the appeals process will be communicated to families in the student/ parent handbook and publicized on the school and district websites. The Free School Guarantee & Fee Policy shall be reviewed annually, revised where necessary, and publicized.

FEES

A list of authorized fees, including their purpose, use, amount, or authorized ranges, and how each fee is collected, shall be as listed on the Schedule of Fees (Appendix A) attached to this policy. Materials and resources provided with Louisiana state and local funds that are an essential part of the basic educational program are at no charge to a student, and will be used efficiently and effectively; however, some additional educational supplies, resources, or activities may be provided for free, rented for a reasonable fee, or sold at cost:

- Furnishing of personal, consumable, or materials for a class project that a student will keep
- Transportation and other identified items connected with courses of instruction, school related social, educational, cultural, athletic, or school band activities
- Security deposits for the return of materials, supplies, or equipment

- Replacement of school issued materials or items including lost, damaged, or overdue schoolbooks, library books, and technology equipment
- Personal physical education and extracurricular activities, including band and athletic apparel and equipment that is used and becomes the property of the student
- Voluntarily purchased publications, pictures, yearbooks, graduation announcements, graduation attire
- Participation in before/after school activities including before and aftercare
- Replacement of school issued documents
- In some cases, online and/or optional courses offered for credit that requires use of facilities not available on district premises
- Participation in field trips and excursions connected with courses of instruction, school related social, educational, cultural, athletic, or school band activities.
- Participation in off-school premises activities including proms, dances, school sponsored events

ACCOUNTABILITY OF FEES

All fees collected by the school will be in the form of cash, money orders, or cashier's checks payable to the school. All students or family members should submit payments to the classroom teachers and/or sponsors to be receipted for monies received. All monies collected by the classroom teachers and/or sponsors will be recorded on a school's cash log and in a school issued receipt book. The monies along with the cash logs will be submitted to the school's office secretary or the designee assigned by the principal to be recorded and deposited into the appropriate account designated by the school's leader. Use for the collected funds will be determined and allocated by the school leader or designee.

ECONOMIC HARDSHIPS - STUDENT FEE REDUCTION AND WAIVERS

Families experiencing an economic hardship and unable to pay requested/required fees, may request a reduction or waiver of fees by providing proof of the outlined hardship criteria and along with a completed and signed Student Fee Reduction Waiver Form (Appendix B) available on school/district websites and school's front office. The school leader or his/her designee will review each hardship reduction or waiver request and provide a written decision to student, parent, or guardian within 10 school days. The school leader or his/her designee has the discretion to grant a waiver of one or more fees for a student that meets the financial eligibility requirements. The maximum length of any approved waiver shall be one year.

All requests for economic hardship fee reduction waivers and any supporting documentation used in considering the validity of any request for a waiver shall be confidential. However, all records associated with a fee waiver or reduction request due to economic hardship shall not constitute a public record but may be audited to ensure compliance with Friends of King School District Free School and Fee Policy and the Louisiana state law. None of the student's personally identifiable information associated with a fee waiver or reduction request shall not be made public.

Economic hardship reductions or fee waivers can be considered if the student or the student's parent(s) or legal guardian(s) complete and sign a written student fee reduction/waiver request form and meet one of the following financial eligibility criteria: receiving unemployment benefits or public assistance including (TANF) Temporary Assistance for Needy Families, (SNAP)

Supplemental Nutrition Assistance Program, (SSI) Supplemental Security Income, or Medicaid, for student in foster care, for student and/or parent(s) or legal guardian(s) that are homeless.

APPEALS PROCESS

Families dissatisfied with reduction or waiver decisions may file an appeal with the district's CEO or his/her designee within 5 school days of the decision. The appeal should be written and signed by the student's parent(s) or legal guardian(s) and include a copy of proof of the outlined hardship criteria, the original completed reduction waiver hardship form, and the LEA's final decision.

SUPPLY LISTS BY GRADES

Pre-K – 8th Grades

Each school servicing Pre-K – 8th grades may ask for consumable, personal supplies from \$0 - \$60.00. No school or teacher shall ask for supplies that exceed this range amount. School supply lists will be distributed to parents/guardians and available in the school's office and on the website. Parents are welcome to purchase supplies from vendors of choice.

9th – 12th Grades

Each school servicing 9th – 12th may ask for consumable, personal supplies from \$0 - \$35.00 per subject. No school or teacher shall ask for supplies that exceed this range amount. School syllabus from each teacher with a list of needed supplies will be distributed to parents/guardians and available in the school's office and on the website. Parents are welcome to purchase supplies from vendors of choice.

Student Privacy

Family Educational Rights and Privacy Act (FERPA) and Directory Information

The Family Educational Rights and Privacy Act (FERPA) is a federal privacy law that gives parents certain protections regarding their children's education records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. According to FERPA, parents and eligible students have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that are believed to be inaccurate, misleading, or otherwise in violation of the student's privacy rights.
- Consent to the disclosure of personally identifiable information, except to the extent that FERPA and the school board authorize disclosure without consent (see below for further information).

Disclosure without Consent

We reserve the right to disclose information from a student's education records without the written consent of the parent or eligible student, when the disclosure meets any of the conditions set forth by FERPA, and in accordance with State law. This includes, but are not limited to:

- A school official having access to student records is:

- A person employed by FOKS in an administrative, supervisory, academic, research, or support staff position, including health and medical staff;
- A person employed or under contract with the Board to perform a special task for the Board.

FERPA allows schools to disclose information from a student's education record, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for, or on behalf of, the school
- Accrediting organizations
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law
- To comply with a judicial order or lawfully issued subpoena

All students are required to have a parent/guardian complete the Notification of Rights under the Family Educational Rights and Privacy Act (FERPA) and Student Directory Information Opt Out Form during the initial registration process. (The Notification of Rights under the Family Educational Rights and Privacy Act [FERPA] and Student Directory Information Opt Out Form can also be found in appendix.)

Transfer of Personally Identifiable Student Information

Louisiana Legislature now requires both the state Department of Education and Orleans Parish School Board to provide accurate information of various transfers of student information. Please visit <https://www.louisianabelieves.com/resources/library/data-center/protecting-student-privacy> for more information. To determine what constitutes personally identifiable student information, please see La. R.S. 17:3914(B)(1) (a-c).

Procedure for Inspection of Records

Requests should be addressed to datamanager@mlknola.org; District Data Manager 1617 Fats Domino Avenue, New Orleans, LA 70117

Technology

Electronic Communication Between Students

Technology is an integral part of academic success. All parents must sign a waiver form regarding internet use at school. 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 with all regulations and/or procedures.

Responsibilities include efficient, ethical, and legal utilization of the network resources. The student's and parent or guardian's signatures on the attached contract are binding and indicate 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.
 - 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 the building level administrator and the guidance of the teacher for instructional activities. A letter requesting 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.

Translation/Interpretation Services

Friends of King Schools have policies and procedures in place to ensure that language skills will not be a barrier to our admission process or educational journey. FOKS schools offer language assistance services in person and over the phone. Additionally, important documents and parent communications will be translated before being mailed home or sent home with students. All students are required to have an up-to-date Home Language Survey completed during the initial registration process. Written translations and oral interpretations are available for students and

their families. Please contact the following individuals for translation services: Kemberly Samuels ksamuels@mlknola.org or 504-308-3371

Transportation

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.

Bus Behavior General Expectations:

Stay seated: Students should be always seated on the bus. The only exception is if the bus is completely stopped, and students are loading on or unloading off 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. The aisles should always be clear 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 the bus.

Students must also adhere to the following:

- **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.
- **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.
- **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.
- **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.
- **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 always drinking on the bus. 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.

Unloading the Bus:

- Students should be prepared with their possessions as they arrive at their stop
- Students should always remain seated 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.

PK-2/3-5:

Tier 1 Offense: Level Ones

Inappropriate Behavior:

- 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)

Follow Up Action:

- Address student behavior. Stop bus and move student to front of bus.

Tier 2 Offense: Level Two

Inappropriate Behavior:

- Defiance – not following driver or staff directions
- Cursing on the bus
- Getting off the bus at an unassigned location.

Follow Up Action:

- Students write up
- Student sits in red zone for a day starting on the next bus ride

Middle/High School

- Write Up and Red Zone the next day
- 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

Tier 3 Offense: Level Three

Inappropriate Behavior:

- 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.

Follow Up Action:

- Students write up
- Automatic suspension from bus
- Student sits in red zone for defined period when they return to the bus

Middle/ High School

Write Up and Automatic Suspension

- 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.

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

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

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. Any questions regarding transportation, please visit our website www.friendsofking.com or email: Lwalker@mlknola.org.

Car-riders and walkers will be escorted to their designated exit location.

- Once the 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 for 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.

Uniform Policy

Grades Pre-K-5th Grades

Shirt White uniform shirt/blouse 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!

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!

Grades 9-12

Shirts: Grey or White polo shirt/ blouse with school logo

Males: Black uniform pants NO JEANS

Females: 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.

Additional Uniform Policies

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

First Infraction: *Verbal warning*

Second Infraction: *Detention & Warning Letter*

Third Infraction: *Parental Conference*

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

Boys: Earrings or extreme haircuts with outlandish designs are never allowed to be worn by boys. 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.

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.

Visitor Policy

All visitors must first stop at the security desk and/or front office before proceeding to any other area of the building. All visitors must sign in the visitor log when they arrive and must sign out when they leave. In addition, visitors are required to always wear a visitor's badge while in the building. Visitors are allowed on campus at the discretion of the administration. We reserve the right to limit or prohibit individuals on campus who disrupt the safety of our school setting.

Volunteers and Chaperones

Volunteers and chaperones must be cleared through the office. A background check with the Orleans Parish Sheriff's Office IS REQUIRE ANNUALLY AND SHOULD BE SUBMITTED BEFORE VOLUNTEERING IN ANY CAPACITY.

This is an annual process. If the individual completed an OPSO background check for the 2022-2023 school year, they must once again be re-screened for the 2023-2024 school year.

Academics & Athletics

Advanced Placement

High school students may take Advanced Placement (AP) courses that are offered by the school. Upon completion of the AP course, students take an AP exam in May that is administered through the College Board. Depending on the score earned by the student and the specific requirements of the college or university, the student may earn college credit or advanced placement. Please check with the high school counselor to determine which AP courses are offered at each school.

Athletic Event Conduct

The following expectations regarding the conduct of participants and spectators at athletic events are to ensure the safety and enjoyment of all parties.

The following are prohibited from all individuals who attend Friends of King School District athletic events:

- Fighting
- Damage to public or private property
- Throwing of objects
- Using or displaying obscenities
- Harassment of participants, game officials, or spectators
- Entering restricted areas without authorization
- Consuming or possessing any alcoholic beverages
- Using or possessing unlawful drugs or any weapons that may be injurious to self or others

Extra-curricular Participation and Eligibility

All students are encouraged to participate in extracurricular activities. Absent students may not participate on days they are absent from school activities or events occurring during their suspension period. Students suspended or excluded from school due to behavioral concerns cannot participate in extracurricular activities. Participation in athletics, clubs, and other organizations is a privilege, and not a right.

- Students who have a D in a class will be required to attend tutoring or study hall prior to attending practice. They may still participate in practice and games/events, as long as they complete the required amount of tutoring.
- Any student with an F on their current grades will NOT be allowed to participate in any practice or game/event until that F has been raised and removed from their grades.
- Students, parents and sponsors will be notified of the academic status of any student not meeting grade requirements.

Field Trips

Field trips are taken to enrich the curriculum. Permission slips are sent home prior to each trip indicating date, amount, and special information. Students not adhering to the timelines – or the student code of conduct – will require a legal parent or guardian to accompany the student.

Gifted and Talented

Admission into Gifted and/or Talented classes is limited to those students who have been evaluated and meet the requirements for gifted as defined by the State of Louisiana. For more information, please visit <https://www.louisianabelieves.com/academics/gifted-and-talented-students>.

Grading Policy

Grading Scale

FOKS shall use the following uniform grading system for students enrolled in all grades 1-12 for which letter grades are used. This grading scale shall also apply for advanced course work, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors. Kindergarten will receive a standards-based report card graded using the scale below.

Kindergarten Grading Scale	
4	scholar exceeds expectation
3	scholar meets expectation
2	scholar is progressing towards expectation
1	scholar has not yet met expectation

1-12 Grading Scale		
Grade	Percentage	Quality Points
A	90-100	4.0
B	80-89	3.0
C	70-79	2.0
D	60-69	1.0
F	BELOW 60	0.0

Citizenship Grading Scale	
O	Outstanding
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

GPA Scale (9-12)		
Grade	Regular Courses	Honors, Gifted, & AP Courses
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D	1.0	2.0
F	0.0	0.0

Graduation/Senior Information

Graduation Participation

To participate in a school’s graduation ceremony, students must meet all graduation requirements set forth by the Board of Elementary and Secondary Education, which includes, but is not limited to, passing all required courses and meeting all End-of-Course/LEAP 2025 requirements. Details on Louisiana graduation requirements may found at <https://www.louisianabelieves.com/courses/graduation-requirements>.

TOPS

For a student to qualify for college benefits through the Louisiana Taylor Opportunity Program for Students (TOPS), specific requirements as set by the Louisiana Office of Student Financial Assistance (LOSFA) must be met. Parent and guardians should consult the TOPS website (<https://www.osfa.la.gov/tops>) for requirements, specific information, and potential changes to the program.

Homeless/Transitional Students (Mc Kinney-Vento)

All families meeting requirements will be directed to the family Enrollment Director. Identified families will remain confidential. An assessment/evaluation will be completed annually. Families in Transition (children and youth) and Unaccompanied youth will be enrolled immediately (pursuant to OneApp Guidelines), even if they lack immunizations and/or records ordinarily required for enrollment. Documents and records that cannot be used for enrollment delays include but are not limited to:

- Transcripts/school records
- Immunization, health, medical records
- Birth certificates
- Proof of residency
- Proof of guardianship

Pupil Progression Plan

Friends of King School District' Pupil Progression Plan (PPP) contains a full description of the academic and promotional policies for Dr. Martin Luther King, Jr. Charter School Pre-K – 12th Grades. Visit our website to view the Pupil Progression Plan. www.friendsofking.com or email info@mlknola.org.

Special Education

Under the Individuals with Disabilities Education Act (IDEA), every child with a disability is entitled to a Free Appropriate Public Education (FAPE). The IDEA emphasizes special education and related services, which should be designed to meet a child's "unique needs and prepare them for further education, employment, and independent living." Major principals of IDEA focus on students' rights and the responsibilities of schools to children with disabilities. The principle of FAPE includes Appropriate Evaluations, IEPs, Least Restrictive Environments, PR Parent Participation and Procedure Safeguards.

For more information regarding Parent/Student Rights in Identification, Evaluation, and Placement according to Section 504 of the Rehabilitation Act of 1973 & Title II of the American Disabilities Act of 1990, please refer to "Your Child's Rights: 6 Principles of IDEA" in the appendix.

Discipline

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 acknowledge 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 is 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 to curtail the occurrence of violent incidents and to remind them of the consequences of serious misbehavior.

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 wellbeing 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.

Discipline Procedures for Students with Disabilities

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.

- ✓ 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.

2. 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.

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.

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) **In-school Suspension.** An in-school suspension will not be considered as a suspension for the above purposes if 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.
- 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 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 like classroom behavior that IS addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.

Factors for Determining Pattern of Suspensions

Substantially Similar Behavior. Is the student's behavior substantially like 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 the 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.

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

- 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.

A. Observe Behavior.

- The team also reviews documentation of staff observation regarding the student's behavior. This should include an analysis of the student's behavior across settings and times throughout the school day.

C. Information from Parents.

- The team reviews any relevant information provided by the parents.

D. 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.

E. 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

F. 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.

G. 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.

H. Behavior is NOT Manifestation of Disability

- 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.⁴
- Required Services. A student with a disability who is removed

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.

From his/her current placement, student must receive the following services beginning on the 11th day of cumulative suspensions during the school year. The IEP team:

- **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
- **Develops/Reviews FBA/BIP.** Provides, as appropriate, FBA and BIP services and modifications, which are designed to address behavior violations so that it does not recur.
- **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.

Weapons, Drugs or Serious Bodily Injury: Emergency Procedure

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

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

- **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.

- **Reevaluation.** The student may be referred for a reevaluation.
- **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

- **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.
- **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.

Bullying

Friends of King School District is committed to maintaining a safe, orderly, civil and positive learning environment. Students and their parents/guardians shall be notified that the school, school bus, and all other school environments are to be safe and secure for all. Therefore, all statements or actions of bullying, hazing, or similar behavior such as threatening or harassment, made on campus, at school sponsored activities or events, on school buses, at school bus stops, and on the way to and from school are prohibited. Forms to report incidences of bullying are in the office and on our *website*. www.friendsofking.com

- -Any student who engages in bullying will be subject to disciplinary action up to and including expulsion. A student may also face disciplinary action that includes loss of privileges; reassignment of seats in the classroom, schedule, cafeteria, or school bus; detention; in-school suspension; out-of-school suspension; and/or expulsion.
- -Students are expected to immediately report incidents of bullying to the principal or designee.
- -School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.
- -If the complaint student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting with the school principal, the student or the parent of the student should contact the local superintendent or his/her designee.
- -If necessary, counseling and other interventions will 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.

This policy applies to students on school grounds, while traveling on a school bus to and from school, or a school-sponsored activity. 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.

More information regarding bullying and the bullying hotline can be found here: WWW.FRIENDSOFKING.COM

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 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 (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.

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.

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 considering the new information.

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 about 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.

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 for an 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 parents 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.

Seclusion and Restraint Procedures

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.
2. 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, unmeasurable, 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.
3. 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 (IEP) team will develop and implement interventions to address that student's individual needs.
4. No mechanical devices such as stockinette, 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.
5. 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.
6. Physical restraint or seclusion will not serve as the sole means of behavioral intervention and supp contrary to those approved listed shall be considered unreasonable and are strictly prohibited.
7. In an emergency situation, physical restraint or seclusion may be used with any 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 will 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.
 - A. 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.
11. 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.
12. 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.

Title IX Policy on Sexual Harassment, Discrimination, and Misconduct

Friends of King School District does not discriminate on the basis of sex in the education program or activity that it operates, and is required by Title IX, as amended, not to discriminate in such a manner.

Questions regarding Title IX may be referred to the U. S. Department of Education, Office of Civil of Civil Rights (OCR) or to Ms. Carolyn Robinson, Title IX Coordinator, crobinson@mlknola.org.

SCHOOL PARENT COMPACT

Dear Parents/Guardians,

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

FOKS 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.

Please sign and date below to acknowledge that you have reviewed and agree to this School-Parent Compact. Once signed, please return this form to your child's teacher. We look forward to our school-parent partnership!

Child's Name: _____ Grade: _____

Homeroom Teacher's Name: _____

Parent/Guardian's Name:(printed) _____

Parent/Guardian Signature: _____ Date: _____

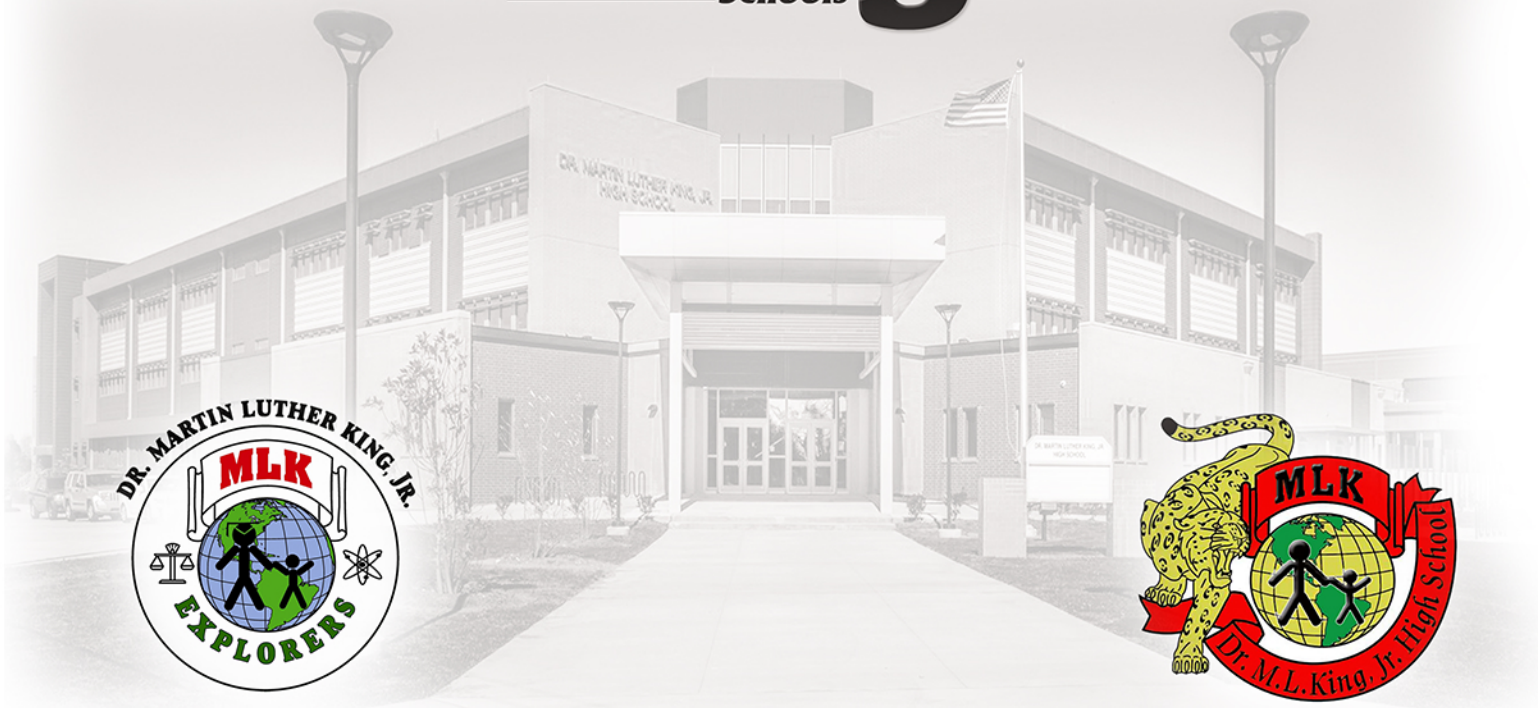
Student Signature: _____ Date: _____

Signature of School Representative: _____ Date: _____

PLEASE RETURN THIS PAGE TO YOUR CHILD'S HOMEROOM TEACHER AS SOON AS POSSIBLE.



**Friends of
King
Schools**



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