July 2018

Dear Families,

The Langston Hughes Academy Dream Team and I are excited to welcome you to a new and productive school year. Our team will focus on providing rigorous and engaging instruction that will help prepare scholars for high school, college and the world beyond. In addition to prioritizing small group instruction and blended learning, we will also continue to develop our unique enrichment opportunities, such as hands-on garden education, arts-integrated classes, and a marching unit that will steal the show!

Strong communication between the school and families will be vital to our success. Please support us by providing feedback, asking questions, and also by attending our family nights and events. Families are also encouraged to visit our website for school lunch menus, calendars and regular updates. Additionally, families can access recent test and classwork grades by logging in to Schoolrunner, our computer-based report card system, at any time.

This is going to be a great year, and I look forward to working with you!

In partnership,

Carrie Bevans
School Director

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FIRSTLINE SCHOOLS
EDUCATION FOR LIFE

HISTORY OF FIRSTLINE SCHOOLS

1990: Summerbridge (Now called Breakthrough)

The roots of FirstLine Schools trace to the founding of this unique summer program designed to help 5th and 6th grade students gain acceptance into top middle schools.

1992: James Lewis Extension

Working with a group of concerned parents, Jay Altman and the Summerbridge team founded this school, with 100 students and four teachers. Dr. Tony Recasner became the school's director in 1993.

1998: New Orleans Charter Middle School (NOCMS)

James Lewis Extension converted into a charter school and adopted a new name. NOCMS became the top-performing open-admissions middle school in New Orleans. In August 2005 flooding from Hurricane Katrina destroyed the campus and led to NOCMS' closure.

2005: Samuel J. Green Charter School

The state asked Middle School Advocates (the former name of FirstLine Schools) to take over the failing Green Middle School. Green opened as a K-8 charter school the week before Hurricane Katrina. The school reopened in January 2006 as one of the first charters in the city after the storm.

2007: Arthur Ashe Charter School

Using the NOCMS charter to open a new K-8 school (later renamed Arthur Ashe), this school opened with 42 students and has grown to its current enrollment of over 800 students. In 2012 Ashe moved to a new campus at the former Bienville school site in the Oak Park neighborhood of Gentilly.

2010: Phillis Wheatley Community School (formerly John Dibert) and Langston Hughes Academy

In 2010, FirstLine chartered John Dibert Community School (now Phillis Wheatley Community School) as a turnaround school, to improve academic performance. Also that year FirstLine began managing Langston Hughes Academy, which is now a FirstLine school.

2011: Joseph S. Clark Preparatory High School

The doors opened on the newly chartered Clark Prep in August 2011. With some of the biggest academic gains in the city following its inaugural year, Clark Prep is restoring the school's legacy.

2018: FirstLine Live Oak

FirstLine Live Oak joins the FirstLine network as a transformation school.

MISSION AND VISION OF FIRSTLINE SCHOOLS

MISSION

The mission of FirstLine Schools is to create and inspire great open admissions public schools in New Orleans.

VISION

Our schools will prepare students for college, fulfilling careers, and a healthy life by nurturing students in mind, body, and spirit.

EDIBLE SCHOOLYARD NEW ORLEANS

A SIGNATURE PROGRAM OF FIRSTLINE SCHOOLS

MISSION

The mission of the Edible Schoolyard New Orleans is to teach children to make healthy connections through food and the natural world.

Our aim is to ensure the long-term well-being of students, families, and school communities by:

- Integrating hands-on kitchen and garden classes into the school curriculum and culture
- Inviting students, families, and the community to experience local food through joyful events involving chefs, farmers, and community partners
- Supporting core academic learning in garden and kitchen learning environments
- Maintaining beautiful school gardens that stimulate students' curiosity and desire to learn about the natural world
- Cultivating safe spaces for social and emotional development
- Collaborating to provide healthy nutritious food in welcoming school cafeterias.

WE BELIEVE NEW ORLEANS CAN BE THE FIRST CITY IN AMERICA WHERE EVERY CHILD GOES TO A GREAT SCHOOL.

STUDENT–FAMILY COVENANT AND PARENT AGREEMENT (FAMILY COPY)

This is your copy to keep. There is a duplicate of this agreement in the back of this handbook that that you need to sign and return your school's front office by August 15th, 2018.

As a student at a FirstLine school I agree to:

- Do my best to live the school values.
- Make the school a safe environment so my classmates and I can succeed academically.
- Arrive on time every day.
- Come to school prepared and ready to do whatever it takes to accomplish my goals.
- Do my best work every day, even when it is hard.
- Do the right thing, even when no one is looking.
- Be respectful to my classmates, my teachers, and other members of the school community.
- Do my homework every day.
- Ask for help when I need it.
- Promptly give my parent or guardian all notices and information from the school.
- Be accountable and accept responsibility for my actions.

As a parent or guardian of a student(s) at a FirstLine school I agree to:

- Do whatever it takes to help my student reach his or her goals.
- Make sure my student arrives at school on time every day.
- Help my student complete his or her homework each night.
- Support and encourage my student to read at home for fun.
- Ensure my student is getting at least eight hours of sleep each night.
- Monitor and take responsibility for how my student uses the internet and social media.
- Get involved at school by volunteering in the classroom, at school events, on field trips or by joining our parent organization.
- Participate in decisions relating to my student's education.
- Support my student's participation in extracurricular activities and school events.
- Promptly read all notices sent home with my student and respond as appropriate.

As a FirstLine school our team will:

- Provide high-quality curriculum and instruction in a supportive environment.
- Set clear expectations for academics and behavior.
- Provide regular reports of your student's academic progress through progress reports, report cards, and state test results.
- Hold regular family-teacher conferences.
- Communicate respectfully about your student's behavior.
- Ensure our staff respond to you within 24 hours and are available by phone until 8:00 PM and in person during conference hours.
- Provide families opportunities to get involved.
- Provide families adequate notice of school events, field trips, and important information.
- Support your student's academic goals.
- Provide personalized academic and emotional support to struggling students.

The Family Handbook and the policies contained therein are reflective of what is best for our students.

I acknowledge that I have received the 2018-19 Family Handbook and am responsible for reading this document from cover to cover. I agree to abide by this and future versions of the 2018-19 Family Handbook. I understand that FirstLine Schools reserves the right to change the policies in this handbook at any time.

LANGSTON HUGHES ACADEMY POLICIES

Section 2

LANGSTON HUGHES ACADEMY

MISSION	The mission of Langston Hughes Academy is to provide *all* scholars with the knowledge, skills and character traits necessary to succeed in high school, college, and the world beyond.
VALUES	**Diversity** *We are excited to work with a variety of individuals. We know that we can learn and grow from having diverse opinions and input on our team.* **Respect** *We respect one another, LHA and the greater New Orleans community. We are thoughtful and considerate in our actions and words.* **Effort** *We put forth maximal effort for all tasks. We work especially hard on those tasks that are difficult or challenging.* **Appreciation** *We are thankful for all that we are given and can offer others. We show our thanks by having good manners and being grateful.* **Motivation** *We are inspired to work hard every day. We push ourselves and others to do our best work.* **Self-Determination** *We know that hard work leads to success. We believe that whatever we put our mind to, we can achieve, and that we determine our own path.*
COLORS	Red, Black, Gray and White
MASCOT	The Eagle

HOURS OF OPERATION

K -8	7:10 AM to 3:00 PM, Monday through Friday, except for Thursdays when school dismisses earlier at 1:00 PM.
Pre-K	PK- 7:10 AM to 1:30 PM, Monday through Friday. except for Thursdays when school dismisses earlier at 1:00 PM. PK scholars may be checked out at 1:30 PM, or stay for the 1:30-3:00 PM optional After Care. At 3:00 PM, PK scholars may depart on the bus or get picked up in the west lot.
CAR RIDER DROP-OFF	7:10 AM to 7:30 AM
CAR RIDER PICK-UP	3:00 PM to 3:15 PM
EARLY DISMISSAL DAYS	Langston Hughes Academy will dismiss earlier every Thursday at 1:00 PM for weekly teacher professional learning time. When teachers work together to plan lessons and share their knowledge, your children benefit from more rigorous and engaging classes. In addition, there are a few special occasions throughout the school year when school will need to dismiss early (i.e. during Mardi Gras season). These days will also dismiss at 1:00 PM. Please refer to the school calendar on the inside back cover for additional early dismissal days.

MORNING ARRIVAL PROCEDURES

CAR RIDERS	Car riders arrive at the west wing of the building (the field parking lot) between 7:10 AM - 7:30 AM. Any scholar arriving between 6:30 - 7:10 AM must stay with the Before Care staff member in the designated elementary school classroom. The rate for this year is $1 per fifteen-minutes per child, or $4 per hour per child.
LATE ARRIVALS/ DROP-OFFS	Scholars arriving anytime after 7:30 AM are tardy and must be signed in to the front office by an adult. No student should be dropped off in front of the building between 7:10 AM - 7:30 AM (see car rider section). The school buses unloading in the front of the building present a danger to children attempting to cross in front of them. Parents are not permitted to go beyond the front office until after 8:00 AM to ensure the safety of all scholars and the orderliness of arrival. (Exception: a parent can walk Pre-K scholars after checking in at front desk). After 8:00 AM, parents are welcome to make an appointment with a teacher to observe or discuss progress.
BUS RIDERS	Bus riders enter the building through the front entrance between 7:10 AM - 7:30 AM.
WALKERS	All walkers will enter the building through the front entrance ramp between 7:10 - 7:30 AM. A walker is a student who lives within a mile of Langston Hughes Academy. A designated staff member will be at the front entrance doorway.

END-OF-DAY DISMISSAL PROCEDURES

CAR RIDERS	Car riders are dismissed out of the west wing. Scholars can be picked up between 3:00 PM and 3:15 PM. Scholars may not be picked up from the front of the school or on Trafalgar Street. Cars must enter the west parking lot and pick up scholars from designated staff members. Laminated LHA placards must be placed in car windows for rapid pick-up. Parents who do not have the laminated placard present will be required to pick scholars up in the front office and present valid picture identification.
WALKERS	Walkers will exit the building using the front entrance ramp. Parents must complete a form at orientation or in the front office to confirm permission to walk home. Scholars without a waiver will not be permitted to walk.
LATE PICKUPS	After 3:15 PM, scholars will be sent to After Care and parents must check those scholars out in the front office. The rate for this year is $1 per fifteen-minutes per child, or $4 per hour per child. All scholars must be picked up by 6:00 PM, as supervision will not be provided beyond this time.
BUS RIDERS 3RD GRADE OR LOWER	Students in grade 3 or lower must be picked up at their bus stop by a parent or guardian. Bus drivers are required to return unaccompanied students in grade 3 or lower to the school. These students are placed in After Care until a parent or guardian picks them up by 6:00 PM. Parents are billed for this time.
EARLY CHECK-OUT	Parents are required to sign scholars out from the front office in the event of an early check-out. Scholars cannot be checked out between 2:30 PM and 3:00 PM to ensure a safe and orderly dismissal process. For additional information regarding check-out procedures please see the FirstLine Schools network policy for Attendance in this handbook.
EMERGENCY CLOSING OF SCHOOL	In the event the school has to close due to an emergency, parents pick up scholars from the west wing parking lot using the standard placard. *Scholars will wait inside and be dismissed from classrooms.* Parents should anticipate that this dismissal will take longer than the normal dismissal. Parents should stay in their cars and allow teachers to escort scholars to the parking lot. Parents are not permitted to come in through the east wing to pick up scholars. For additional information regarding Emergency School Closures, please refer to the FirstLine Schools network policy for Attendance in this handbook.

AFTER SCHOOL

K-8 ACTIVITIES	Langston Hughes Academy has a robust after-school program that is an integral part of our school community. Scholars are able to participate in activities such as gardening, cooking, basketball, volleyball, football, baseball, softball, Youth Run NOLA, and KIDsmART, among others. Our band and marching unit regularly perform for Mardi Gras parades and school events. **Unfortunately, school bus transportation is not available for the after-school program. Any families participating in after-school activities must arrange for timely pick-up.** Participation in after-school activities is a privilege that we are happy to be able to offer our scholars. Repetitive disruptive behavior or disciplinary issues may result in consequences (i.e. suspension from practice, suspension from a game, or suspension from a parade). After-school programming runs from 3:00 PM to 5:00 PM.
AFTER CARE	After Care is provided to families from 3:15 PM to 6:00 PM at a rate of $1 per fifteen minutes per child, or $4 per hour per child. After Care is separate from the regular after-school activities listed above. This is the only option for Pre-K students.

GRADE LEVEL EXPERIENCES AND FIELD TRIPS

In addition to rigorous classroom instruction, LHA provides a wide variety of experiences that expose our scholars to the world around them, teach them social and emotional skills and develop their sense of adventure and curiosity. We create unique opportunities that broaden the horizons of our scholars with local and out-of-town trips, including theatrical productions, museums, wilderness retreats, and college campus visits. Field trip permission slips are required for all scholars attending off-campus events.

DRESS CODE AND UNIFORM EXPECTATIONS

Our uniform policy reinforces our school's culture of high expectations and academic achievement. The uniform policy will be in effect throughout the school year. All students must dress according to the uniform policy.

Students are expected to wear a uniform every school day, Monday through Friday. Once a student walks onto school grounds, his/her uniform shirt should be tucked in, a belt should be on (as appropriate), pants should be pulled up, and he/she should be wearing the appropriate uniform clothing and shoes.
We have a required school uniform for several reasons:

- Uniforms unite us a team: We practice together and win together.
- Students make a commitment that when they put on their LHA uniform that they will abide by the rules of the community.
- Uniforms reduce distractions. We are focused on academic excellence in reading, writing, math, social studies, and science.
- Uniforms look professional. Students look neat and ready to learn.

Parents of students who do not wear their uniform correctly will be contacted and asked to bring a uniform. Students who repeatedly violate the uniform policy will receive a letter indicating consistent disregard of uniform policy with specific consequences. If further violations occur, a student will receive a consequence.

We ask parents to support all decisions by school staff regarding whether or not clothing is appropriate or inappropriate for school.

PRE-K – 4TH GRADE	Girls • Red drifit uniform shirt with LHA logo • Gray or plaid uniform shorts, pants or plaid jumper • Optional: solid red, white or black tights Boys • Red drifit uniform shirt with LHA logo • Gray uniform shorts or pants
5TH – 8TH GRADE	Girls • Black drifit uniform shirt with LHA logo • Gray or plaid uniform pants or plaid uniform skirt Boys • Black drifit uniform shirt with LHA logo • Gray uniform pants or shorts

FirstLine Schools will accommodate students who are homeless, or otherwise unable to comply with the uniform policy due to π hardship.

DRESS CODE
AND UNIFORM EXPECTATIONS
CONTINUED...

SHOES AND SOCKS	K-8 Scholars may wear black, red, gray, or white shoes, or any combination thereof. All shoes must be closed-toe and closed-heeled with rubber soles. Scholars are not permitted to wear boots of any type, heels, flip flops, slippers, or any other shoes that would prevent a scholar from participating in physical education or garden activities. All socks and tights must be solid white, black, red or gray.
BELTS	K-8 scholars are required to wear a belt at all times. Belts must be solid black, red, white, or gray. Pre-K scholars are not required to wear belts.
JACKETS AND SWEATERS	During cold weather, scholars are allowed to wear jackets, sweaters, or cardigans to school, but must remove non-uniform apparel upon entering the building. Any jacket, sweater, or cardigan worn indoors during the school day must be solid red, black, gray, or white and without hoods. Crewneck LHA sweatshirts may also be worn indoors.
JEWELRY AND ACCESSORIES	Scholars may wear a watch (without phone capabilities) as an accessory. Earrings, if worn, must be the size of a quarter or smaller. Bracelets, necklaces, key-rings, and other belt-loop accessories are not permitted and may be confiscated for parent pick-up.

BEHAVIOR EXPECTATIONS & DISCIPLINE POLICY

At Langston Hughes Academy, we expect each scholar to work towards the school's mission and live by the school's values each day.

CLASSROOM EXPECTATIONS

In the classroom, scholars are expected to:

- Be respectful of all people and spaces
- Enter class prepared to learn and demonstrate maximal effort
- Follow directions from all Dreamkeepers the first time they are given
- Remain on task and engaged
- Raise hands for comments or potential disruptions to the learning environment
- Follow the proper dress code.

Parents of scholars regularly failing to meet these expectations will be required to meet with deans or other school administrators to support their scholars in meeting these standards.

SCHOLAR POSITION

- Sit up straight for optimal learning
- Chair and desk legs on the floor
- On task
- All eyes tracking the speaker
- Ready to listen, learn, respond, and engage
- Silent while others are speaking

VOLUME LEVELS

Level 0: Silent or No Noise
Used in downstairs transitions and during direct instructional or assessment times
Level 1: Whispering
Level 2: Private Conversations
Used in group work and at lunch tables
Level 3: Loud and Proud
Used when answering questions in class and speaking to a group

HALLWAY EXPECTATIONS

All scholars, Dreamkeepers, and visitors in the downstairs hallways are asked to walk briskly down the right side of the hall. Scholars are required to carry an official school pass when transitioning without a Dreamkeeper. Downstairs hallways and stairwells remain silent (Level 0) at all times so as to not disturb classroom instruction.

RESTORATIVE APPROACH

We use restorative approaches as one way to teach positive behaviors and correct misbehavior. Family members are encouraged to use similar questioning when correcting or disciplining scholars.

- What happened?
- What were you feeling or thinking of at that time?
- What have you thought of since?
- Who has been affected by what you have done?
- What do you need to do to make things right?

BEHAVIOR EXPECTATIONS & DISCIPLINE POLICY CONTINUED…

ELEMENTARY SCHOOL CULTURE PROGRAM

The elementary school culture policy is based off of the Responsive Classroom approach, meaning we strive to help our scholars learn from their mistakes and make positive choices. Scholars who earn negative points will lose a privilege, fix what is broken, or serve time away from their classroom community in reflection. Scholars who work hard and display our school values will be rewarded with positive points. Positive points are associated with privileges, such as, but not limited to: choosing classroom games, extra time in centers, and opportunities to make purchases at the school store.

Scholars who threaten the safety of others or interfere with learning to the extent that the action warrants the attention of an administrator will receive a written referral to a dean. All scholars who received a written referral will receive one (or more) of the following consequences:

- Parent phone calls
- Time away from classroom
- Recess and/or lunch detention
- In-school suspension
- Out-of-school suspension
- Solution or community circle.

MIDDLE SCHOOL BEHAVIOR SYSTEM

The Middle School uses a system based on positive points and negative points.

Points are awarded for displaying the school's values. The following are examples of behaviors for which points can be awarded. Before points are deducted, Dreamkeepers use proximity, nonverbal cues, hand gestures, private talks, and anonymous public correction. Logical consequences may include "Do it again the right way" or "If you broke it, then fix it."

Positive points are associated with privileges, such as attending the end of week celebration and opportunities to make purchases at the new school store! Scholars who do not maintain enough points will not be able to participate in these weekly privileges.

PARENT ORGANIZATION

Parents and families are a vital part of our community. We are privileged to be part of the "village" that fosters the development of your children. We welcome, encourage, and highly recommend that parents and family members take an active role in their child's learning. There are many opportunities for family engagement in the school community, from volunteering, observing and chaperoning, to giving input to shape our school culture. Please see the calendar for the many events and opportunities to participate in school culture.

PARENT COMMUNICATION

We want to share important and exciting information with our parents. When numbers or addresses change, parents are asked to update the front office and homeroom Dreamkeeper.

Parents should expect, at minimum, bi-weekly communication about academic progress and behavior. LHA will send notices, invitations, and newsletters home with scholars, and send communication over the phone via our automated SchoolReach service. Parents may also log into Schoolrunner, our online database for grades and behavior reports, as often as possible.

Parents are expected to ask their scholars daily if any written communication has been sent home, and should reach out to our Dreamkeepers with questions or concerns.

CELL PHONE AND ELECTRONICS POLICY

Students may not use a cell phone or other personal electronic devices without school faculty permission in grades Pre-K-8. If a parent requires their child to carry a cell phone for emergencies, they are required to notify the school. Middle school students (grades 5-8) must store their cell phones in a school approved location, such as a cell phone locker, at the beginning of the day. Cell phones are not allowed to be on or carried by the student during the day. If a teacher or staff member sees or hears a prohibited or unapproved cell phone or electronic device, they will send the student to the designated school personnel where it will be confiscated. A parent or guardian must come to school to pick up the item. Repeated instances of violating the school's cell phone policy will result in a school-specific progressive system of consequences including suspension.

PRE-K AT LANGTSON HUGHES ACADEMY

Langston Hughes Academy is excited to have two classes of Pre-K.

HOURS	Arrival - 7:10 AM End of School Day - 1:30 PM Optional Free After Care - 1:30 PM - 3:00 PM Optional Paid After Care- 3:00 PM - 6:00 PM
TRANSPORTATION	Pre-K scholars have the option of riding the LHA buses with our K-8 scholars in the morning and at our 3:00 PM dismissal time. Car riders can be picked up at either 1:30 PM (front office) or 3:00 PM (west lot).
UNIFORMS	Pre-K scholars will follow the same uniform policy as our K-4 scholars. We encourage Velcro sneakers until scholars can independently tie shoes.
INSTRUCTION	Langston Hughes Dreamkeepers will utilize curriculum specifically designed to meet the needs of our early learners, including Every Day Counts Calendar Math, The Creative Curriculum, as well as exploration and choice academic centers. Field trips will also take place throughout the year so scholars can make real life connections to their learning.
PARENTAL PARTICIPATION	Our goal is to develop a close relationship with all Pre-K parents in order to collaborate and help all scholars achieve academic and developmental milestones. Parents are invited to participate in Pre-K and school-wide events, such as family literacy nights, volunteer in the classroom, support with special projects, and attend events and performances.

FIRSTLINE SCHOOLS NETWORK POLICIES

Section 3

HEALTH AND WELLNESS POLICY

Here at FirstLine Schools, we believe that part of what makes a school great is providing opportunities to nurture mind, body and spirit. In order to achieve this vision, we are committed to developing healthy lifestyles for the employees, students, and families that we serve. Here, we pledge our commitment to creating healthy schools that address the following areas of wellness:

SCHOOL FOOD: NUTRITION, ACCESS, & EDUCATION:

We believe that all food offered at school (both in and out of the school café) should be appealing to the senses, nutritious, and delicious, with plenty of fruits, vegetables, and whole grains. All FirstLine schools participate in the USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Summer Food Service Program (SFSP), Supper programs (CACFP), or others. All FirstLine schools are committed to offering school meals through the applicable federal child nutrition programs, which:

- Are accessible to all students
- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations
- Promote healthy food and beverage choices

Our commitments:

- Students will have access to healthy foods and water throughout the school day – both through school meals and other foods available throughout the school campus – in accordance with federal and state nutrition standards.
- Students will receive nutrition education that helps them develop lifelong healthy eating habits.

PHYSICAL EDUCATION AND FITNESS:

We believe that a variety of physical activities throughout the school day yield significant cognitive, social, emotional, and physical benefits, and build a foundation for lifelong healthy habits.

Physical Education

Children and adolescents should participate in physical activity every day. Schools will ensure that varied physical activity opportunities are in addition to, and not a substitute for, physical education. FirstLine will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with state standards for physical education. All students will be provided equal opportunity to participate in physical education classes.

Recess

Outdoor recess will be offered when weather is suitable for outdoor play and will complement, not substitute for, physical education class.

After School Activities

FirstLine schools offer opportunities for students to participate in physical activity after the school day through a variety of methods.

Our commitments:

- Students will have opportunities to be physically active during and after school.
- Schools will engage in nutrition and physical activity promotion and other activities that promote student wellness.
- We encourage school staff to practice healthy eating and physical activity in and out of school.

MENTAL AND EMOTIONAL HEALTH:

We believe in offering a variety of experiences and services that teach prosocial behaviors, develop character, promote life skills, and cater to a wide variety of learning styles accessible to all students.

Our commitments:

- We employ (at a minimum) a full-time licensed or certified counselor or social worker at each school responsible for coordinating and/or providing counseling services and connecting families to mental health resources in the community.
- We believe in ensuring a safe space for all learners by supporting teachers to create positive relationships and classroom environments enforcing clear and consistent anti-bullying, discrimination, and harassment policies.

PHYSICAL HEALTH AND SAFETY:

We provide a safe and secure physical environment for all students.

Our commitments:

- We post safety protocols throughout the building, practice them on a regular basis, and effectively communicate to the entire school community.
- We employ a licensed, registered school nurse at each school, responsible for providing a variety of health resources, services, and health activities that promote wellness for the entire school community.
- We conduct a comprehensive safety assessment of each campus annually to guide facility improvements and assess systems in place to prevent or appropriately respond to any injury, hazard, or crisis that may occur.
- We have a designated person on each campus responsible for addressing hazards, communicating to all staff a clear and effective procedure for reporting hazards, and ensuring that repairs occur immediately after hazards have been identified.
- We believe the physical environment in all of our schools should be well organized, beautiful and aspirational and that the physical environment communicates to our students how we deeply care for and value them.

RISKY BEHAVIOR PREVENTION:

We believe in instilling strong values and providing age-appropriate information to protect our students from risky behaviors that result in sexually transmitted diseases, and from harmful habits such as the use of tobacco, drugs, and alcohol, so they may achieve their goals of college, careers, and successful lives.

Our commitments:

- Tobacco use is prohibited among students, staff, visitors, and families in all school buildings, on all school grounds, in all school vehicles, and at all school-sponsored events on or off campus.
- All schools offer sexual health education with age-appropriate, standards-based content for grades 7-12 to promote lifelong sexual health, prevent HIV and other sexually transmitted infections (STIs), and prevent pregnancy among school-aged youth in compliance with requirements of state law.

WELLNESS POLICY IMPLEMENTATION AND ACCOUNTABILITY:

We believe in promoting a growth mindset for wellness as a key component of our school culture and engaging students, staff, administrators, families, and community members in the development, monitoring, and review of all wellness activities.

Our commitments:

- FirstLine Schools will convene a Wellness Committee that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this wellness policy.
- The Committee will include parents and caregivers, students, representatives of the school nutrition program, physical education teachers, Edible Schoolyard New Orleans staff, school health professionals, including mental health and social services staff, school administrators, FirstLine board members, and the general public, with representatives from each school building, reflecting the diversity of the community. Contact information for individuals serving on the Wellness Committee may be found in the full wellness policy on the FirstLine website, www.firstlineschools.org, in the Policy section.
- Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.
- The complete wellness policy and progress monitoring reports can be found at: www.firstlineschools.org. The Wellness Committee will update or modify the wellness policy based on the results of regular assessments and/or as priorities change or new health information becomes available. FirstLine will notify families of major changes in the policy. FirstLine welcomes parent and community involvement on the Wellness Committee. For a list of school level contacts who coordinate wellness activities please see the FirstLine website, www.firstlineschools.org.

Note: Our FirstLine Wellness Policy is adapted from the Alliance for a Healthier Generation Model Wellness Policy, reflecting the 9/2016 USDA Final Rule.

ATTENDANCE POLICY

Student attendance, on time, every day, is mandatory. Louisiana State law considers a student to be habitually absent/tardy if the situation is not corrected after the third unexcused absence or the third unexcused occurrence of being tardy in a trimester. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis. Students who attend less than the minimum minutes may be required to go to summer school.

EXCUSED ABSENCE:

According to school policy and state law, student absences can only be excused for illness, legal matters, bereavement, observance of special and recognized holidays of student's own faith, and visitation with a parent or guardian who is a member of the United States armed forces or National Guard. In each case, an official notice must support the absence. Parent notes will be kept on file in the school office but do not represent official notices and will not legally excuse student absences.

UNEXCUSED ABSENCE:

Any absence not documented as an excused absence will be marked as unexcused.

TARDINESS:

Students must arrive at school on time to succeed academically. Students who arrive 15 minutes after the start time of the school day will be marked as tardy. Students who have an unexcused tardy will receive a tardy mark. The parents/guardians of students who are habitually tardy will be required to have an in-person conference with the school. Three tardies equals one absence, which will negatively affect the student's attendance record.

SUSPENSIONS:

Absences due to suspension are unexcused and are counted against the minute requirements. Students who are suspended are required to make up academic work missed. The student and/or parent or guardian is responsible for collecting the work from the teacher(s).

HABITUALLY ABSENT OR TARDY STUDENTS:

School attendance is mandatory for of-age children. While we will do our best to support parents, it is our obligation to report families of habitually absent or tardy students to the proper authorities.

Two Absences in a Trimester:

If a student is absent two times in a trimester, it is considered a serious issue. A school staff member will contact the parent/guardian and will log the calls in the data system, Schoolrunner.

Three Absences in a Trimester:

The student is considered habitually truant with three absences in a trimester. The teacher will refer the student to the counselor/social worker through the RTI process. The counselor/social worker will call the parent and arrange a meeting. At the meeting the attendance policy will be reviewed and an attendance agreement will be signed and implemented. Students may be assigned an in-school intervention and/or the student or family may be referred to a community-based organization for additional support and services.

Five Absences in a Year:

The student is at risk of failing. The counselor/social worker will call the parent/guardian and arrange a second meeting. The attendance agreement will be revised if necessary. Students may be assigned an in-school intervention and/or the student or family may be referred to a community-based organization, including family services and/or Municipal Court, for additional support and services.

10+ Absences in a Year:

The student may be retained and may have to participate in summer school in order to be eligible for promotion to the next grade. Additionally, the parent/guardian may be called to meet with the principal and other members of the leadership team and may be referred to Municipal Court. When a student is considered habitually truant the school is required by law to refer the parent to Municipal Court.

ENROLLMENT

All FirstLine Schools participate in the OneApp centralized application process. Our schools are public, tuition-free schools and are open to all residents of Orleans Parish. For more information about the OneApp process, application dates and additional information, please visit www.enrollnola.org. Once you have received confirmation of placement in a FirstLine school from the EnrollNOLA office, parents/families are required to attend an enrollment information session. Dates and times of the enrollment session will be provided by the school. Enrollment packets will be distributed and steps to claim the student's seat at the school will be discussed. Please note, a student will not be enrolled in a FirstLine school until an enrollment packet is completed and returned AFTER OneApp confirmation.

RESIDENCY POLICY

A student must be a resident of Orleans Parish in order to be eligible to attend a FirstLine school. All students must submit a residency questionnaire during the enrollment process. Schools shall verify residency annually for all enrolled students and maintain residency documents on file. If a student is found to reside outside of Orleans Parish, the student shall forfeit their school seat.

TRANSFER POLICY

Families wishing to enroll or transfer to a FirstLine school, or transfer to another charter must be processed at an EnrollNOLA Family Resource Center. Please contact the school your student currently attends to get the forms and additional information about how to request a transfer. Students will not be registered at a school site without receiving a placement from EnrollNOLA.

STUDENT CHECK-OUT POLICY

Parents and/or approved family members may choose to check out their student throughout the day, except in the last hour before dismissal (unless otherwise stated by the school). Additionally, parents/guardians may elect to have a trusted family member or friend pick up their child in the event of an emergency or other reason. Please ensure that anyone that may need to check-out your student is listed on the proper page of the child's enrollment or re-enrollment paperwork each year. Adults ages 18 and older, with a valid picture ID and listed on the student's authorized sign-out sheet, will be able to check out the student from school. This information will be verified by a staff member, and the adult will be required to sign the school's check-out log. Even if the school is familiar with you or the authorized adult, a valid picture ID must be presented. This is for the safety and security of all of our students.

If an adult comes to pick up a student and is not on the authorized list or does not have valid identification, the student will not be released. If a staff member feels the need to call the parent/guardian to confirm, he/she will only use a number officially listed in the student's record.

EMERGENCY CLOSING OF SCHOOL

FirstLine Schools will be closed whenever Orleans Parish/Recovery School District schools are closed. To ensure student safety, emergency school closings may occur due to other situations such as power outages. All emergency school closures will be announced through an automated phone call to all numbers on record for each student, local news outlets, the school website, and our social media pages.

TRANSPORTATION

SCHOOL BUS TRANSPORTATION

We have a responsibility to ensure the safety of all our students. It is our job to make sure every child has a safe, calm ride to school each day. Students are expected to show our school values everywhere, and this includes their bus rides to and from school. School buses can be high risk areas for student misbehavior and bullying. Therefore, we have created a strict set of expectations for students as they ride the bus. The expectations are backed up by non-negotiable consequences that students and parents are informed about at parent orientation and open houses. FirstLine Schools provides school bus transportation via our partner, Apple Bus Company.

TRANSPORTATION: PARENT/GUARDIAN PARTNERSHIP

We ask that parents never confront bus drivers for any reason, including boarding of a school bus, without the express invitation of the driver. If a parent or guardian feels there is an issue or concern with a driver that needs to be addressed, please contact the school administration within 24 hours of the issue arising. This will ensure all matters are handled appropriately. The school administration will follow up with Apple Bus Company to ensure a resolution is found. FirstLine Schools provides transportation services to all students who live in Orleans Parish, at least one mile from school. To ensure the safety of our students, we follow the below protocols for student bus drop off:

- Students who require specific transportation accommodations will not be released at their bus stop unless an approved caretaker is present at the bus stop. If an approved caretaker is not present, the student will be returned to the school for pick-up.
- Students in grades three and below will not be released at their bus stop unless a parent or guardian is present at the bus stop. An older sibling may accompany the student if authorized by the child's parent or guardian. If a parent, guardian or approved sibling is not present, the student will be returned to the school for pick-up.

CHANGE IN TRANSPORTATION NOTICE

Your child's safety is our first priority. Thus, we ensure your child takes the correct form of transportation home each day. If your child is not to take their typical transportation home, please call the front office before 2:00 PM Monday through Friday (unless otherwise stated by the school). The office will then notify your child of different transportation arrangements.

SCHOOL BUS CODE OF CONDUCT

If a student displays any type of misbehavior or disrespect on the school bus, the bus driver will write up the student. Examples of misbehavior or disrespect are, but are not limited to:

- Standing while the bus is in motion
- Not sitting in an assigned seat
- Eating on the bus or throwing food/items inside of or out of the bus
- Using vulgar language, not following driver instructions, or arguing with the driver
- Striking or fighting with another student, bullying, etc.
- Opening the emergency exit door without prior approval
- Destroying or defacing the school bus in any way (cutting seats, breaking windows or doors, pulling wires, etc.).

The driver will submit the write-up to the dean of students or their designee. The dean of students or designee will call the parent or guardian of the student after investigating the write-up and explain all the details of what transpired on the school bus. The student may be removed from the school bus based on the results of the investigation of the write-up for one to five school days. If the behavior is repeated, is chronic, or is a safety concern, removal from the school bus can be for a longer period of time. Students may also receive school-based consequences such as recess detention, after-school detention, or loss of privileges for a designated period of time. Additionally, if it is proven that a student has destroyed or defaced the school bus, the parent or guardian will be held responsible for the cost of the damage. Repeated misbehaviors could result in permanent loss of transportation services via school bus. Any problems that may occur on the bus should always be reported to the bus driver. If a student reports an incident to his or her parent or guardian that needs to be addressed, the parent or guardian of that student should contact the school no later than the following day to report the incident. Upon request from the parent or guardian, 5th – 12th grade students suspended from the bus will be provided one bus token (each way) to get to and from school.

ACTIVITIES

CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

FirstLine Schools is committed to providing students at each of its schools equal opportunity to participate in services and activities. All activities shall be in compliance with pertinent regulations of the State Board of Elementary and Secondary Education.

Co-Curricular	Co-curricular activities are activities that are relevant, supportive, and are an integral part of the program of studies in which the student is enrolled. All activities are under the supervision and/or coordination of the school instructional staff.
Extra-Curricular	Extra-curricular activities are those activities that are not directly related to the program of studies and are under the supervision and/or coordination of the school instructional staff and are considered valuable for the overall development of the student. Extra-curricular activities shall not be scheduled during instructional time whenever possible.

STUDENT PARTICIPATION ELIGIBILITY

School Activities, Clubs, Events and Teams:

To participate in school activities, join teams or clubs, students must be the appropriate age and maintain an academic and behavior "good standing" status.

No student shall be allowed to participate in any FirstLine Schools sponsored or affiliated events during the school day, after school or weekends while under suspension from school.

All work missed by students while participating in student activities or events shall be made up and completed in a manner that would be required of any other students in order to receive credit.

The guidelines for athletic policies and procedures shall comply with those of the Louisiana State Board of Elementary and Secondary Education, the Louisiana High School Athletic Association Official Handbook, and the FirstLine Board of Directors.

Seventh (7th) and eighth (8th) grade students are eligible to participate in co-curricular and extra-curricular activities at high schools when such programs exist and the Louisiana High School Athletic Association (LHSAA) Official Handbook allows participation.

No student otherwise eligible to participate in an extra-curricular activity, including interscholastic athletics, shall be limited in the number of such activities in which the student may participate during the school year, except when BESE or another governing body's rules supersede, or when scheduling of activities conflicts and does not allow a student to successfully participate in more than one activity at the same time.

FAMILY INVOLVEMENT AT THE SCHOOL

FirstLine Schools understands the important impact parental involvement has on a student's achievement and esteem; therefore, it is necessary for schools to see parents as partners, working together on the common goal of student development and success. We must create environments that are welcoming, supportive and nurturing by providing multiple opportunities for parents that foster engagement and build trust. There are numerous ways for parents to become involved; however, it is important that the school leaders and school staff make the commitment to collaborate to identify academic, social, supportive and other meaningful ways of engagement that encourage input and create positive communication and problem solving. Parents and community leaders are always welcome at our schools.

As a guide, each FLS school creates a Parent Involvement Policy that includes but is not limited to the following:

- Host an annual "Open House" where parents will meet teachers, learn about the Title I program requirements, and be given opportunities to become involved in their child's education.
- Have a system for ongoing teacher communication about student progress and experiences at school.
- Staff phone numbers are provided to ensure parents may ask questions when support is needed or concerns occur during the year.
- Conduct report card conferences each trimester and allow parents to pick up their child's report card and meet with the teachers and leaders who support learning in the school building.
- Provide materials and specific training to help parents work with their children, such as Family Math Night, Family Reading Night, or Family Technology Night.
- Host additional meetings throughout the year to provide assistance to parents in understanding the state's academic assessments.
- Send home newsletters informing parents of activities and programs, along with the school marquee providing advance notice of upcoming events.

VISITOR POLICY

Creating a school culture that is calm, orderly, nurturing and safe are key elements of a productive school environment. To ensure all FirstLine School communities are safe, everyone (staff, partners, students, parents and volunteers) must adhere to the policies outlined at each school.

PARENT AND FAMILY VISITING PROCEDURES

Parents and family members are encouraged to visit the school; however, all must abide by the visitation procedures and regulations. Parents and families have an additional step as it relates to the following visits:

1. Pre-Scheduled Visits:

Parents and approved family members may coordinate with their child's teacher to schedule a planned visit to observe class. The teacher and the visitor must agree upon the date and duration of the visit. Depending on the purpose of the visit, the duration of the visit can range from 20 minutes to a full day.

2. Unscheduled Visits:

Unscheduled visits are allowed entirely at the teacher's discretion and are limited to a maximum of 15-30 minutes.

VISITING PROCEDURES:

Upon arriving at a FirstLine school, all visitors must first enter through the main office and present a valid state ID, driver's license or FLS ID. Visitors must sign in using LobbyGuard, which will approve the visitor by producing a badge. The badge must be worn at all times on the school's premises. If the LobbyGuard system flags the ID, the visitor will be asked to remain in the front office. If the visitor is from a family support agency, the representative must also show their employment ID and have parental permission to work with the student. The school counselors should be informed of the visit. In the case of a scheduled visit, a school staff member will escort the visitor at the scheduled time. In the case of an unscheduled visit, a school staff member will notify the teacher of the proposed visit and the teacher will then approve or deny the visit.

VOLUNTEERING

Volunteering is a great way to get involved and positively inspire and motivate a child to improve academically and behaviorally. No matter how much or how little time you have to give, your contribution will make a tremendous impact. During the school year, schools and the Edible Schoolyard New Orleans (ESYNOLA)'s garden and kitchen classes will identify ways to engage parents and community regularly and for special events. Sample volunteer opportunities include:

- Participating on parent committee
- Supporting enrichment programs
- Supporting after care services
- Supporting school recess
- Tutoring and mentoring students
- Assisting in classes in the garden and teaching kitchen
- Garden maintenance such as weeding, watering, harvesting crops, and composting
- Helping with special events
- Chaperoning Mardi Gras parades and field trips
- Helping in the school cafeterias during lunchtime

All volunteers must attend a volunteer orientation and submit basic volunteer paperwork, including an application and a volunteer agreement. Volunteers serving in certain capacities will be required to pass a background check, in accordance with the LA Child Protection Act.

DRESS CODE

All volunteers are required to follow the dress code of the school in which they serve. FirstLine teachers follow a professional-casual dress code as well as a professional hygiene code. Gentlemen are asked to wear pants, a tucked-in shirt, and closed-toe shoes. Ladies are asked to wear pants, a modest length skirt, dress or dressy shorts to the knee. Volunteers cannot wear clothing that is in any way revealing or inappropriate for a school environment. Clothing with provocative, profane or suggestive messages is not allowed and volunteers who are dressed inappropriately will be asked to change or to leave school for the day. To get started as a volunteer, please contact the school front office or email the volunteer coordinator at volunteer@firstlineschools.org.

OUR APPROACH TO DISCIPLINE

FirstLine Schools' focus is to set high behavioral expectations for all students by:

- Using age-appropriate positive and negative behavioral systems (including interventions)
- Cultivating a set of shared values
- Building a strong sense of community through strong, supportive relationships
- Providing incentives and rewards to encourage positive behavior
- Recognizing exemplar student behavior in assemblies and classroom meetings
- Using restorative approaches and mediation to foster reflection, empathy and forgiveness
- Providing teachers and staff with annual professional development and ongoing support.

STUDENT RIGHTS AND RESPONSIBILITIES

- Students have the right to pursue a quality education at public expense and attain personal goals through participation in the entire school program and academic experience.
- Students have the responsibility to be on time and attend all classes daily, complete each class assignment, obey school rules, district rules, and all school employees.
- Students have the right to attend school until graduation.
- Students have the right to expect that school will be a safe place to obtain an education.
- Students have the right to express their opinions verbally, provided such expressions are not indecent, vulgar, or lewd and are not slanderous or inflammatory toward another person.
- Students have the right to distribute written materials, provided the student receives written approval from the principal or his/her designee prior to distribution.
- Students are responsible for knowing that certain expressive activities are prohibited including indecent, vulgar or lewd material, material that invades the privacy of others, promotes illegal activities, infringes on someone's copyright, or has libelous, slanderous or inflammatory components and statements threatening physical harm.
- Students are responsible for dressing and appearing on school campus according to standards of propriety, safety and health set forth in this handbook.
- Students have the right to orderly classrooms in order to have effective means of receiving instruction each class day.
- Students are responsible for following established classroom rules.
- Students are entitled to due process.
- Parents/guardians have the right to review with a counselor or designated school system personnel, all official files and data that pertain to the student personally.

BEHAVIOR EXPECTATIONS AND DISCIPLINE POLICIES

Despite our best efforts, sometimes students engage in behavior that is disruptive to the learning process or harmful to self and others. FirstLine Schools believes in matching disciplinary responses and support services to the severity and frequency of the issue, as described below.

INFRACTIONS AND CORRECTIVE STRATEGIES

Discipline incidents will be classified as Level 1, Level 2 and Level 3 infractions. In the effort to reduce the loss of instructional time due to suspensions and expulsions, FirstLine Schools will implement a positive behavior support system and utilize a wide variety of corrective strategies that do not remove students from valuable classroom learning time whenever appropriate. However, persistent misbehaviors jeopardize the learning environment for all students and will not be tolerated.

LEVEL 1

Level One (1) Infractions are minor misbehaviors that are generally handled by the classroom teachers and school-based discipline ladder.

Infractions	Possible First Infraction Responses/Corrective Actions	Possible Corrective Actions for Repeated Infractions
• Horse-playing • Habitually tardy and/or absent • Eating/drinking in class • Dress code violations • Not having the proper materials, supplies, and/or equipment for participation in class • Sleeping in class • Not having/incomplete homework • Refusing to sit in assigned seat • Public display of affection (holding hands, kissing, hugging, etc.) • Talking in class • Any other infraction that the school director deems similar in severity to other Level One (1) Infractions	• Re-teach the behavioral expectations • Have the student apologize and make amends with those affected • Provide a reflective activity • Change of color on color chart (for primary grades); mark/demerit/loss of positive points for middle grades • Loss of privilege	• Contact and/or conference with parent/guardian • Implement a home/school communication system • Use check-in/check-out • Loss of privilege • Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Refer to the school social worker • Refer the student for tiered interventions through the Response to Intervention team • After-school detention • Community service • Use of in-school intervention • Bus suspension

LEVEL 2

Level Two (2) Infractions are serious discipline issues that warrant the attention of the assistant principal, dean of students or an administrator. All Level Two major infractions must be accompanied by a written referral to the dean of students. All students who receive a written referral will receive a consequence at the administrator's discretion based upon the policy listed below. These infractions result in a potential 1-5 day In-School Suspension (ISS) or Out-of-School Suspension (OSS) as a corrective behavior strategy.

After the third ISS and/or first OSS, the student will be placed on a behavior contract and entered into Tier Two (2) Response to Intervention (RTI) for behavior. If the issues continue and subsequent suspensions are issued, students, parents, and the RTI team will complete a Behavior Intervention Plan (BIP) and Functional Behavior Assessment (FBA). The student will be entered into Tier Three (3) RTI.

Infractions

- Using/possessing tobacco and/or lighter
- Leaving the school bus without permission
- Inappropriate use of objects (i.e. the use of an object to harm others or damage property)
- Physical assault without serious bodily injury
- Cutting, defacing, damaging school property or vandalism
- Leaving school campus and or/classroom without permission
- Stealing (less than $100.00)
- Gambling
- Habitual violations of school/class rules
- Failing to attend detention or in-school suspension
- Using computer without permission/improper use of computer (e.g. viewing unauthorized websites, overriding district filter)
- Extortion (less than $100.00)
- Willful disobedience
- Harassment or Intimidation
- Bullying
- Treating an authority with disrespect (includes profanity towards an authority figure)
- Disturbing the school/habitually violating rules (one-on-one fight)
- Writing or drawing obscene/profane language/pictures
- Treating another student with disrespect
- Any other infraction that the dean of students, AP or principal deem to be similar in severity to other Level Two (2) infractions

Procedure for Level 2 Behaviors

- Administration will inform parent/legal guardian of accusation and status of investigation.
- Administration investigates and documents adult and student statements.
- Administration determines consequences and documents them.

If school leader determines that disciplinary action is warranted:

- Mandatory student conference with student, parent or guardian, principal or designee and staff member(s) involved determining and implementing appropriate corrective strategies. Parent must attend if Out-of-School Suspension or 3rd In-School Suspension.
- Referral to the Response to Intervention (RTI) team for tiered interventions, counseling, behavior contract and/or completion and/or revision of a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).

Possible Corrective Strategies

- Contact and/or conference with parent/legal guardian
- Implement a Home-to-School and School-to-Home Communication System
- Post, teach, and re-teach school behavior expectations
- Utilize check-in/check-out
- Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions
- Intensive academic support
- Intensive social skills teaching
- Self-management program
- After-school detention
- Community service
- Saturday school
- Loss of privileges
- Data-based decision making
- Refer student to RTI team
- Refer the student to the school social worker
- School bus suspension (if applicable)

LEVEL 3

Level Three (3) major infractions are high intensity discipline issues that warrant the attention of the principal, assistant principals, dean of students and possibly the New Orleans Police Department, or other authorities. All Level Three infractions must be accompanied by a written referral. These infractions will result in suspension, along with a potential expulsion recommendation from the school director.

Infractions

- Conduct or habits injurious to others
- Using /possessing controlled substances that cause significant impairment including unauthorized use of prescribed drugs
- Using/possessing alcoholic beverages
- Using/possessing weapons prohibited under federal law
- Using/possessing weapons not federally prohibited
- Throwing missiles liable to injure others
- Instigating or participating in fight or interfering in a fight
- Committing any other serious offense
- Threatening/intimidating students/faculty
- Possessing/shooting fireworks
- Bullying and cyber-bullying
- Harassment
- Physical assault with serious bodily injury
- Aggravated assault to a school employee
- Aggravated assault to a student (rape/sexual assault/battery)
- Arson (starting a fire)
- Using any item or substance to harm, frighten or intimidate others
- Causing a false alarm or making bomb threats
- Group fighting; two (2) or more students involved in a fight does not necessitate an automatic recommendation for expulsion UNLESS serious bodily injury occurs.
- Stealing ($100.00 or more)
- Defacing school bus or destroying property
- Dishonesty (forging signature, grades or cheating)
- Cell phone violation (sexting, inappropriate texting, use with the intent to harm others)
- Extortion ($100.00 or more)
- School probation violation
- Guilty of immoral or vicious practices
- Sexual harassment
- Bodily contact without consent (rape, sexual battery)
- Improper use of computer at school with intent to harass or intimidate
- Burglary
- Robbery
- Any other infraction that the dean of students, AP or principal deem to be as severe as a Level Three (3) infraction

If a Recommendation of Expulsion is Determined

- Parent/legal guardian contact
- School level conference with mandatory parent participation
- Referral to the RTI team at the current school
- Referral to school social worker and/or professional school counselor at the current school
- Recommendation for expulsion and interim placement
- Note: Determination of whether to expel a student is made by the hearing office.

Possible Corrective Strategies *(if expulsion is not recommended)*

- Contact parent/legal guardian
- Implement a Home-to-School and School-to-Home Communication System
- Post, teach, and re-teach school behavior expectations
- Utilize check-in/check-out
- Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions
- Intensive academic support
- Intensive social skills teaching
- Self-management program
- Firm, fair, and corrective discipline
- After-school detention
- Saturday school
- Loss of privileges
- Data-based decision making
- Refer student to RTI team
- Refer the student to the school social worker
- School bus suspension (if applicable)

ANTI-BULLYING POLICY

DEFINITION OF BULLYING, WHAT CONSTITUTES BULLYING, AND EFFECTS OF BULLYING

Bullying is a **pattern** of any one or more of the following:

- Written, electronic or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing or spreading rumors
- Cyber-bullying: Louisiana law includes electronic communication in its definition of bullying, stating that it includes, but is not limited to, a communication or image transmitted by email, instant message, text message, blog, social networking site through the use of a telephone, mobile phone, computer or any other electronic device
- Gestures, including but not limited to obscene gestures and making faces
- Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of, damage to, or stealing of personal property
- Demeaning humor or remarks relating to student's race, gender, ethnicity, sexual orientation, or personal characteristics
- Blocking access to school property or facilities
- Blackmail, extortion, demands for protection money or other involuntary donations
- Repeated and purposeful shunning or excluding activities
- Any actions considered to be harassment,

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

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

REPORTING BULLYING, INVESTIGATION AND CORRECTIVE ACTION PROCEDURES

FirstLine Schools requires the school director/principal or designee to be responsible for receiving complaints (reports) alleging violation of this anti-bullying policy. All school employees are required to report alleged violations of this policy, including contractual employees, such as cafeteria and custodial staff. Members of the school community (students, parents, volunteers and visitors) are encouraged to report any act that may be a violation of this policy. Complaints may be made via school-wide "bullying boxes," in person to the designated staff member above, or through additional school-based methods of reporting such as "bullying prevention" email addresses, or other methods determined by individual FirstLine schools. Complaints may be made anonymously or signed. All complaints will be thoroughly investigated and documented in accordance with Louisiana State Law using the Louisiana Department of Education Bullying Report Form and protocols found at https://www.louisianabelieves.com/schools/public-schools/bullying.

NOTIFICATION TO PARENTS/LEGAL GUARDIANS OF AN ACT OF BULLYING

The school director/principal or designee will promptly notify the parents/legal guardians of all students involved of any incident of bullying as defined by this policy. Notification of the parent/legal guardian of all students involved must be made on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). Meetings with the parents/legal guardians of the victim and meetings with the parents or legal guardians of the alleged offender must be separate. Parents/legal guardians of the victim and alleged offender must be informed of all of the available potential consequences, penalties and counseling options at the meeting with school officials.

Potential consequences of confirmed bullying may include:

- Significant loss of privileges or time away from peers
- Change in class assignment
- In or Out-of-School suspension
- Suspension from transportation or other school-related activities
- Recommendation for an expulsion hearing, and/or
- Legal action.

If the school has determined that the discipline code has been violated, the school official should take prompt and appropriate disciplinary action pursuant to LA R.S. 17:416 and 17:416.1 and report criminal conduct to law enforcement, if appropriate. The results of the investigation will determine the level of infraction for the bullying/cyber-bullying incident(s).

CELL PHONE AND ELECTRONIC DEVICE POLICY

Students may not use a cell phone or other personal electronic devices without school faculty permission. All devices are required to be turned off and put away from plain view. If a teacher or staff member sees or hears a prohibited or unapproved cell phone or other electronic device, the device will be confiscated and the parent will be notified. A parent or guardian must come to school to pick up the device. The school may decide to issue consequences and in the case of repeated violations of this policy, there may be school-specific progressive consequences including suspension.

ADDITIONAL POLICIES

SCHOOL MEALS

Under the National School Breakfast (NSB), National School Lunch Programs (NSLP), and Child and Adult Care Food Program (CACFP), FirstLine Schools serves breakfast, lunch, supper and snack, at no charge to students, through the Community Eligibility Provision (CEP). Supper and snack are served to all students at some of our schools, while at other schools these meals are served to students that participate in the after-school program only. For additional information on the CEP program, or any aspect of our school meal program, please contact: Rebekah Cain, Director of Operations at rcain@firstlineschools.org, at 504-952-1331, or at FirstLine Schools, 300 N. Broad Street, Suite 207, New Orleans, LA 70119.

MEDIA RELEASE POLICY

FirstLine Schools publicizes students' outstanding achievements and activities through a variety of media. This may include, but is not limited to, honor roll lists, yearbooks, photographs and videos of classroom and/or extracurricular activities. In addition, exemplary student work, student pictures and student first names may be published on school websites, partner websites and social media sites (Facebook, Twitter, Instagram). Parents/guardians may make a written request to the school's director within 10 days of enrollment or the first 10 days of the academic school year to request that such information not be published or used. Please note that you must take action if you do not want anything related to your child posted on various media.

LIBRARY POLICY

FirstLine maintains libraries at all of its schools where students may check out books. If a book is lost or damaged, the book must be paid for before additional books can be checked out. Books are considered lost after being overdue for three months. Payment for a lost book is reimbursed should the book be found and returned in good condition.

ELECTRONIC COMMUNICATION POLICY

All communication between employees and students must be appropriate and in accordance with state law. Employees may not communicate with, entertain, socialize with, or spend excessive amounts of time with students in a way that might reasonably create the impression to other students, parents, or the public that an improper relationship exists. All electronic communication between an employee and a student must be related to the educational services provided to the student and delivered by means provided or made available by FirstLine Schools for this purpose. Approved electronic communication methods include email, school-sponsored teacher websites, school websites, school-provided phones, and other electronic communication approved by FirstLine Schools.

If you would like a copy of the completed FirstLine Board adopted version of either FirstLine Schools Internet Safety Policy and/or FirstLine's Electronic Communication Policy, please contact FirstLine's Communications Department at communication@firstlineschools.org.

Internet Safety Policy

The Internet provides access to unique resources and opportunities for collaborative work. The use of the Internet must be in support of education or academic research. Students shall use the Internet under the direction and supervision of teachers. FirstLine Schools utilizes filtering technology to limit access by students to inappropriate content on the Internet as well as any content or materials that may be harmful. In addition to the filtering system, teachers and staff will monitor student Internet and computer usage in the classroom. Violations may result in discipline up to and including the expulsion of the violating student.

Device Usage Policy

Students are expected to treat technology and computer resources with respect. If the student damages equipment, he/she shall be held responsible for the repair or replacement costs.

ANTIDISCRIMINATION POLICY

FirstLine Schools participates in the National School Lunch Program as a participating institution and follows the antidiscrimination regulations of the U.S. Department of Agriculture outlined below.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720- 2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

LANGUAGE ASSISTANCE SERVICES

FirstLine Schools is committed to providing quality and professional translation (written) and interpretation (oral) services to families so that they can take an active role in their children's education.

To enable effective communication with our parents and guardians who have limited English proficiency, interpretation and translation services are available at no cost to parents and guardians.

To request an interpreter of a spoken language or translation of a school document, please download the Language Assistance Request Form from our website (firstlineschools.org), or fill out the form included in the Forms section of this handbook, and return to your school's front office.

For questions or concerns, please contact:
Mariel Cruz, Language Assistance Service Point of Contact: mcruz@firstlineschools.org, (504) 373 - 6205.

MANDATORY REPORTING

Under Louisiana law, all FirstLine staff members are considered to be mandatory reporters. As such, all FirstLine staff are required by law (Article R.S. 14:403) to file a report to appropriate authorities (New Orleans Police Department [NOPD], Department of Child and Family Services [DCFS]), whenever it is believed that a child may have been physically or sexually abused, neglected, or their health (including mental health) is endangered. This includes acts between students, including but not limited to, inappropriate touching and sexual acts. If mandatory reporters fail to report, they can incur fines and imprisonment.

PERSONALLY IDENTIFIABLE INFORMATION

FirstLine Schools understands and respects the importance of student privacy. We are committed to keeping all personally identifiable information about your child(ren) private and only sharing that information when legally required to do so or when necessary for the education, health, or safety of your child(ren). Below are some examples of what information may be shared:

- Information and educational records may be shared with employees of FirstLine Schools that have a role in providing a high quality education to your child(ren), including but not limited to teachers and administrators, to be used for designing, implementing, and evaluating educational programming and academic achievement.
- Information and educational records may be shared with high schools, postsecondary educational institutions, to be used for processing applications for admission and financial aid.
- Information and educational records may be stored on third-party computer systems for data storage and back-up purposes.
- Information and educational records may be shared with the Louisiana Department of Education and third-party providers when required by law, or to bill for special education and mental health services and evaluations.

- Information may be shared with third-party providers to provide educational programming, co-curricular programming, and assessments that strengthen the educational programming we offer to your child(ren).
- Information and health information may be shared with medical professionals and third-party providers to provide medical care or billing for medical care services (if applicable).
- Information may be shared with third-party providers for the provision of transportation and food services.
- Samples of student work and accomplishments may be displayed in the school or published to recognize your child(ren)'s achievements.
- Your child's name may be published in programs related to school events.

We will NOT share personally identifiable information with any person or entity who desires to use the information for purposes that do not benefit the education, health, or safety of your child(ren). If you do not consent to the disclosure of your child's information for legitimate educational purposes, you must complete and submit an opt-out form. Please request an opt-out form from your school's front office administrator (FOA). The form must be completed and returned to the FOA within 10 days of your child's first day of attending school. If you have more than one child enrolled in a FirstLine School, you will have to submit an opt-out form for each child.

Please be aware that opting out has implications that will impact you and your child. Some examples include, but are not limited to:

- We will not be able to provide transportation to your child, because we can't share your child's name and address with our transportation partners.
- We may not be able to give your child access to computer-based learning opportunities.
- We will not be able to provide a report card with your child's name on it because we can't share your child's information with our Student Information System vendors.
- We cannot provide a transcript to any high school or college to which your child applies. You will not be able to access your child's grades online because we won't be allowed to share their information with our technology vendors.

Notice to parents of students in grades 8 through 12:

As the parent of a student in grades 8 through 12 you will be asked to review and provide written consent to share data with the Louisiana Office of Student Financial Aid (LOSFA) and the Louisiana Board of Regents (BOR). Failure to provide written consent may result in delays or may prevent successful application for admission to a postsecondary educational institution and for state and federal student financial aid.

Once you have given consent, that consent shall remain in place unless and until you submit a formal written request to withdraw consent to your child(ren)'s school. This request should be addressed to your child(ren)'s school director and delivered to the front desk of your child's school OR by submitting a written request by emailing info@firstlineschools.org.

FIRSTLINE SCHOOLS CHILD ACCESS POLICY

Child safety and respecting parental rights are of paramount importance at FirstLine Schools. While your child is in our care, we are responsible for making sure they are safe.

The purpose of this policy is to avoid placing the school and school staff in the middle of custody disputes. Because this policy cannot anticipate and cover all possible circumstances, school staff will keep each child's best interest and safety in mind when making case-by-case decisions. We will honor all current judicial orders, e.g. custody orders, stay-away orders, protective orders, injunctions and the like. In the event we are presented with competing judicial orders, we will give primacy and adhere to the most recently signed and dated judicial order.

In the absence of a current court order that states otherwise, FirstLine Schools and our school sites and staff will presume each parent, as listed on the child's birth certificate, shares unrestricted legal custody and the right to make educational decisions for the child. As such each parent has the right to:

- View their child's educational record;
- Participate in parent and teacher conferences together or separately;
- Access the child, both during school hours and for the purposes of checking the child in and out of school;
- Receive pertinent school documents, such as report cards.

If a parent is restricted from any of the above due to a current court order, the parent or guardian with legal custody must provide the school with a signed copy of the court order detailing the restricted rights.

If a parent is listed on the child's birth certificate, but did not enroll the child in school, is not listed on enrollment documents and/or in the student information system, cannot present legal custody documents, and has not participated, to the knowledge of school staff, in the child's schooling, then the enrolling parent/guardian of the child will be notified and, in some circumstances, the school resource

officer, prior to the child being released into the parent's care. Additionally, we will require a copy of the parent's valid driver's license or state identification and the parent's phone number prior to releasing the child into the parent's care. **Nothing in this provision prevents the parent from accessing or checking out the child if these conditions are met.**

In the event a person who purports to be a child's parent attempts to access the child and he/she is not listed on the birth certificate and is not listed on the authorized sign-out sheet, then the person will not be allowed to access the child. The person will also not be allowed to view the child's educational records unless the enrolling parent/guardian has provided the school with written consent.

FIRSTLINE SCHOOLS PRIVACY AND LAW ENFORCEMENT ACCESS TO SCHOOL SITES POLICY

Under FERPA and Louisiana state law, all of our students' personal data information and educational records are confidential and are only accessible by the student's guardian(s) and staff with legitimate educational interest. Our children's safety and psychological well-being is of paramount importance, and it is essential we create and maintain a supportive, peaceful and disturbance-free learning environment that serves as a safe haven for all of our students.

In an effort to limit disruption and maintain a safe and peaceful school environment for our students, FirstLine Schools has adopted practices and procedures that are aligned with the Orleans Parish School Board's policies regarding relations with law enforcement and interrogations.

Before we can provide law enforcement agents access to a student or student records, the following procedures must be adhered to:

1. The officer/agent must provide the school front office with a copy of his/her badge, contact information, and badge number.
2. The officer must provide the school with the reason for access and a copy of a lawful judicial warrant or subpoena.
3. The school front office staff must notify the school director and the CAO prior to providing the officer access to a student or specific student record.
4. The school district's CAO and/or legal counsel must approve the request prior to allowing the officer/agent access to the student or student record.
5. If access is authorized, the school leader will retrieve the student or school record.

NOTE: If a valid exigent circumstance or emergency exists necessitating that we provide immediate access, e.g., national security threat, imminent risk of harm, pursuit of a dangerous felon, the school shall comply.

We ask law enforcement officers and agents to be cooperative and help us maintain a peaceful school environment. When possible, we ask that arrests, investigations, and other related matters take place outside of school hours and off campus. We also ask that if circumstances require us to grant access to a student, that the access takes place in the least traumatic way possible for the student, meaning that questioning and/or arrests take place outside of the view of other students, the student is not placed in handcuffs, and a school leader is allowed to escort the student out of the school building.

CRISIS PREVENTION POLICY

Only trained staff members use Crisis Prevention Intervention (CPI) when students are in imminent danger of harming self or others. Physical intervention is used only as a last resort by a team of trained staff members while awaiting additional support. Staff documents all incidences of physical restraint, parents/guardians are notified, and documentation is filed with administration.

SAFETY, RESTRAINT AND SECLUSION POLICY

At FirstLine Schools the prevention of crisis incidents and student safety is a top priority. To ensure all students remain physically and emotionally safe at school, teams of qualified professionals and families develop safety and crisis plans to support students in need of additional support and crisis prevention teams are CPI trained each school year.

Restraint is only used as a last resort if a student's behavior presents a threat of imminent risk of harm to self or others. Only trained FirstLine staff members are authorized to restrain a student. Any type of restraint must be done so that the least amount of discomfort occurs, no physical injury comes to the student, and breathing or the ability to communicate is never disrupted.

Seclusion is a procedure that isolates and confines a student in a separate room or area until the student is no longer an immediate danger to self or others. Seclusion does not include time-out, suspension, or student requested breaks. Seclusion is only permitted as:

1. A last resort when de-escalation attempts have failed and the student continues to pose an imminent threat to self or others.

2. Necessary to minimize the imminent risk of harm while summoning the assistance of CPI-trained personnel, emergency medical service personnel, and/or law enforcement officers when a crime has been committed. Seclusion used for reasons other than imminent risk of harm and contrary to the above is considered unreasonable and strictly prohibited. Seclusion shall not be used as a disciplinary consequence or to otherwise isolate a student from educational instruction.
3. If an incident of restraint or seclusion occurs, the student's parent or guardian must be notified immediately. An incident report must be completed, copied, and mailed to the parent or guardian within two (2) school days of the incident. Copies of the incident report will be kept on file at the student's school and sent to FirstLine Schools' Director of Student Support Services within two (2) days of the incident.

VERBAL AND CORPORAL PUNISHMENT POLICY

No form of demeaning language or corporal punishment (including but not limited to: paddling, striking, hitting, or humiliation) shall be used with any student enrolled at a FirstLine school.

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

The following procedure is followed if suspension of a student is required.

1. Prior to any suspension, the school principal or his/her designee will advise the student in question of the particular misconduct of which he/she is accused and will state the basis for such accusation.
2. The student will be given an opportunity at the time to explain his/her version of the facts to the school director or his/her designee. Any student whose presence poses a continued danger to persons or property or represents an ongoing threat of disruption may be removed immediately from the school premises without benefit of the above-described procedure.
3. Revised statute 17:416 requires that prior to any suspension, the school director or his or her designee advise the student in question of the particular misconduct of which he or she is accused as well as the basis for such an accusation, and the student shall be given an opportunity at that time to explain his or her version of the facts to the school director or his or her designee. Additionally, the school director or his or her designee shall contact by telephone, contact the parent in person, or send a certified letter to the address of the parent or guardian of the student, giving notice of the suspension, the reason(s) for the suspension and establishing a date and time for a conference with the school director or his or her designee as a requirement of re-admitting the student. The school is required to provide written notice of the suspension to the parent(s) via electronic communication (email, text) or mail that includes the reason for the suspension to the parent or parents of the suspended student.
4. During a suspension, students are forbidden to come on school grounds or to attend or participate in any school-sponsored events. A student whose presence in school poses a continued danger to any person or property or an ongoing threat of disruption to the academic process shall be immediately removed from the school without the benefit of the procedure described above; however, the necessary procedure shall follow as soon as is practicable.

The school is required to provide written notice of the suspension and the reasons to the parent or parents of the suspended student. Any parent, tutor, or legal guardian of a suspended student has the right to appeal the suspension to the chief academic officer (CAO) or designee of FirstLine Schools. The CAO or designee will conduct a hearing on the merits of the case. The decision of the CAO or designee on the merits of the case, as well as the term of suspension, is final. Parents have five business days to appeal the suspension in writing. Please see Parental Complaints, Concerns, & Appeals.

If the offense warrants a recommendation for expulsion, the school director makes the recommendation. In Orleans Parish, the Student Hearing Office (SHO), a part of the Enrollment Transitions team within EnrollNOLA, conducts a hearing. A determination of whether to expel the student is made by the hearing office; at the hearing a third party can represent the student. Until the hearing takes place, the student shall remain on suspension.

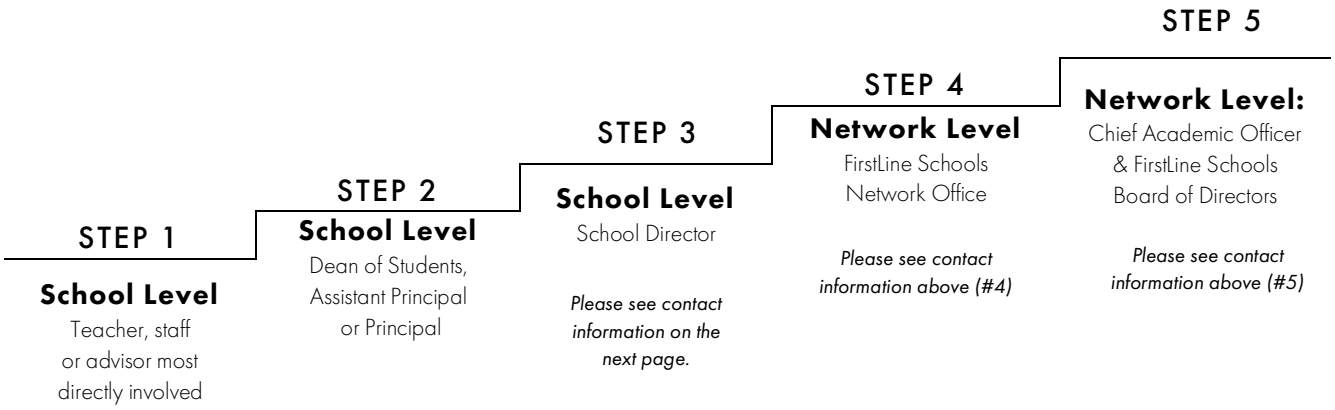
The parent or guardian of the student may, within five days after the decision to expel the student has been rendered, request the local educational governing authority, the Orleans Parish School Board (OPSB), to review the findings of the hearing office. Otherwise, the decision of the hearing office shall be final. The governing authority, in reviewing the case, may affirm, modify, or reverse the action previously taken.

If the governing authority upholds the decision of the hearing office, the parent or guardian of the student may, within 10 days, appeal to the district court for the parish in which the student's school is located. The court may reverse the ruling of the board.

PARENTAL CONCERNS, COMPLAINTS, AND APPEALS

We share the commitment to accountability that we ask of all our parents and students, and we will address any concerns expeditiously and judiciously. Any parent may bring a complaint to the school director for any reason, including the request to appeal a disciplinary decision. The below process has been established so that students and parents may bring concerns, complaints, or appeals to the attention of the appropriate party:

1. If a concern arises from a school situation, students or parents should first discuss it with the teacher, or staff most directly involved.
2. If the students or parents concerned believe that the discussion has not led to a satisfactory conclusion, they may proceed to discuss the matter with a dean of students, assistant principal, or principal in an attempt to reach a solution.
3. If the students or parents believe that the situation still has not been resolved, concerns should be taken to the school director (contact info on the next page). The school director will first investigate the matter to ensure that Steps 1 and 2 have been appropriately documented and completed, then record the complaint and/or appeal and will address any concerns regarding appeal of a disciplinary decision, or any action or inaction taken by the school administration, within three school days of the appeal and within five days from the time the complaint is introduced.
4. If the situation still has not been resolved to the satisfaction of the students or parents, concerns should be directed to the FirstLine Schools network office. Najah Shakir, Board Liaison, can be reached at nshakir@firstlineschools.org or (504)717-6243, and by U.S. mail at FirstLine Schools, 300 N. Broad Street, Suite 207, New Orleans, Louisiana 70119. Ms. Shakir will connect you to the network director who will provide support: Sivi Domango, Director of Community / Family Partnerships and Student Programming (general concerns) or Amanda Sullivan, Director of Student Support Services (Special Education and 504 concerns). The director will record the complaint and/or appeal and address it as quickly as possible and no longer than five school days from the time the complaint and/or appeal is introduced.
5. If, following a conversation and/or meeting with the network director and appropriate parties, the situation still has not been resolved to the satisfaction of the students or parents, the matter should be taken to Sabrina Pence, CAO of FirstLine Schools. Ms. Pence can be reached by phone at 504-941-1827, by email at spence@firstlineschools.org, and by U.S. mail at FirstLine Schools, 300 N. Broad Street, Suite 207, New Orleans, Louisiana 70119. If still no resolution the matter should be taken to the FirstLine Board of Directors through its Parental Concerns and Complaints Committee. The chair of the board, Mr. Brian Egana, can be reached at: FirstLine Schools, 300 N. Broad Street, Suite 207, New Orleans, Louisiana 70119 or via Najah Shakir at 504-717-6243.



The student or parents may request that the Committee appoint an advocate or representative from the respective school who has no direct involvement or conflict with the matter to participate with the Committee to provide any input into the Committee decision. The parent requesting a representative will be required to complete a release of student information form allowing the selected representative to view the student's information. The appointed person will be required to execute a Confidentiality Agreement to maintain the integrity of the process and to protect any confidential information that may be necessary to disclose.

Emergency issues will be dealt with on an as-needed basis. The Committee, as necessary, shall direct the school director or other responsible party to act upon the complaint and report its resolution to the Committee. The Committee shall render a final determination in writing, as necessary.

If after presentation of a complaint to the FirstLine Board of Directors Parental Concerns and Complaints Committee, the students or parents believe that the Board, through its Parental Concerns and Complaints Committee, has not adequately addressed the complaint, they may present the complaint to the charter authorizer, the OPSB for grades K-8, or the RSD for grades 9 – 12, which shall investigate and respond. The authorizer shall have the power and the duty to issue appropriate remedial orders to the Board of Directors of FirstLine Schools.

The OPSB's Family and Community Specialist can be contacted at (504) 359-5437. For more information on the disabilities discrimination complaint process please see the Family Center of our website (www.firstlineschools.org) or visit your school's front office.

SCHOOL DIRECTOR CONTACT INFORMATION

Samuel J. Green Charter School	**Ava Lee**, School Director (504) 228-4184 | alee@firstlineschools.org
Arthur Ashe Charter School	**Kamisha Gray**, School Director (504) 444-3236 | kgray@firstlineschools.org
Phillis Wheatley Community School	**Diana Archuleta**, School Director (504) 676-8993 | darchuleta@firstlineschools.org
Langston Hughes Academy	**Carrie Bevans**, School Director (504) 554-2940 | cbevans@firstlineschools.org
FirstLine Live Oak	**Dione Singleton**, School Director (504) 941-1826 | dsingleton@firstlineschools.org
Joseph S. Clark Preparatory High School	**Lindsey Cross**, School Director (504) 402-3668 | lcross@firstlineschools.org

Please see the Student Support Services section of this handbook for more information about our policy and procedures for students with disabilities.

ACADEMICS

Section 4

ACADEMIC CURRICULUM

ELEMENTARY GRADES K-4

The elementary school program is designed to nurture and support students while teaching them the fundamental knowledge and skills needed to be successful in school. The focus of the curriculum is to ensure that all students learn to read, write, articulate their thoughts and develop the math skills necessary to provide a solid foundation for success in school. Developing background knowledge in science and social studies topics is also essential to the elementary school curriculum. Additionally, students are exposed to a variety of enrichment activities (garden, kitchen, art, music, etc.) each school year that are designed to stimulate interests and make them curious about the world around them.

MIDDLE SCHOOL GRADES 5-8

Teachers work closely with students to ensure that they are mastering the important skills and knowledge in the core curriculum. All middle school students take the following core academic courses: Language Arts (Literature and Writing), Mathematics, Science, and Social Studies. Additionally, students have the opportunity to take a variety of enrichment classes such as physical education, sports (e.g., flag football, basketball, soccer, softball, baseball, running club), dance, music, gardening, or art.

GRADES, REPORT CARDS, HOMEWORK, AND PROMOTION

K-2 GRADING

Progress is determined through assessing the foundational skills in reading, writing, and math.

The scale for K-2 progress is: E: exceeds expectations, M: meets expectations: NI: needs improvement and U: unsatisfactory.

3-8 GRADING

Grades are comprised of the following assignment types and weights:

Percentage of the Grade	*Assignment Type*	*Examples*
10%	Homework	• Independent reading logs and study guides
20%	Class Work	• Exit tickets • Assignments completed during the lesson in class • Use of personalized learning programs
10%	Participation	• Oral participation in class discussion
35%	Standards-based tests and quizzes	• Short multiple-choice quizzes • Unit tests that include both multiple choice and constructed response items
25%	Standards-based projects, writing assignments, and other performance assessments	• Essays • Document-based questions • Projects that reflect student understanding of the standard

ADDITIONAL COMPONENTS OF THE GRADING SYSTEM

A student shall be permitted a reasonable opportunity to redo or retake a test or quiz. This reflects our belief that it is a matter of when scholars master skills, not if.

Teachers will designate a reasonable timeline to redo assignments. Students will be given an opportunity to make up or redo work during this time frame.

PHILOSOPHY

Given the premise that all children can continue to learn and increase their achievement, we believe that grading and reporting represents the following: a) the teacher's assessment of student mastery of Louisiana Common Core Standards and Grade-Level Expectations in a particular subject; and b) the teacher's assessment of student effort in achieving those standards. This philosophy is based on what we believe makes a student successful in college. We know that success in college is a combination of achievement and student effort. Additionally, we believe that parents are a key lever in developing achievement and effort in their children. Grading is a bridge for the teacher and parent/guardian to communicate about student progress.

GRADING SCALE

FirstLine Schools uses the state-adopted grading scale for assigning a letter grade in the following courses: English/Language Arts, Mathematics, Science, and Social Studies.

Letter Grade	A	B	C	D	F
Percentage	100-93	92-85	84-75	74-67	66 and below

GRADING OF STUDENTS WITH SPECIAL NEEDS

- All accommodations and modifications for special education students must be followed per the student's IEP. The teacher responsible for grading the student is responsible to provide the appropriate accommodations and modifications.
- Any student with an IEP who is failing a class will receive a progress report at the third week of the six-week reporting period. In addition, as required by law, every special education student will receive his/her IEP progress report, which will accompany the report card at every designated reporting period.

REPORT CARDS

Report cards will be distributed after the end of every trimester (every 12 weeks). A progress report will be distributed after the sixth week of the trimester.

Report cards are only one of the many means of communicating with parents. Conferencing with parents is another way. Conferences are useful to improve understanding and communication among teacher, student and parent/guardian. A parent/guardian, teacher, student or administrator may initiate a conference. If a parent desires a conference with his or her child's teacher(s) to discuss the child's progress, the parent/guardian should contact the school office to schedule a meeting during the teacher's planning period.

Teachers are required to post grades in the online grade book on a bi-weekly basis. The Parent Portal is to be used to enhance parent communication, so parents may regularly check on student progress.

If a student's grade has dropped below an average of a C, the teacher is required to contact the parent within one week of the grade dropping. Additionally, in the instance of a D or F, the teacher will provide detailed comments about the student's current progress on standards mastery and what the parent can do to help the student improve.

At the beginning of each new unit, the teacher will send home a schedule of assessments for the unit. This will include the assessment dates and assessment types.

Tests, quizzes, projects, written assignments or other graded performance assessments will be sent home to the parent for parent signature on a bi-weekly basis.

HOMEWORK POLICY

Daily homework serves one of four purposes:

1. To give students needed practice on skills and concepts taught in the classroom.
2. To discover what a student knows about a topic before it is taught.
3. To introduce a topic before encountered in class.
4. To review previously taught material.

When homework is assigned, teachers will review said assignment with the student, along with the purpose of the assignment. Homework reinforces responsibility and independence for our students and gives them lifelong habits that bring academic success. To prepare our students for rigorous academics, competitive high schools and college academic work, students must develop good homework habits.

Homework grades are given according to completion and quality. Assignment feedback will be given in class in the following ways:

- Self-graded assignments using an answer key.
- Student reflection on what I did well, what I struggled with, and what I need help with.
- Selected problems reviewed in class.

Schools in the FirstLine Schools network have agreed to the following guidelines for recommended minutes of homework time per grade:

K	30 min (20 minutes of which is reading)	5th	60-90 minutes
1st	45 min (25 minutes of which is reading)	6th	60-90 minutes
2nd	60 min (25 minutes of which is reading)	7th	90-120 minutes
3rd	45 to 60 minutes	8th	90-150 minutes
4th	60 minutes		

Students should have reading homework every single night. Most nights they will also have math and writing homework as well as science/social studies.

HOMEWORK PROCEDURES

- If students have questions about homework that cannot be answered at home, they are expected to call the teacher, ask another adult, or call a peer for clarity about homework. "I didn't understand" is not an acceptable excuse for incomplete homework.
- Because of our belief that homework not only reinforces skills that are taught but also helps to create a strong work ethic in students, both completion of homework and quality of homework is weighted in determining students' grades.
- Students who have not completed their homework for the day may have a consequence depending on frequency and grade-level. The purpose of an assigned consequence is to complete the homework so the child does not fall behind.

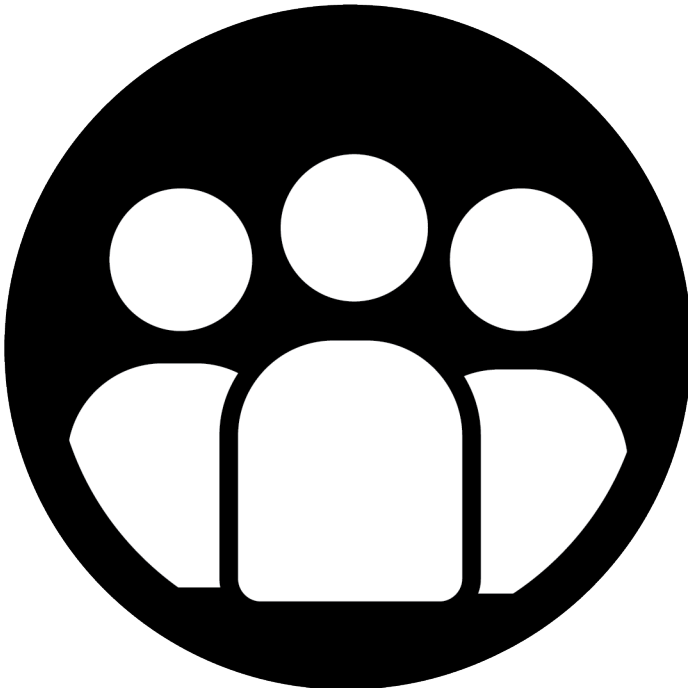
STUDENT PROMOTION

We follow the promotion policy outlined in the FirstLine Schools Pupil Progression Plan, published every August and available on the FirstLine website.

ACADEMIC DISHONESTY POLICY

Cheating on tests or quizzes, copying papers, lying to school personnel about the origin of an assignment, forging signatures of teachers or parents, and/or plagiarism will not be tolerated. The consequence to any of these actions will be a disciplinary referral that may result in academic penalties such as a reduction in grades or loss of academic credit.

STUDENT SUPPORT



Section 5

STUDENT SUPPORT SERVICES

In addition to the academic and enrichment programs available to all FirstLine students, we offer a range of support services including:

- A school nurse
- Special education evaluations, re-evaluations, specialized instruction and related services for students suspected of having a qualifying disability or exceptionality (including gifted and talented) according to the Individuals with Disabilities Education Act and Louisiana Bulletin 1508
- Accommodations and supports for students found eligible under Section 504 of the Rehabilitation Act of 1973
- Identification and support for students whose first language is not English
- Direct and coordinated social, emotional and behavioral support with parental consent
- Academic and behavioral interventions for students in need of additional support through Response to Intervention (RTI).

STUDENT SPECIAL EDUCATION PROGRAM DESCRIPTION

FirstLine Schools believes all students with disabilities are entitled to free and appropriate educational services that foster an adult life characterized by satisfying relationships with others, independent living, productive engagement in the community, and participation in society. A rich variety of early intervention, educational, and vocational programs must exist for students to achieve these outcomes.

We provide a continuum of services for students with disabilities. We believe that the concept of inclusion is a meaningful goal to be pursued in our schools and communities. Our goal is to serve students with disabilities in general education classrooms with their non-disabled peers whenever possible. Trained personnel support inclusive practices to ensure the individual needs of the student are met.

Access to services is based on a student's individual needs and goals. Students and their families work with a planning team to determine the best placement, curriculum option, and exit plan for the student.

Gifted Services	Students identified as academically gifted receive the services outlined in their Individual Education Plan (IEP) and are delivered by a qualified teacher.
Talented Services	Students identified as talented in art, music, and/or theatre receive the services outlined in their Individual Education Plan (IEP), and are delivered by a qualified teacher.

RESPONSE TO INTERVENTION (RTI) AND SCHOOL BUILDING LEVEL COMMITTEE (SBLC):

Students in need of support socially, emotionally, behaviorally, or academically may qualify for interventions in order to meet grade-level benchmarks and expectations. To assist these students, school-based RTI/SBLC teams work with the student's parent/guardian to determine the type and scope of supports needed. RTI/SBLC teams include teachers, interventionists, coordinators and school administrators. The RTI/SBLC team monitors student performance to ensure supports are effective.

Teachers and parents/guardians can refer a student to the school's RTI/SBLC team any time they suspect a student may need additional supports. Parents/guardians should fill out a Parent Request for SBLC Meeting Form, included in the Appendix of this handbook, to request a meeting.

SPECIAL EDUCATION SERVICES

According to the Individuals with Disabilities Education Act (IDEA), "special education" refers to specifically designed instruction, at no cost to parents or guardians, to meet the unique needs of students with disabilities.

FirstLine Schools provides students with disabilities IEPs designed to meet their individual needs in accordance with all federal and state regulations. Qualifying students may receive services delivered by qualified instructors including, but not limited to: speech, occupational therapy, physical therapy, adaptive physical education, assistive technology, audiology, braille instruction, social work and/or counseling, extended school year services, special education instruction, or special transportation.

For more information please contact your school's special education coordinator. For contact information please see the inside front cover of this handbook.

POLICY AND PROCEDURE FOR STUDENTS WITH DISABILITIES

I. OVERVIEW OF PROCEDURAL SAFEGUARDS

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

- Has a disability as defined by Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act; 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 individual education plan (IEP) or Section 504 plan is not implemented, except in the case of emergency circumstances (drugs, weapons, significant bodily injury). See Section II for more information about emergency circumstances.

B. Determining Change in Placement. A change in placement is a legal term that applies to the situations described below. A student's school suspension that occurred in a Louisiana local education agency (LEA) during the same school year of transfer into another Louisiana 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.
2. More than 10 Total Days of Suspension in One School Year.
   A series of suspensions with days that total more than 10 total school days in a school year is a change in placement[1]. The special education coordinator, 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.
3. Additional Considerations. The following considerations apply to in-school suspension; a suspension or removal for a portion of the school day, and for suspensions from transportation.
   a. In-school Suspension. An in-school suspension will not be considered as a suspension for the above purposes as long as a student is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the extent they 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 are considered to have a full-day suspension. Students sent home in the afternoon are considered to have a half-day suspension. These conditions apply unless the student's Behavior Intervention Plan (BIP) specifically calls for the student to receive a shortened school day when certain behaviors are exhibited.[2]
   c. Bus Suspension. The following standards apply based on whether transportation is a related service on the IEP:
      1) When Bus Transportation is an IEP Service. When transportation is an IEP service, a student's removal from the bus is considered to be a suspension unless transportation is provided in some other way. In this case, transportation has been determined to be necessary for the student to access educational services.
      2) When Bus Transportation is NOT an 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 student suspended from the bus. However, school officials should consider whether the bus behavior is similar to classroom behavior that IS addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.

FirstLine Schools has procedures in place to monitor and cumulatively total all suspensions for students with disabilities.

C. Determining Manifestation Determination and Services.

1. Manifestation Determination. Within 10 days of any decision resulting in a change of placement the LEA representative, parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA representative) must meet and determine whether the student's behavior is a manifestation of his/her disability using the Manifestation Determination form.
   The procedures below are used to make this determination.
   a. Making the Decision
      1) Review Relevant Information. The team participants review all relevant information in the student's file, including the IEP. If the IEP was not implemented, the team documents why it was not implemented and whether the failure to implement the IEP impacted the student's behavior.

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

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

2) Observe Behavior. The team also reviews documentation of staff observations regarding the student's behavior. This should include an analysis of the student's behavior across settings and times throughout the school day.
3) Information from Parents. The team reviews any relevant information provided by the parents.
4) Ask Two Questions to Determine Manifestation. The team must consider the two questions below to determine if a student's behavior was manifested by his/her disability.

a) Relationship of Behavior to Misconduct. Was the conduct caused by or directly and substantially related to the student's disability? Consider whether the behavior in question has been consistent and/or has an attenuated association with the disability:

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

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

2. Behavior Is Manifestation of Disability. If the relevant members of the IEP team answer yes to either question, then the student's behavior is a manifestation of his/her disability. In this case:
   a. 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 they were removed. Note: this provision does not apply to students involved with weapons, drugs or serious bodily injury. (See Section II.)
   b. Functional Behavior Assessment (FBA) and Behavior Intervention Plan (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.
3. Behavior is NOT Manifestation of Disability.
   a. Same Consequences. If the IEP team members agree that the student's conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as all students.[3]
   b. Required Services. A student with a disability who is removed from his/her current placement must receive the following services beginning on the 11th day of cumulative suspensions during the school year. The IEP team:
      1) Identifies Services. Identifies and documents educational services the student will receive to enable the student to continue to participate in the general education curriculum, although in another setting (e.g., an interim alternative educational setting [IAES], etc.), and to progress toward meeting the goals set out in the student's IEP; and
      2) Develops/Reviews FBA/BIP. Provides, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior violation so that it does not recur.
      3) Considers Need for More Restrictive Services. May convene and modify the student's IEP. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.

II. WEAPONS, DRUGS OR SERIOUS BODILY INJURY: EMERGENCY PROCEDURES

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

A. Criteria for Emergency Removal.

1. Weapons. A student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the school's jurisdiction.
   A weapon is a device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury (excluding pocket knife with a blade of less than 2 ½ inches in length); firearms, including a starter gun; the frame or receiver of such a weapon; a muffler or silencer; any destructive device including any explosive incendiary or poison gas bombs, grenades, rockets, missiles and mines; does not include antique firearms.
2. Drugs. A student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the school's jurisdiction.
   A controlled substance is a drug or other substance in the Federal Code that does not include a substance legally used and possessed under the supervision of a licensed health-care professional.
   Possession of alcohol and tobacco does not fall under "controlled substance." Therefore, the principal cannot move a student to an Interim Alternative Education Setting IAES for possession of these items under this section. Instead, the removal is subject to the procedural safeguards applicable to other types of misconduct.
3. Serious Bodily Injury. A student inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or an LEA.[4]

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

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

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

B. Removal

1. General. The school may immediately remove the student for up to 45 school days to an IAES. Because drugs, weapons and serious bodily injury are so dangerous to a safe school climate, a school may remove a student under these circumstances for 45 school days regardless of whether the team believes that the behavior is a manifestation of the student's disability.
   The 45 school days do not include those days the school is not in session, e.g., Spring Break. The IEP team may specify a removal for fewer days than the maximum 45 days.

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

1. Behavior IS Manifestation of Disability
   a. FBA/BIP. As discussed above, the IEP team must conduct or review an FBA and create a BIP addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. Note: if the FBA requires a new assessment of student behavior, parental consent is required.
   b. Reevaluation. The student may be referred for a reevaluation.
   c. More Intensive Services. The IEP team may meet to consider more intensive special education services upon the expiration of the 45-day IAES or sooner.
2. Behavior is NOT Manifestation of Disability
   a. Disciplinary Hearing. If all team members determine that the conduct was not a manifestation of the student's disability, then the 45-school day emergency placement may proceed to a disciplinary proceeding afforded to all students.
   b. FBA/BIP. The student must receive, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior related to the disciplinary violation so that it does not reoccur.

III. APPEALS

A. Reasons for Requesting an Expedited Due Process Hearing

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

B. Authority of Hearing Officer

1. A hearing officer may:
   a. Return the student to the placement from which the student was removed if the hearing officer determines that the removal did not comply with these procedures or that the student's behavior was a manifestation of the student's disability; or
   b. Order a change of placement to an IAES for not more than 45 school days if maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
2. A school may:
   a. Repeat request for an expedited hearing if it believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

C. Expedited Due Process Hearing Procedures.

1. An expedited hearing must occur within 20 school days of the date the request is filed. The hearing officer must make a determination within 10 school days after the hearing.
2. Unless the parents and school personnel agree in writing to waive the resolution meeting or agree to mediate the dispute:
   a. A resolution meeting must occur within seven days of receiving notice of the hearing request; and
   b. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request.
3. Evidence not disclosed to the other party three business days before the hearing is excluded, unless the parties agree otherwise. Expedited due process hearing decisions are appealable to state or federal court.

D. Placement during Appeal of Discipline Decision

1. Weapons, Drugs or Serious Bodily Injury. The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.

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

IV. STUDENTS WITHOUT IEPS OR SECTION 504 PLANS "DEEMED TO HAVE A DISABILITY"

In some cases, a student without a disability will be deemed to have a disability. The criteria for making this determination and the applicable procedures relevant to such a finding are discussed below

A. Knowledge of suspected disability (Thought to be a student with a disability)

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

1. Evaluation Requested. The parent requested an evaluation.
2. Written Concern. The parent expressed concern in writing to the student's teacher or school administration about the student's need for special education and related services.
3. Specific Concerns by Staff about Pattern of Behavior. The student's teacher or other school staff told school supervisory personnel of specific concerns about the student's pattern of behavior.
4. If any of the three factors above are present, then school officials consider disciplinary action as if the student has a disability.

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

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

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

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

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

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

V. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

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

B. Transmittal of Records. School personnel reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. Records must be transmitted only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA) and Act 837 of Louisiana.

VI. APPLICATION OF SECTION 504 AND ADA

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

HEALTH SERVICES

At FirstLine Schools we strive to provide a safe and healthy environment for all students and staff. For more information about our approach to developing healthy lifestyles for our employees, students, and families please see our Health and Wellness Policy.
If your student has medical needs he or she will receive an Individual Health Plan. This plan provides a detailed outline of services provided by the school nurse and/or trained staff throughout the school day. For more information about Individual Health Plans please see the school nurse.

MEDICATION

The school nurse cannot dispense over-the-counter medications to students. According to state law, the school nurse must be authorized by a physician to administer routine medications. If your student takes prescribed medication during the school day, please make an appointment with the school nurse to obtain the required documentation and to set up an Individual Health Plan for your student. Authorizations for medication must be completed on a yearly basis.

HEALTH SCREENINGS AND SUPPORT

The school nurse ensures state mandated vision, hearing, and immunization requirements are met. The school nurse also works with community partners to assist students and families with any other health related needs.

MENTAL HEALTH SERVICES AND SUPPORT

The mental health of our students is a priority. Due to the significant amount of time students spend in school it is important to identify, refer and support students who may benefit from additional school and/or home-based social and/or emotional support(s).

A school-based social worker and/or counselor are available throughout the school day and can provide assistance and connect students and families with a variety of resources including: mental health agencies, health care professionals, and more. We ask that such services be scheduled outside of school hours when possible.

PARENT FAQS: SPECIAL EDUCATION IN CHARTER SCHOOLS

The Louisiana Department of Education is committed to ensuring all students in our state are ready for college or a professional career. Our students with disabilities are protected under federal and state law, and the Department is committed to ensuring that these students continue to receive a free and appropriate public education that supports the fulfillment of their post-school goals. This Frequently Asked Questions document is intended to help families understand their students' rights.

CAN MY CHILD WITH A DISABILITY ATTEND A CHARTER SCHOOL?

Yes; all public charter schools must provide all special education and related services that have been determined by a special education evaluation and IEP to be needed.

For students ages 3-21, the charter school must:

1. Identify, locate and evaluate all students who need special education and related services.
2. Provide all special and related services to students who are identified with a disability and are eligible for the services. These services may include adapted physical education, assistive technology, occupational therapy, orientation and mobility services, physical therapy, school health services, school psychological services, school social work services, speech/language pathology services, and special transportation.
3. Provide special education and related services in the least restrictive environment that meets each student's individual needs.

CAN A CHARTER SCHOOL REQUEST THAT I TAKE MY CHILD WHO NEEDS SPECIAL EDUCATION SERVICES TO ANOTHER PUBLIC SCHOOL?

No, students with disabilities may enroll in any public charter school at no cost.

Charter schools in Louisiana are prohibited from implementing enrollment policies or procedures that discriminate against students with disabilities. All schools must make a free appropriate public education, including special education and related aids and services designed to meet the individual needs of children with disabilities, available to all children with disabilities enrolled in the school. Therefore, charter schools are prohibited from informing or suggesting to parents that they should not enroll their child because (1) the school does not currently provide the services or placement necessary for the child or (2) because the child's disability might be better served by another school or district.

CAN A CHARTER SCHOOL REQUEST THAT I REMOVE MY CHILD FROM THE SCHOOL AND SEND HIM/HER TO ANOTHER PUBLIC SCHOOL BECAUSE OF BEHAVIOR PROBLEMS?

No, the public charter school must work with you as the parent. The IEP Team should meet to determine the supports that are needed for your child to be successful in the charter school.

MY CHILD NEEDS SPECIAL TRANSPORTATION TO GET TO AND FROM SCHOOL. CAN MY CHILD ATTEND A CHARTER SCHOOL?

Yes, any child with special needs can attend any public charter school, regardless of need.

MY CHILD IS IN A WHEELCHAIR. CAN HE/SHE GO TO A CHARTER SCHOOL?

Yes, all public charter schools must accept any child, regardless of the disabling condition, just as a traditional public school would.

WHAT SHOULD I DO IF I BELIEVE MY CHILD HAS BEEN DENIED ENROLLMENT BECAUSE OF A DISABILITY?

If you believe that your child has been denied enrollment because of a disability, you should contact the school's enrollment office. Each type 2 and type 5 charter provides a process for investigating complaints of alleged discrimination, including a method for parents to make complaints, timelines for the school to conduct an investigation, and the steps the school will take to address concerns. The written procedures must also include the name and contact information for the person at the school responsible for the enrollment discrimination review process.

RIGHT TO KNOW LETTER

Dear Parent,

Your child attends Langston Hughes Academy, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child. At Langston Hughes Academy, we are very proud of our teachers and feel they are ready for the coming school year, and are prepared to give your child a high-quality education. As a Title I School, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you, or you may at any time check the credentials of your child's teacher at www.teachlouisiana.net.

You may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived.

All our regular teachers have college degrees and many have advanced degrees. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure their teaching skills remain at the highest possible level. You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

I encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. For more information on ESSA, and the role of parents, please visit the United States Department of Education's (USDE) website at http://www.ed.gov/essa.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact Carrie Bevans at Langston Hughes Academy at (504) 373–6251 or email me at spence@firstlineschools.org.

Sincerely,

Sabrina Pence
Chief Academic Officer
FirstLine Schools

Parent Right-to-Know Information as Required by The Elementary and Secondary Education Assistance (ESEA) [Section 1112(e)(1)(A)] and the Every Student Succeeds Act [Section 1112(e)(1)(A)] 08/18/2016

FORMS

Section 6

STUDENT–FAMILY COVENANT AND PARENT AGREEMENT

Please read, sign and return this page to your school's front office by August 15th, 2018

As a student at a FirstLine school I agree to:

- Do my best to live the school values.
- Make the school a safe environment so my classmates and I can succeed academically.
- Arrive on time every day.
- Come to school prepared and ready to do whatever it takes to accomplish my goals.
- Do my best work every day, even when it is hard.
- Do the right thing, even when no one is looking.
- Be respectful to my classmates, my teachers, and other members of the school community.
- Do my homework every day.
- Ask for help when I need it.
- Promptly give my parent or guardian all notices and information from the school.
- Be accountable and accept responsibility for my actions.

As a parent or guardian of a student(s) at a FirstLine school I agree to:

- Do whatever it takes to help my student reach his or her goals.
- Make sure my student arrives at school on time every day.
- Help my student complete his or her homework each night.
- Support and encourage my student to read at home for fun.
- Ensure my student is getting at least eight hours of sleep each night.
- Monitor and take responsibility for how my student uses the internet and social media.
- Get involved at school by volunteering in the classroom, at school events, on field trips or by joining our parent organization.
- Participate in decisions relating to my student's education.
- Support my student's participation in extracurricular activities and school events.
- Promptly read all notices sent home with my student and respond as appropriate.

As a FirstLine school our team will:

- Provide high-quality curriculum and instruction in a supportive environment.
- Set clear expectations for academics and behavior.
- Provide regular reports of your student's academic progress through progress reports, report cards, and state test results.
- Hold regular family-teacher conferences.
- Communicate respectfully about your student's behavior.
- Ensure our staff respond to you within 24 hours and are available by phone until 8:00 pm and in person during conference hours.
- Provide families opportunities to get involved.
- Provide families adequate notice of school events, field trips, and important information..
- Support your student's academic goals.
- Provide personalized academic and emotional support to struggling students.

The Family Handbook and the policies contained therein are reflective of what is best for our students.

I acknowledge that I have received the 2018-19 Family Handbook and am responsible for reading this document from cover to cover. I agree to abide by this and future versions of the 2018-19 Family Handbook. I understand that FirstLine Schools reserves the right to change the policies in this handbook at any time.

Student Name	Parent/Guardian Name	Parent/Guardian Signature
School Name	Student's Grade	Date

FIRSTLINE SCHOOLS CHILD ACCESS POLICY

Child safety and respecting parental rights are of paramount importance at FirstLine Schools. While your child is in our care, we are responsible for making sure they are safe.

The purpose of this policy is to avoid placing the school and school staff in the middle of custody disputes. Because this policy cannot anticipate and cover all possible circumstances, school staff will keep each child's best interest and safety in mind when making case-by-case decisions. We will honor all current judicial orders, e.g. custody orders, stay-away orders, protective orders, injunctions and the like. In the event we are presented with competing judicial orders, we will give primacy and adhere to the most recently signed and dated judicial order.

In the absence of a current court order that states otherwise, FirstLine Schools and our school sites and staff will presume each parent, as listed on the child's birth certificate, share unrestricted legal custody and the right to make educational decisions for the child. As such each parent has the right to:

- View their child's educational record;
- Participate in parent and teacher conferences together or separately;
- Access the child, both during school hours and for the purposes of checking the child in and out of school;
- And receive pertinent school documents, such as report cards.

If a parent is restricted from any of the above due to a current court order, the parent or guardian with legal custody must provide the school with a signed copy of the court order detailing the restricted rights.

If a parent is listed on the child's birth certificate, but did not enroll the child in school, is not listed on enrollment documents and/or in the student information system, cannot present legal custody documents, and has not participated, to the knowledge of school staff, in the child's schooling, then the enrolling parent/guardian of the child will be notified and, in some circumstances, the school resource officer prior to the child being released into the parent's care. Additionally, we will require a copy of the parent's valid driver's license or state identification and the parent's phone number prior to releasing the child into the parent's care. Nothing in this provision prevents the parent from accessing or checking out the child if these conditions are met.

In the event a person who purports to be a child's parent attempts to access the child and he/she is not listed on the birth certificate and is not listed on the authorized sign-out sheet, then the person will not be allowed to access the child. The person will also not be allowed to view the child's educational records unless the enrolling parent/guardian has provided the school with written consent.

ACKNOWLEDGMENT OF RECEIPT
OF FIRSTLINE SCHOOLS POLICY ON CHILD ACCESS

I understand FirstLine Schools will provide access to the child, as defined in this policy, to any parent listed on the child's birth certificate. I further understand that as enrolling parent/guardian, it is my responsibility to provide FirstLine Schools with any legal documentation that restricts a parent's access to the child.

Parent/Guardian's Signature _____

Parent/Guardian's Printed Name_____

Date: _____

Parent Request for SBLC Meeting

Date: _____

Student Name: _____ GRADE: _____ DOB: _____/_____/____

I am concerned about my child and believe my child should be referred to the School Building Level Committee (SBLC) for the following reason(s):

_____ Academic difficulties

___Reading/English Language Arts/Writing __Math ___Speech/Language

____ other subject(s): _____

_____ Social/emotional/behavioral concerns

_____ Medical/health concerns

_____ Evaluate for Section 504 eligibility due to a disability

When the meeting has been scheduled, please send home written notification of the meeting and contact me at:

Name: _____

Mailing address: _____

_____

Telephone: _____

Alt. Telephone: _____

_____ _____

Parent Signature Date

FREE LANGUAGE ASSISTANCE AVAILABLE UPON REQUEST

FIRSTLINE SCHOOLS
Parent/Guardian Language Assistance Request Form
Interpretation or Translation

To request FREE interpretation or translation services, please complete this form.
This completed form should be returned to the front desk of your school or to:

Mariel Cruz, FirstLine Schools Language Assistance Point of Contact
Email: mcruz@firstlineschools.org Office: (504) 373 - 6205 Fax: (504) 373-6205
2300 Dumaine St. New Orleans, LA 70119

Interpretation requests must be submitted with a ***minimum of 5 school days' notice.***	
Parent/Guardian Contact Information	Date:
Name:	Home Phone:
Cell Phone:	Email:
Address (optional):	
Child's Name(s)	
School's Name	
Date of Service Requested:	Time of Service Requested:
Language Requested:	Location of Service:

Please mark an "X" in the appropriate box(es):

I need ☐ **interpretation** or ☐ **translation** services relative to:

- ☐ Enrollment
- ☐ Transportation
- ☐ Homeless Services
- ☐ School Site
- ☐ Other (specify)
- ☐ Parental Involvement
- ☐ Athletics
- ☐ Special Education
- ☐ Title III / ELL
- ☐ Gifted and Talented

YOUR INTERPRETATION AND TRANSLATION NEEDS ARE VERY IMPORTANT TO US.
Some documents may be interpreted rather than translated. Non-network approved interpreters (including students and other children) **may not** be used for interpretation or translation services. All services are free to parents and guardians.

Approved by
School Leader's Signature: _____ Date: _____

Office Use Only:

Date Services Provided: _____

Parent Signature: _____

Interpreter/Translator Signature: _____

- ☐ Parent Accepted Services
- ☐ Parent Declined Services