

# **KIPP:** **NEW ORLEANS** **SCHOOLS**

**Student and Family Handbook**

**2023-24 School Year**

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## Our Schools

### KIPP Believe Primary

Grades K – 4  
504-266-2050  
3815 St. Bernard Avenue  
New Orleans, LA 70122  
School Leader: Jenni Seckel



### KIPP Believe Middle

Grades 5 - 8  
504-266-2050  
3815 St. Bernard Avenue  
New Orleans, LA 70122  
School Leader: Monica Boudouin

### KIPP Central City Primary

Grades PK4 – 4  
504-373-6290  
3127 Martin Luther King Jr. Blvd.  
New Orleans, LA 70125  
School Leader: Korbin Johnson



### KIPP Central City Academy

Grades 5 – 8  
504-609-2283  
2514 Third Street  
New Orleans, LA 70113  
School Leader: Quiana Jones

### KIPP East Primary

Grades PK4 – 4  
504-301-2964  
6519 Virgilian Street  
New Orleans, LA 70126  
School Leader: Kim Sanfeliz



### KIPP East Middle

Grades 5 – 8  
504-301-2964  
6519 Virgilian Street  
New Orleans, LA 70126  
School Leader: Dr. Nicole Boykins

### KIPP Leadership Primary

Grades PK4 – 4  
504-308-3359  
2300 St. Claude Avenue  
New Orleans, LA 70117  
School Leader: Seymone Killins



### KIPP Leadership Academy

Grades 5 – 8  
504-308-3359  
2300 St. Claude Avenue  
New Orleans, LA 70117  
School Leader: Amber Mills

### KIPP Morial Primary

Grades PK4 – 4  
504-592-8520  
7701 Grant Street  
New Orleans, LA 70126  
School Leader: Michael McGee



### KIPP Morial Middle

Grades 5 – 8  
504-592-8520  
7701 Grant Street  
New Orleans, LA 70126  
School Leader: Deanna Reddick

### Booker T. Washington High School

Grades 9 – 12  
504-410-5289  
1201 South Roman Street  
New Orleans, LA 70125  
School Leader: Shimon Ancker-Pierce



### Frederick A. Douglass High School

Grades 9 – 12  
504-373-6255  
3820 St Claude Avenue  
New Orleans, LA 70117  
School Leader: Towana Pierre-Floyd



### John F. Kennedy High School

Grades 9 – 12  
504-609-2283  
6026 Paris Avenue  
New Orleans, LA 70122  
School Leader: Dr. Joseph Jones



### Administrative Offices

**School Support Center**  
504-373-6269  
1055 St. Charles Ave., Suite 400  
New Orleans, LA 70130

# About KIPP New Orleans Schools

## Mission, Vision, and History

All students will learn and achieve at high levels if given the opportunity. Our goal is to help students develop the knowledge, skills, and character strengths they need to succeed throughout their education and in the competitive world beyond. Great education transforms lives.

KIPP Public Schools is a national non-profit network of college-preparatory, public charter schools educating elementary, middle, and high school students. We have a 30-year track record of preparing students in educationally underserved communities for success in college and life.

Our schools are part of the free public school system and enrollment is open to all students. Our public charter schools are given more academic and budgetary flexibility than traditional public schools, and in exchange commit to deliver high-quality academic results for students.

There are more than 280 KIPP schools across 27 regions nationally educating at least 175,000 students on their path to and through college, careers, and life. We believe that great teachers and school leaders, a supportive learning environment, and an emphasis on both academics and character are the foundation for student success, and we strive to provide these for every child.

At KIPP, teachers, students, and families are all united around the same goal: college and a choice-filled life. We believe that an excellent college-preparatory education will set students up for success in whatever life path they choose. Through collective hard work and commitment, KIPP students complete college at a rate that is above the national average for all students and four times higher than that of students from similar economic backgrounds. Our success is driven by:

- **Equity** | *“Promises to Students Are Sacred”*  
We promise to fight for an equitable New Orleans. We believe in culturally relevant teaching – confronting our biases and improving ourselves to build stronger bonds with our students. We believe in rich and rigorous teaching - ensuring that the students we work with love learning and reach their highest potential.
- **Achievement** | *“Prove the Possible”*  
We strive for excellence. We hold fast to the conviction that excellence is the result of hard work, dedication and holding ourselves and our students to the highest standards. Our brilliance shatters stereotypes, proves what is possible and unlocks opportunity.

- **Community** | *“Team and Family”*

We are better together. When a teammate needs help, we give. When we need help, we ask. We build strong, inclusive relationships with students, families, the community and one another. With love, understanding and kindness, we embrace each other’s differences and solve problems together.

- **Hope** | *“Believe in a Better Tomorrow”*

We remain optimistic and face each day with the belief that the past injustices do not define tomorrow’s possibilities. We bring joy and kindness to the hard work of creating a bright future for students. Whenever we reach one goal, we celebrate together and then we aim higher.

- **Relentlessness** | *“Find a Way or Make One”*

We are committed to becoming excellent educators and are passionate about honing our expertise and skills. To do this, we embrace growth mindsets and are always hungry for practice and feedback. If there is a problem, we find a solution. Failures don't stop us; we learn from them.

As we look to the future, we have never been more optimistic. We recognize there is more work to be done, but our progress to date has clearly demonstrated what is possible. Today we stand in partnership with other organizations committed to educational excellence and equity— working together so that all children have the opportunity to lead choice-filled lives.

Locally, KIPP New Orleans Schools began in 2005 as a collection of New Orleans residents – parents, teachers and community leaders - dedicated to providing high quality educational options in New Orleans. The founding group was drawn together by a shared commitment to education and a belief that a rigorous education will provide students a path to a life full of choices.

KIPP New Orleans’s first school, KIPP Phillips Preparatory, opened its doors in July 2005 to a class of 120 eighth-grade students in the former E.H. Phillips Middle School building, near the St. Bernard housing projects. After three weeks of summer school and two weeks of regular classes, the school was brought to an abrupt end by Hurricane Katrina.

The week after the hurricane, KNOS students who evacuated to Houston shelters called their teachers’ cell phones to ask for help enrolling in school in Houston after Katrina. KNOS staff members traveled to Houston and spent several days walking through shelters at the Astrodome, Reliant Center, and George R. Brown Convention Center to search for their students. They quickly saw the need for education options for New Orleans children who had evacuated to Houston.

KIPP New Orleans staff members worked closely with KIPP Houston Schools to open a new school specifically for New Orleans residents who evacuated to Houston. That school was named New Orleans West (NOW) College Prep. The school opened on October 3rd, 2005 and served over 450 students in grades Kindergarten through 8th. In 2006, KNOS families and staff returned to New Orleans to open school as the city rebuilt. More than fifteen years later, KNOS enrolls more than 6,400 students in grades Pre-K through 12<sup>th</sup> at thirteen (13) schools across the city.

For more information about the national KIPP Public Schools network, visit [www.kipp.org](http://www.kipp.org).

## **KIPP Forward Program**

The KIPP Forward program is an essential part of KIPP's educational program. The goal of KIPP Forward is to provide ongoing academic and organizational support to empower all KIPP alumni to achieve success in high school, in college, and also as they transition into the competitive professional world.

From KIPP's inception, college graduation for students has been our big goal. When students choose KIPP, they are choosing a commitment to academic excellence and perseverance no matter the obstacles, and in return, KIPP promises to support each student through the rigorous journey of getting to and through college and career. We are dedicated to providing the resources necessary to ensure they persist in climbing the mountain to and through college and career.

In middle school, KIPP staff begins by advising KNOS students and their families throughout the high school transition process. In high school, KNOS students and alumni receive support from College Advisors in the following areas: academic advising, ACT preparation, summer program support, college tours, college admissions, application assistance, scholarships, and financial literacy.

In college, Alumni Advisors support KNOS alumni by visiting them on their college campuses, in addition to remaining in contact via email and phone. Advisors discuss academic progress, financial aid, social pressures, as well as internship and career options to support alumni as they work toward graduation. Today, KNOS alumni attend over 85 different colleges and universities around the country.

KIPP New Orleans Schools has recently founded the KIPP Alumni Teaching Force (ATF) program. This program allows KNOS high school students interested in becoming educators in adulthood to have learning experiences, including shadowing, co-teaching, observing, and practicing their skill set so they are receiving hands-on teaching experience. This experiential learning not only builds the critical skills required for teaching but because they are determined at the school level, they are differentiated to meet the individual learning needs of program participants. Additionally, once a student is in college, KIPP ATF provides employment opportunities such as summer school, after school programs, and/or as a teacher's aide to earn additional income, removing common barriers to attaining an education degree.



## **KIPP New Orleans Schools Policies**

This Student and Family Handbook contains policies and procedures governing the operations of schools in the KIPP New Orleans Schools (KNOS) network and explains the rights and responsibilities of all members of the school community in order to provide students a safe, positive, supportive, and achievement-oriented learning environment. This document, along with the Pupil Progression Plan (PPP), are the guiding policy documents for students and families at KIPP New Orleans Schools.

The policies in this Handbook apply to actions of students during school, on the way to and from school, while on school property, while traveling in vehicles sponsored by KIPP New Orleans Schools, at all school-sponsored events, and on online social networks and other internet correspondence.

In the event of disagreement between school-based policies and those of the KNOS network, the KNOS policies will prevail.

### **Pupil Progression Plan**

The Pupil Progression Plan (PPP) describes many of the academic policies related to student placement, promotion, and remediation. Many, but not all, of the policies in the Pupil Progression Plan are included in this document. If you would like to view the full Pupil Progression Plan, it is available online at [www.kippneworleans.org](http://www.kippneworleans.org) within the Documents page.

### **Academic Policies**

For a full description of KIPP New Orleans Schools academic policies, please refer to the Pupil Progression Plan, available online at [www.kippneworleans.org](http://www.kippneworleans.org).

### **Student Records and Privacy**

KIPP New Orleans Schools takes student data privacy seriously and follows regulations contained in the Family Educational Rights and Privacy Act (FERPA) and Louisiana laws and other applicable law and policy.

### **Attendance**

Regular attendance at school is a primary factor in student success. We believe that in order for students to succeed, they must attend school and arrive on time. The following section outlines policies and procedures governing attendance. State law and school board policy require students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

## Types of Absences

Type of Absence	Description	Examples
Non-Exempt Excused	<p><i>Absences incurred due to personal illness or serious illness in the family (documented by acceptable written excuses), which are not considered for purposes of truancy. Students with excused absences are eligible to make up work and tests and receive credit for work completed on those days. Absences are considered unexcused until the school receives proper documentation. These absences are not considered for truancy.</i></p>	<ul style="list-style-type: none"> <li>• Personal illness</li> <li>• Death in the family</li> <li>• Natural catastrophe and/or disaster</li> <li>• Absence for the observance of recognized holidays of the child's own faith</li> <li>• Up to 5 days visitation of family member in the Armed Forces</li> <li>• Court appearance</li> </ul> <p>All excused absences must be accompanied by written documentation from physician, clergy, etc.</p>
Unexcused	<p><i>Any absence not meeting the requirements set forth in the excused absence definitions above. All absences are considered unexcused until documentation of an excuse is provided to the school. Students are required to make up work missed during unexcused absences.</i></p>	<ul style="list-style-type: none"> <li>• Missing the school bus</li> <li>• Trips not approved by the principal</li> <li>• Vacations during the school year</li> <li>• Birthdays or other celebrations</li> <li>• Shopping</li> <li>• Caring for a young child or elderly adult</li> <li>• To work on a job</li> <li>• Skipping or cutting class</li> <li>• Other personal appointments</li> </ul>
Suspension	<p><i>Absences in which a student is allowed to make up his work and is eligible for consideration for credit provided it is completed satisfactorily and in a timely manner. The absence is not considered when determining a student's promotion to the next grade level, but is not considered for purposes of truancy. Students absent from school as a result of any suspension shall be counted as absent</i></p>	
Exempt Excused	<p><i>An absence in which a student is allowed to make up the missed work and the absence is not counted against the attendance requirement. Examples are extended illness documented by a doctor or to celebrate religious holidays. There is no limit to these absences and they are not considered for purposes of truancy.</i></p>	

## Truancy

KNOS reserves the right to refer truant students and their parents to the Office of Child Welfare and Attendance at the Louisiana Department of Education or the NOLA Public Schools Youth Opportunity Center. These agencies investigate violations of the compulsory attendance laws, and when necessary, provide parents and guardians written notice, either in person or by registered mail, of legal action to be taken and next steps in the adjudication process. KNOS will respond to truant and tardy students in accordance with Louisiana Revised Statutes 17:221 and 17:233 as outlined below:

A student shall be considered **habitually absent** or **habitually tardy** after the **5<sup>th</sup>** unexcused absence or **5<sup>th</sup>** unexcused tardy within any school semester. The parent or legal guardian of a student shall enforce the attendance of the student at the school to which the student is assigned. A student shall be considered **chronically absent** after their **15<sup>th</sup>** absence/tardy or having missed **10%** of school days.

Per NOLA Public Schools policy, students absent for 15 consecutive school days may be dropped from the school's roster. Refer to NOLA Public Schools enrollment policy for additional information regarding student enrollment processes.

# of unexcused absences (per semester)	Interventions
No absences	Student is invited to school specific celebration: <ul style="list-style-type: none"><li>• first 30 days of school</li><li>• quarterly</li><li>• semesterly</li><li>• yearly</li></ul>
1-2 absences	Homeroom teacher calls home to notify the family of absence. Express concern and discuss the impact of missing school. <ul style="list-style-type: none"><li>• <i>logged in Dean's List</i></li></ul>
3rd absence	Data Manager places student on 3 absence list Attendance Lead calls to notify parent of 3rd absence, asks about potential barriers to attendance, and <i>logs in Dean's list</i>
5th absence	<b>By law, a student is considered truant.</b> <ul style="list-style-type: none"><li>• A warning letter is emailed to the parent of truancy and the communication is logged in Dean's List by the Attendance Lead</li></ul>

	At this threshold the Attendance team <b>may</b> conduct a home visit or attempt to connect the parent to outside services to attempt to remove attendance barriers
8th absence	<p>Parents will be invited to attend an attendance conference, via written communication, to address barriers to attendance, conduct a needs assessment, and develop a formal attendance plan that will be progress monitored.</p> <ul style="list-style-type: none"> <li>• sent via Dean’s List</li> <li>• Conference communication (with date of conference) logged in Dean’s list</li> </ul> <p>Additionally, a school representative <b>may</b> conduct a home visit in order to review attendance plans, enforce compulsory attendance law, and make recommendations to improve attendance.</p> <p><i>If necessary, referral to Supervisor of Child Welfare and Attendance and Municipal Court.</i></p>
10-15 absences	School <b>may</b> revisit/revise Attendance Plan, conduct a homevisit, or request an in person parent conference
15th absence	<p>The school will send a truancy referral to the Office of Student Support and Attendance</p> <ul style="list-style-type: none"> <li>• this referral will be logged in Dean’s List</li> </ul> <p>The school will send a letter to parent/guardian notifying the parent of truancy and that the scholar will be retained in his current grade if he misses another day of school without a legitimate excuse.</p>
> 15 consecutive absences	OS reserves the right to remove a student from the roll if they miss 15 consecutive days of school.
All interventions and communication <u>must be</u> documented in Dean’s List. This includes: phone calls, home visits, attendance conferences and plans.	

**Checkouts from School**

1. Students who leave school for any reason must sign out through the Main Office.
2. Students may only be signed out by persons whose name(s) appear as parent, guardian or emergency contact in PowerSchool unless the school receives permission in writing by the parent/guardian in advance. Picture identification must be presented.

**School Assignments During Absences**

When a student returns to school after any absence, the student shall have the opportunity to complete missed assignments.

Students missing school as a result of any suspension shall be counted as absent, considered unexcused, and shall be given failing grades for work missed in compliance with State Statute Bulletin #741. If a suspension is modified or reversed through the suspension appeal process, related absences will be excused and the students will receive make-up work for those excused days.

### **Absences and Retention**

Students with more than 15 unexcused absences per year (or the pro-rata equivalent based on their date of enrollment) may be considered for retention.

## **Grading**

### **Grading Scale**

KIPP New Orleans Schools issues report cards on a quarterly basis. The grading scale is based on the students' mastery of grade level content standards and varies by grade level.

#### **Grades K-2:**

E	90-100%	Student <i>exceeds</i> expectations in that subject matter
M	80-89%	Student is <i>meeting</i> expectations in that subject matter
IP	60-79%	Student is <i>in progress</i> towards meeting expectations in that subject matter
NP	0-59%	Student <i>needs practice</i> to meet expectations in that subject matter

#### **Grades 3-12:**

A	90-100%	Student is exhibiting mastery in that subject matter
B	80-89%	Student is performing above average in that subject matter
C	70-79%	Student is working on a basic level in that subject matter
D	60-69%	Student is working below basic in that subject matter
F	59% or Below	Student is not meeting requirements in that subject matter

### **Progress Reports**

Parents will receive regular academic progress reports from the school include all current grades in all classes. The progress report is not part of the student's formal academic record. Rather, it is an opportunity to communicate with parents or guardians how their child is doing at that specific moment in the marking period. A parent or guardian whose child is failing a course should schedule to meet with the teacher of that course to establish plans for the student to raise the grade.

## **Discipline and Behavior**

KIPP New Orleans Schools is committed to using positive behavior supports and effective tools, strategies and incentives to ensure a safe and orderly school environment and a caring school culture. KNOS adopted the model master plan from the State Board of Elementary and Secondary Education (BESE) and was designed to promote an effective learning environment in our schools by outlining the expectations of a program known as Positive Behavior Interventions and Support (PBIS). The overall, systemic goal of PBIS is to provide a positive climate within each school and ultimately lower the number of behavior concerns. Improving student conduct means higher student achievement, improved learning environments, and greater overall success of the students in KNOS. PBIS includes, but is not limited to:

- a school disciplinary leadership team;
- identification of behavior issues impacting schools;
- use of monitoring data to evaluate and modify schoolwide and networkwide planning;
- behavioral expectations at each school;
- a reward/incentive program for positive behavior;
- defined, consistent consequences for rule violations;
- KNOS-established discipline policies; and
- appropriate Safe and Drug-free School activities.

In accordance with Louisiana’s mandate for the implementation of a School Master Plan for Discipline, KNOS’ school-based leadership teams monitor discipline incidents and referrals by month, time, location, student, grade level and type of incident.

## **Infractions and Corrective Strategies**

In the effort to fully implement Positive Behavior Support and reduce the loss of instructional time due to out-of-school suspension and expulsion, KNOS utilizes a wide variety of corrective strategies that do not remove children from valuable instructional time when appropriate. Corrective strategies also include referral to and collaboration with outside agencies and with court-appointed workers for students involved with the juvenile justice system.

Discipline incidents will be classified as Level 1, Level 2, Level 3, and Level 4 infractions. The tables below identify the KIPP New Orleans Schools behavioral expectations, mandatory actions following incidents, and discretionary actions to be taken by the school’s principal or designee based upon the exact circumstances of the specific incident. These considerations may include, but are not limited to:

- impact of the incident upon other students, staff and the school as a whole;
- age and maturity level of the student, and the developmental appropriateness of the consequence;
- prior conduct of the student;
- the seriousness of the offense(s); and/or
- participation of the student in behavioral interventions.

<b>Level 1 Infractions: Productive Personal Environment</b>	
Behaviors that typically occur within the classroom and mostly affect only the misbehaving student.	
1.1 Horseplay or running in the hall/class 1.2 Throwing objects 1.3 Out-of-assigned seat/table/area 1.4 Inappropriate items in class 1.5 Passive non-compliance i.e., sleeping, refusing to participate 1.6 Unexcused tardiness and absenteeism to class 1.7 Cheating or plagiarism	1.8 Profanity/cursing 1.9 Disrespect of an adult 1.10 Disrespect of a peer 1.11 Disruption in class, on school grounds, on school bus or RTA bus 1.12 Any other infraction that the School Leader deems to be similar in severity to other Level 1 infractions 1.13 Ongoing commission of Level 1 infractions
<i>Behavioral Interventions and Consequences</i>	
<b>Mandatory Actions (First Infraction Only)</b>	<b>Discretionary Actions (Determined by Principal/designee)</b>
<ul style="list-style-type: none"> <li>• Re-teach the behavioral expectations</li> <li>• Have the student apologize and make amends with those affected</li> <li>• Provide a reflective activity</li> </ul>	<ul style="list-style-type: none"> <li>• Contact and/or conference with parent/guardian</li> <li>• Home/school communication system</li> <li>• Utilize check-in/check-out</li> <li>• Loss of privilege</li> <li>• Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</li> <li>• Refer to the school social worker/counselor</li> <li>• Refer the student for consideration with the Response to Intervention (RTI) Team</li> <li>• Detention</li> <li>• Use of in-school intervention</li> <li>• Bus suspension</li> </ul>
<b>Level 2 Infractions: Productive Classroom and School Community Environment</b>	
Behaviors that occur in the classroom or within the school community that affect a misbehaving student and threaten to or interfere with the learning of others, and behaviors that are non-compliant with reasonable requests and directions by an adult in the school, despite a clear understanding of expectations and an attempt to redirect by an adult.	
2.1 Fighting or instigating a fight 2.2 Using or possessing tobacco products, matches or lighters 2.3 Possession of fireworks 2.4 Unauthorized display or use of a cell phone or other disallowed electronic property during school hours 2.5 Stealing/possession of stolen property	2.6 Vandalism 2.7 Willful Disobedience 2.8 Making a threat 2.9 Physical assault without bodily harm 2.10 Leaving school grounds without permission 2.11 Any other infraction that the principal deems to be similar in severity to other level 2 infractions 2.12 Ongoing commission of Level 2 infractions
<i>Behavioral Interventions and Consequences</i>	
<b>Mandatory Actions</b>	<b>Discretionary Actions (Determined by Principal/designee)</b>
<ul style="list-style-type: none"> <li>• Parent contact to inform the parent of accusation and status of the investigation. The parent will be given the option to attend the student conference.</li> <li>• Student conference and school-level investigation.</li> </ul>	<ul style="list-style-type: none"> <li>• School-level conference with student, parent, principal or designee and staff member(s) involved determining and implementing appropriate corrective strategies.</li> <li>• Referral to Response to Intervention (RTI) Team to consider interventions, counseling, and/or completing a Functional Behavioral Analysis (FBA) &amp; Behavioral Intervention Plan (BIP)</li> <li>• Suspension or alternative to suspension</li> </ul>
<b>Level 3 Infractions: Orderly and Safe Environment</b>	



Behaviors that occur inside and outside the classroom and negatively affect an orderly environment. These behaviors are generally not intended to cause physical or mental harm to another individual and are not necessarily illegal.	
<p>3.1 Coming to school under the influence of drugs or alcohol</p> <p>3.2 Aggravated assault to another student or school district employee with serious bodily harm</p> <p>3.3 Inappropriate and unwanted sexual behavior</p> <p>3.4 Starting a fire</p> <p>3.5 Use of any object to harm, frighten or intimidate others</p> <p>3.6 Causing false fire alarms or making bomb threats</p> <p>3.7 Extortion</p> <p>3.8 Theft of property</p> <p>3.9 Inciting Violence</p> <p>3.10 Failure to follow instructions during school-wide lockdown or emergency.</p> <p>3.11 Bullying</p>	<p>3.12 Burglary</p> <p>3.13 Robbery</p> <p>3.14 Possession of a dangerous instrument or the use/display of an instrument deemed by others to be dangerous</p> <p>3.15 Any other infraction that the principal deems to be similar in severity to other Level 3 infractions</p> <p>3.16 Ongoing commission of Level 3 infractions</p> <p>3.17 Conviction of a felony or conviction of an offense which, had it been committed by an adult, would have constituted a felony.</p> <p>3.18 Use of electronic device to repeatedly threaten, intimidate, or bully another student or to share sexually explicit material.</p>
<i>Behavioral Interventions and Consequences</i>	
<b>Mandatory Actions</b>	<b>Discretionary Actions (Determined by Principal/designee)</b>
<ul style="list-style-type: none"> <li>• Parent contact to inform the parent of accusation and status of the investigation. The parent will be given the option to attend the student conference.</li> <li>• School-level investigation</li> <li>• Conference with the parent, student and appropriate school staff</li> <li>• Confiscation of disallowed property during school hours by school staff and/or police.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to the Response to Intervention (RTI) Team for consideration of tiered interventions, counseling, and/or completion of a Functional Behavioral Analysis (FBA) and a Behavioral Intervention Plan (BIP)</li> <li>• Conference with and referral to school social worker/counselor for student assessment, referral to emergency mental health treatment and/or implementation of a school-based treatment plan, and connection to outside agencies for support</li> <li>• Create a home/school communication system</li> <li>• Re-teach the behavior expectations</li> <li>• Have the student apologize and make amends with those harmed or offended</li> <li>• Provide meaningful reflective activity</li> <li>• Loss of privilege</li> <li>• Create a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</li> <li>• Check-in/check-out</li> <li>• Arrange linkage with a counseling agency</li> <li>• Detention</li> <li>• Short-term suspension or alternative to suspension</li> <li>• Possible recommendation for long-term suspension or expulsion with referral to NOLA Public Schools' Student Hearing Office.</li> </ul>

<b>Level 4 Infractions: Expellable Offenses</b>	
Behaviors that are illegal, defined and regulated by Louisiana education law, and extremely harmful to the misbehaving student and/or others. These may occur at school, on school premises, on a school bus, school bus stops, or at a school function under the school’s jurisdiction.	
4.1 Possession, use, or concealment of illegal drugs at school or school-related activities	4.5 Well-documented and on-going commission of serious acts that threaten the safety of others.
4.2 Possession of a dangerous weapon	4.6 Any other infraction that the principal deems to be similar in severity to other Level 3 or level 4 infractions
4.3 Assault with maiming	
4.4 Sexual Assault	
<i>Behavioral Interventions and Consequences</i>	
<b>Mandatory Actions</b>	<b>Discretionary Actions</b> (Determined by Principal only)
<ul style="list-style-type: none"> <li>• Parent contact to inform the parent of accusation and status of the investigation. The parent will be given the option to attend the student conference.</li> <li>• School-level investigation</li> <li>• Conference with the parent, student and appropriate school staff</li> <li>• Confiscation of disallowed property by school staff and/or police.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to outside agencies such as Police, FINS, NOLA Public Schools’ Youth Opportunity Center (YOC) and/or Juvenile Justice authorities.</li> <li>• Recommendation for long-term suspension or expulsion with referral to NOLA Public Schools’ Student Hearing Office.</li> </ul>

**Suspensions**

A suspension, in which the student is not allowed to attend school for a designated period of time, is a serious and formal corrective strategy a school may take if a student commits a Level 2, 3 or 4 infraction. Students cannot be suspended for Level 1 infractions. All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. For Student Code of Conduct infractions that may warrant a suspension:

1. The school must conduct a student conference and school-level investigation within a 24 hour period. The investigation includes taking written statements (or helping with the writing of a statement) from teachers and other students who were witnesses to the incident.
2. Prior to any suspension or recommendation for expulsion, the principal or designee must inform the student of the “particular” misconduct of which he/she is accused and the basis for the accusation.
3. Prior to any suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident and ensure the student’s version is in writing. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition.

4. The school must contact the parent/guardian by telephone on the day of the incident and no later than the following day or send a certified letter giving notice of the suspension, the reason for the suspension, and the date and time of a conference to be conducted within 5 days with the principal or his/her designee.
5. The school must give the parent/guardian notice in writing of the suspension and the reason for the suspension. The written notification must include information about the parent's right to review any evidence that will be presented at the Hearing.
6. The student shall remain in school until the end of the school day unless released into the care of a parent/guardian. No student should be sent home without proper documentation of the particular misconduct and reason for suspension.
7. In extraordinary circumstances, the principal or designee is authorized to call law enforcement personnel to transport the student home and/or to a designated facility, including juvenile detention.
8. Any parent/guardian of a suspended student shall have the right to appeal a suspension to the KNOS Chief Executive Officer or designee. The decision of the CEO is final.
9. The school must hold a school-level conference conducted with the principal or designee, parent/guardian, and the school social work specialist within a reasonable time. All students have the right to fair and reasonable treatment during disciplinary proceedings and the opportunity to present evidence and defend his/her actions. Your child has a right to bring a representative of his/her choice to all disciplinary proceedings. If a parent encounters a problem with discipline procedures and/or fair student treatment, the parent may contact KIPP's School Support Center.

### **Appeal of Suspension**

Any parent/guardian of a suspended student shall have the right to appeal a suspension to the KIPP New Orleans Schools CEO or designee. The CEO or designee will conduct a hearing to review the suspension and make a decision based on the merits of the case. The decision of the CEO shall be final. Parents of students with disabilities who disagree with any long-term removal for disciplinary reasons have the right to request a due process hearing.

To appeal a suspension upheld by the CEO, the parent must submit a written statement of appeal request within five (5) school days after the beginning date of the suspension to the LDE Hearing Office with a copy of the disciplinary action form (Notification of Suspension). After formal notification of the

request, the hearing officer will assess the merits of the case. The decision of the Hearing Officer shall be final.

### **Expulsions**

Expulsion is defined as “removal from all regular school settings for a period of not less than one school semester.” Any student, after being suspended for committing an expellable offense using the procedures delineated above, may be expelled upon recommendation by the school principal and approval by the NOLA Public Schools Hearing Officer. The principal may immediately suspend and recommend for expulsion a student who commits one or more of the following expellable offenses:

- Distributing, selling, giving away, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, or any prescription drug not prescribed to the accused student, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body;
- Carrying, possessing, or using a firearm, knife with a blade of two inches or longer, or any other instrument of which the purpose is lethal force;
- Sexual assault and other sexual acts where the ability of one party to consent is compromised by age, intellectual ability, intoxication, or incapacitation;
- Intentional battery or assault on any individual using a weapon, or which causes serious, documentable injury that necessitates medical care;
- Engaging in an intentional physical altercation with a member of the school staff that does not rise to the level of battery, does not involve using a weapon, and does not result in serious, documentable injury necessitating medical care;
- Possessing any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, or any prescription drug not prescribed to the accused student, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body;
- Possession or use of any implement/substance with the ability to seriously harm another person;
- Robbery of an individual on school property or at any activity over which the school has jurisdiction;
- Engaging in consensual sexual acts on school property or at any school-sponsored activity;

- Well-documented and on-going commission of serious acts that threaten the safety of others;
- Sharing sexually explicit material, including through the use of an electronic device; and/or
- Theft of school property or the personal property of individuals on school property or at any activity over which the school has jurisdiction

No student who has been expelled shall be admitted to any public school in any other parish or city school system in the state except upon the review and approval of the governing authority of the school system to which he seeks admittance.

### **Due Process Procedures for Expulsions**

A principal cannot expel a student. A principal can recommend a student for expulsion. If a principal recommends a student for expulsion the student will be suspended pending a hearing for a recommendation for expulsion. The student will then have an expulsion hearing, in which the NOLA Public Schools Student Hearing Officer will determine if the recommendation for expulsion is upheld, reversed, or modified.

The due process procedures for recommendations for expulsion hearings are as follows:

1. The process begins with the commission of an offense that could be grounds for expulsion. From this point, the student will not be permitted to voluntarily transfer to a new school until they are either cleared of the accusation, serve an expulsion or the incident is reported to the hearing office as waiving the school's right to recommend for expulsion.
2. The school is responsible for the continual provision of FAPE (Free Appropriate Public Education). During the investigation and hearing process, the student may remain on suspension, but the suspension may not exceed the maximum number of days allowed by law. Per NOLA-PS's Student Hearing Office Manual, if a student has committed a Tier 1 offense and safety concerns are ongoing, the student may be indefinitely removed from campus given the provision of instruction and related services.
3. The principal or designee conducts a student conference and school-level investigation within one (1) school day. Investigation includes collecting written statements from staff and student witnesses.

4. Prior to any long-term suspension or recommendation for expulsion, the school principal or designee must inform the student of the “particular misconduct of which he/she is accused” and the basis for the accusation.
5. Prior to any long-term suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident. The student’s version must be written or summarized and signed by the student. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition.
6. The parent must be notified by phone, in person or by certified letter of the incident, immediate suspension, possible recommendation for expulsion, and a proposed time to meet within three (3) days of the incident.
7. The student shall remain in school until the end of the school day unless released into the care of a parent/guardian. No student should be sent home without proper documentation of the particular misconduct and reason for suspension. In extraordinary circumstances, the principal or designee is authorized to call law enforcement personnel to transport the student home and/or to a designated facility, including juvenile detention.
8. If a principal chooses to recommend a student for long-term suspension or expulsion, the KNOS Chief Executive Officer and Director of Risk & Compliance must be notified prior to submitting any documentation to the Student Hearing Office. All required paperwork must be thoroughly reviewed by the Managing Director of Student Support prior to submission to the NOLA Public Schools Hearing Office. If the student has a 504 plan, IEP, or qualifies for ESL services, the paperwork must also be sent to the Managing Director of Student Support.
9. If a principal chooses to recommend a student for expulsion, the appropriate paperwork must be submitted to the Managing Director of Student Support within 48 hours of the incident, including but not limited to:
  - Student Incident form
  - Witness Statements
  - Police Report
  - Expulsion Recommendation form
  - Expulsion Recommendation checklist
  - Notification of expulsion and right to appeal

Failure of a school to submit the paperwork to the Director of Risk & Compliance within 48 hours of the incident could result in allowing the student to return to the school. The Director of Risk & Compliance will review and submit the paperwork to the NOLA Public Schools Student Hearing Office (SHO) within 48 hours of receipt (96 hours of the incident).

10. Within 24 hours after completing the investigation, the parent must be provided with written notification of the recommendation for expulsion, the reason for the recommendation for expulsion, information about the hearing to determine whether the student is expelled, and the parent's rights. The student remains on suspension from school and school activities until the hearing takes place.
11. A hearing will be scheduled by the NOLA Public Schools Student Hearing Office. The principal or teachers, as well as the student, may be represented by someone of their choice at this hearing. If the hearing officer decides that a hearing will not be conducted, the school may appeal that decision to the Deputy Superintendent of Portfolio.
12. After the hearing, the NOLA Public Schools Student Hearing Officer or designee then makes a determination of the student's guilt based on the evidence gathered during the school's investigation. If found guilty, the NOLA Public Schools Student Hearing Officer will determine the appropriate length of expulsion according to NOLA Public Schools expulsion guidelines, and the expulsion is effective immediately.
13. The parent(s)/legal guardian(s) of the student may, within five (5) school days after the decision to expel a student has been made, request in writing that NOLA Public Schools Student Hearing Office consider an appeal, otherwise the decision shall be final.
14. If NOLA Public Schools upholds the decision of the Student Hearing Officer or the designee, the parent(s)/legal guardian(s) of the student may, within ten (10) days, appeal to the parish court in which the student's school is located. The parish court may reverse the ruling of the local educational governing authority.

### **Referral to and Action by Law Enforcement and Judicial Authorities**

KIPP New Orleans Schools may refer any student who has committed a Level 4 offense (and some level 3 offenses) to law enforcement officers, including the reporting of a crime committed by a student with a disability.

School personnel reporting a crime committed by a student, especially 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 which the agency reports the crime. Records must be transmitted only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

### **Civil Rights, Harassment and Bullying**

KNOS defines bullying as aggressive behavior that involves unwanted, negative or discriminatory action; a pattern of behavior repeated over time, and an imbalance of power. KNOS does not tolerate derogatory comments and name-calling, social exclusion or isolation, physical aggression, lies and false rumors, extortion, and stealing of money and property, or forced acts. KNOS prohibits the harassment, intimidation, and bullying of a student by another student in accordance with Louisiana's RS 17-416.13.

*Harassment.* It is expected that no forms of mental, physical, sexual and/or verbal abuse and harassment toward another person will take place. If a student observes an incident involving harassment, it is his/her responsibility to report the incident to a staff member. Anyone reporting an incident has the right to have his/her identity remain anonymous. Students may also report an incident of harassment by writing an anonymous letter to the staff.

*Physical Touch.* Students are to keep their hands and feet to themselves at all times. This includes, but is not limited to, public displays of affection, horseplay, pushing, shoving or bumping into each other. Dependent upon the severity, no-touch violations can be minor or major violations of the school discipline policy.

*Threats.* It is expected that no student would make threats against individuals, groups, or the school. Threats of any nature will be taken seriously and may be reported to the proper authorities, as required by law. In addition, KNOS reserves the right to impose a consequence up to and including expulsion from the school when a student has caused a major disruption and/or an emergency situation because of a serious threat.

*Cyber Bullying.* KNOS students are prohibited from the transmission of any electronic, textual, visual, written or oral communication with the malicious and willful attempt to coerce, abuse, torment, or intimidate a person under the age of 18.

### **Prohibition Against Bullying**

KIPP New Orleans Schools believes that all students have a right to a safe and healthy school environment. All schools have an obligation to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers.

Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Such behavior includes, but is not limited to direct



physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation. The school district policy prohibiting bullying is included in the student code of conduct and includes but is not limited to the following:

- Any student who engages in bullying will be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the local superintendent or his or her designee.
- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

All students and/or staff shall immediately report incidents of bullying, harassment or intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school, or a school-sponsored activity, and during a school-sponsored activity.

Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying. If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

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

The procedures for intervening in bullying behavior include but are not limited to the following:

- All staff, students, and their parents will receive a copy of the policy prohibiting bullying at the beginning of the school year as part of the student code of conduct.
- The school will keep a report of bullying and the results of an investigation confidential.
- Staff is expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.
- Anyone who witnesses or experience bullying is encouraged to report the incident to a school

official.

### **Discipline for Students with Disabilities**

Students with disabilities receive extra legal protections when discipline constitutes a change in placement. If a student violates behavior expectations before consequences or punishment are imposed, the principal/designee must consider whether the student has an IDEA or Section 504 disability; or is a student who is “thought to have a disability.” While all students may be disciplined, the placement of students with disabilities cannot be “changed” when the offense is directly related to his/her disability or when the IEP or Section 504 plan is not implemented, *except in the case of emergency and expellable offense circumstances (drugs, weapons, significant bodily injury)*.

KIPP New Orleans Schools special education teams are proactive in addressing any behavior and socio-emotional concerns of students with disabilities.

After the first suspension the school will:

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

After the second suspension, the school will:

1. Reconvene the IEP Team to discuss/review the academic, social, and behavioral needs of the student
2. Conduct an FBA and develop/implement an individual BIP only if the behavior exhibited is a new behavior. If the behavior is a repeated behavior, review/revise the BIP to address the behavior.
3. Discuss, review, and revise the IEP, as needed, to address the behavior resulting in the suspension.

After the removal of a special education student for more than 10 school days (consecutive or cumulative) for disciplinary reasons, the student must be provided with procedural safeguards. This includes a Manifest Determination Review meeting to discuss the student’s disability, behavior, implementation of services and determination of placement.

## Procedures and Safeguards for Students With Disabilities

### I. Overview of Procedural Safeguards

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

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

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

**B. Determining Change in Placement.** A change in placement is a legal term that applies to the situations described below. A student’s school suspension that occurred in one LA local education agency (LEA) during the same school year of transfer into the KIPP New Orleans Schools (LEA) or vice versa “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.<sup>1</sup> The special education chairperson, with assistance and documentation from the Administration/Disciplinarian, monitors the number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.

### FACTORS FOR DETERMINING PATTERN OF SUSPENSIONS

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

<sup>1</sup> 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.

**Other Pattern Considerations.** Consider such factors as:

- Length of each suspension, e.g., 1 day, 4 days, etc.
- Total cumulative days of suspensions, e.g., 11 days, 20 days, etc.
- Proximity of (time between) suspensions, e.g., 1 week apart, 2 months apart, etc.

A pattern is more likely to exist when the facts in each factor are more extreme, e.g., longer suspension lengths, more cumulative days of suspension and fewer days between each suspension.

Also, consider whether the suspensions are: from the same class on a regular basis; on the same day of the week; at the same time of day; for the same activity; involving same staff or other students.

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

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

3. **Additional Considerations.** The following considerations apply to in-school suspension; a suspension or removal for a portion of the school day; and for suspensions from transportation.
  - a. **In-school Suspension.** An in-school suspension will not be considered as a suspension for the above purposes as long as a student is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the extent (s)he would have in the current placement. Any in-school suspension that does not meet this standard must be considered as a suspension for purposes of these procedures.
  - b. **Suspension/Removal for Portion of School Day.** Students sent home from school in the morning because of misconduct is considered to have a full-day suspension. Students sent home in the afternoon are considered to have a half-day suspension. These conditions apply unless the student's BIP specifically calls for the student to receive a shortened school day when certain behaviors are exhibited.<sup>2</sup>
  - c. **Bus Suspension.** The following standards apply based on whether transportation is a related service on the IEP:
    - 1) **Bus Transportation Is IEP Service.** When transportation is an IEP service, a student's removal from the bus is considered to be a suspension **unless** transportation is

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<sup>2</sup> 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."

provided in some other way. In this case, transportation has been determined to be necessary for the student to access educational services.

- 2) **Bus Transportation Is Not IEP Service.** When transportation is not an IEP service, the student's removal from the bus is NOT considered to be a suspension. In this case, the student/parent has the same obligations for the student to get to and from school as any nondisabled peers suspended from the bus. However, school officials should consider whether the bus behavior is similar to classroom behavior that IS addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.

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

### C. Determining Manifestation Determination & Services.

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

#### a. Making the Decision

- 1) **Review Relevant Information.** The team participants review all relevant information in the student's file, including the IEP. If the IEP was not implemented, the team documents why it was not implemented and whether the failure to implement the IEP impacted the student's behavior.
- 2) **Observe Behavior.** The team also reviews documentation of staff observations regarding the student's behavior. This should include an analysis of the student's behavior across settings and times throughout the school day.
- 3) **Information from Parents.** The team reviews any relevant information provided by the parents.
- 4) **Ask Two Questions to Determine Manifestation.** The team must consider the two questions below to determine if a student's behavior was manifested by his/her disability.
  - a) **Relationship of Behavior to Misconduct.** Was the conduct caused by or directly and substantially related to the student's disability?  
Consider whether the behavior in question has been consistent and/or has an attenuated association with the disability:

- **Consistent Behavior.** Behavior that has been consistent across settings and across time may meet this standard.
  - **Attenuated Association.** Behavior that is not an attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the student's disability.
- b) **IEP Implementation.** Was the conduct a direct result of the school's failure to follow the student's IEP? If so, the principal must ensure that immediate steps are taken so that the identified deficiencies are remedied.
- d. **Behavior Is Manifestation of Disability.** If the relevant members of the IEP team answer yes to either question, then the student's behavior is a manifestation of his/her disability. In this case:
- 1) **Return to Placement.** Unless the IEP team agrees to a change of placement as part of the modification of the BIP, the school must return the student to the placement from which (s)he was removed. Note: this provision does not apply to students involved with weapons, drugs or serious bodily injury. (See Section II.)
  - 2) **FBA & BIP.** The IEP team must conduct or review a functional behavioral assessment (FBA) and create a behavior intervention plan (BIP) addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. **Note:** If the FBA requires a new assessment of student behavior, parental consent is required.
- e. **Behavior is NOT Manifestation of Disability**
- 1) **Same Consequences.** If the IEP team members agree that the student's conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as all students.<sup>3</sup>
  - 2) **Required Services.** A student with a disability who is removed from his/her current placement must receive the following services beginning on the 11th day of *cumulative* suspensions during the school year. The IEP team:
    - a) **Identifies Services.** Identifies and documents educational services the students will receive to enable the student to continue to participate in the general education curriculum, although in another setting (e.g., an interim alternative educational setting (IAES), etc.) and to progress toward meeting the goals set out in the student's IEP; and

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<sup>3</sup> 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.

- b) **Develops/Reviews FBA/BIP.** Provides, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior violation so that it does not recur.
- c) **Considers Need for More Restrictive Services.** May convene and modify the student's IEP. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.

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

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

### A. Criteria for Emergency Removal.

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

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<sup>4</sup> 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. Action during Removal.** During the 45 school day period, the school must convene a meeting to determine whether the student's behavior is a manifestation of his/her disability. (See Section I.C. above for more information about the manifestation determination process.)

- 1. Behavior IS Manifestation of Disability**

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

- 2. Behavior is NOT Manifestation of Disability**

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

## **III. Appeals**

### **A. Reasons for Requesting an Expedited Due Process Hearing**

- 1. Parent Disagreement.** Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing.



2. **School Considers Student to be Dangerous.** If a school has documented reasons to believe that keeping the student in his/her current school is **substantially likely to result in injury to the student or to others**, the school should request an emergency hearing for the purpose of transferring the student to an IAES for up to 45 school days. *Note: this standard is not as high as serious bodily injury; it does **not** allow for an immediate 45 school day removal.*

**B. Authority of Hearing Officer**

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

**C. Expedited Due Process Hearing Procedures.**

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

**D. Placement during the Appeal of Discipline Decision**

1. **Weapons, Drugs or Serious Bodily Injury.** The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.
2. **Behavior Not Manifested by the Student's Disability.** The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code

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

- 3. Behavior Is Manifested by Student's Disability but Belief Behavior is Substantially Likely to Cause Injury.** The student remains in the placement (s)he was in at the time of the behavior in question unless the parent and school personnel agree otherwise.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### **VI. Application of Section 504 and ADA**

Generally, students with disabilities eligible for services only under Section 504/ADA (i.e., need related and supplementary aids and services only) are entitled to the procedural safeguards specified in this section. An exception to this general rule applies to students with behavior that is not a manifestation of his/her disabilities. In this case, these students are entitled to those services normally available to nondisabled students who are suspended or removed pursuant to the KIPP New Orleans Schools *Code of Student Conduct*.

### **Restraint and Seclusion Policies**

#### **Notification Requirements for School Officials and Parents/Legal Guardians**

The principal or designee in the absence of the principal is responsible for ensuring that parents/legal guardians are notified that their child has been restrained or secluded. It is also the principal or designee in absence of the principal to notify the KNOS regional Managing Director of Student Support when a student has been restrained/secluded. The school-based Dean of Student Support is responsible for notifying the LDE when a student has been restrained/secluded via the incident reporting function of the state's Special Education Reporting System (SER)

### **Explanation of Methods of Physical Restraint**

Methods of physical restraint employable by KNOS personnel are those designed by the Crisis Prevention Institute (CPI), and employees shall use professional judgment in the use of such methods, guided by professional practice and/or standards. In addition, school employees are to be provided training in crisis intervention methods annually that include verbal de-escalation procedures, the utilization of appropriate methods of physical restraint, and determination of circumstances in which the use of physical restraint is appropriate.

### **Training Requirements Relative to the Use of Restraint**

Each school will have select members of their special education and administrative staff trained on CPI's methods and techniques. These staff will receive CPI certification. The initial training for new staff members will consist of two full-days of training, while previously certified teachers will complete a one-day recertification course annually. Documentation of training will be maintained on a school level by the Dean of Student Support and on a regional level by the Managing Director of Student Support.

### **Seclusion**

Seclusion is a procedure that isolates and confines a student in a separate room or area until he/she is no longer an immediate danger to self or others. Seclusion does not include time-out, "which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming". The term does not include in-school suspension or student requested breaks.

Seclusion is **permitted** only:

1. For behaviors that involve an imminent risk of harm.
2. As a LAST resort when de-escalation attempts have failed and the student continues to pose an imminent threat to self or others.
3. As long as necessary to minimize the imminent risk of harm while summoning the assistance of crisis intervention personnel, emergency medical services personnel, and/or law enforcement officers when a crime has been committed.

Seclusion is **prohibited**:

1. For addressing behaviors such as general noncompliance, self-stimulation, and academic refusal. (Such behaviors shall be responded to with less stringent and less restrictive techniques).
2. As a form of discipline or punishment.
3. As a threat to control, bully, or obtain behavioral compliance.
4. For the convenience of school personnel.
5. When unreasonable, unsafe, or unwarranted.

6. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

### **Seclusion Room**

Seclusion Room is **permitted** only under the following conditions:

1. As a last resort if and when less restrictive measures such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student's environment, have failed to stop a student's actions that pose an imminent risk of harm.
2. By a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while he/she is in the seclusion room.
3. If one student is placed in a seclusion room at any given time and the school employee supervising the student is able to see and hear the student the entire time the student is placed in the seclusion room.
4. The room is free of any object that poses a danger to the student placed in the room.
5. The room has an observation window and is of a size appropriate for a student's size, behavior, and chronological and developmental age.
6. The room has a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

Seclusion Room is **prohibited**:

1. As a form of discipline or punishment.
2. As a threat to control, bully, or obtain behavioral compliance.
3. For the convenience of school personnel.
4. When unreasonable, unsafe, or unwarranted.
5. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

### **Mechanical Restraint**

No student shall be subjected to any form of mechanical restraint by school employees.

### **Physical Restraint**

Physical Restraint is **permitted** only under the following conditions:

1. If the student's behavior presents a threat of imminent risk of harm to self or others.
2. As a last resort to protect the safety of self and others.
3. To the degree necessary to stop dangerous behavior.

4. In a manner that causes no physical injury to the student.
5. Results in the least possible discomfort to the student.
6. Does not interfere in any way with a student's breathing or ability to communicate with others.
7. Does not involve the use of any form of mechanical restraint.
8. The student is not physically restrained in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.
9. Applied only in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of the behavior.

Physical Restraint is **prohibited**:

1. As a form of discipline or punishment.
2. As a threat to control, bully, or obtain behavioral compliance.
3. For the convenience of school personnel.
4. When unreasonable, unsafe, or unwarranted.
5. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

**Monitoring and Documentation**

Seclusion and Restraint require monitoring, documentation, and analysis of data collected onto the regional form:

1. Continuous monitoring.
2. Documentation every 15 minutes (with adjustments made accordingly).
3. The student is released/removed as soon as the reasons for the action have subsided.
4. Parent or guardian must be notified as soon as possible by face to face conversations, phone calls, electronic communications and/or home visits.
5. Parent or guardian notified in writing within 24 hours of each incident of seclusion/restraint.
6. Reason for seclusion/restraint
7. Description of procedures used
8. Length of time of seclusion/restraint
9. Names and titles of school employees involved.

Review data/documentation at least once every 3 weeks for students secluded and restrained and whose challenging behavior continues or escalates. When a student is involved in 5 incidents of restraint/seclusion in a single school year\*, the IEP Team must reconvene to review and revise the student's behavior intervention plan to include any appropriate and necessary behavioral supports. The IEP team may reconvene prior to the 5th incident in order to add or adjust the behavior plan and/or add a crisis plan.

. \*Five (5) incidents in a school year includes the cumulative number of incidents of restraint AND seclusion. (e.g., 2 restraints + 3 seclusions = 5 incidents)

## **Enrollment**

### **Participation in EnrollNola system**

All KIPP New Orleans Schools follow the calendar and policies of the New Orleans Common Application Systems (referred to as OneApp or EnrollNOLA). There are no admissions requirements to attend KIPP schools (including prior academic performance, prior behavior record, special education status or language spoken). For more information on the Common Application System, please visit <http://www.enrollnolaps.org/> and <http://nolapublicschools.org> .

### **Withdrawals and Transfers**

Withdrawal and transfers to and from KIPP schools are governed by the Common Application System. All transfers between schools in the EnrollNola system are governed by NOLA Public Schools. A student is considered enrolled at a KIPP school until:

1. a transfer to another school has been confirmed by the EnrollNOLA system, or
2. the school has received documentation of enrollment from a non-EnrollNOLA school, or
3. the student has had 15 consecutive unexcused absences from school

## **Medical, Health and Safety Policies**

### **Immunizations**

At the start of each school year, the nurse is responsible for the review of all vaccination records for entering Kindergarten students, new students and for all updated vaccination records for returning students. The nurse works closely with the State Department of Health, utilizing the Louisiana Immunization Network for Kids Statewide (LINKS) database. Immunization information is entered into the state immunization database and reports are generated that show which immunizations are due. Parents should update immunization records for students as needed. KIPP New Orleans Schools follow the vaccination schedules set forth by the Louisiana Department of Health.

### **Medical Information**

At the start of each school year, parents are responsible for submitting a health information form for each child. Students with chronic conditions that require medical treatment or adaptations during the course of the school day may sign a release of medical information form to access medical records. Parents who wish the nurse to administer any treatments or medications (including over the counter medications) must submit a medication administration order form signed by their Louisiana physician. All forms can be retrieved from the school nurse.

## **Illness**

Parents will be contacted immediately for any child who is at school with any of the following symptoms: fever, vomiting, diarrhea, uncontrolled asthma, ringworm, unspecified rashes, pink eye, head lice, infectious disease, moderate trauma. Scrapes and minor bruises will be attended to at school and child will return to class as possible. Children with the above symptoms must be picked up within a reasonable amount of time. Return to school will require a physician's release note.

Students seen by the nurse will have an assessment or referral note sent with the student. The nurse will call parents with health findings and recommendations as needed. Any student exhibiting any of the above symptoms will be excluded from school until satisfactory treatment has been given. Discretion is used to check other students in classes where there is an outbreak. A written notice will be sent home regarding outbreaks.

## **Chronic Illness/Allergies**

All students with chronic conditions such as: asthma, allergic reaction, diabetes, respiratory distress, seizure disorder, urinary frequency or incontinence must meet with the nurse at the beginning of the school year to discuss a health/emergency care plan which must accompany orders signed by the child's physician for medication or treatment in school. The nurse will communicate with the school administrative team as necessary to implement the plan. The School Operations Leader will be notified in writing of any students with food allergies or intolerance. The front office will be notified of students that may present with medical emergencies so that swift intervention may be implemented.

## **Emergency Procedure/Severe Injury Policy**

A student sustaining a severe or life-threatening injury or illness at school will be triaged by the nurse and transported to an appropriate medical facility. Parents will be notified prior to transfer and the students will be accompanied by trained school personnel if the parent is not available immediately. In the event parent is unavailable to ride in the ambulance with child, the parent is expected to meet the staff at the respective hospital.

## **Student Medication**

No medication can be administered or consumed at school unless both a doctor and a parent/guardian have completed the appropriate forms. The school strongly encourages families to dispense both temporary and maintenance medications outside of school hours. Ask your physician for a medication schedule that will accomplish this. In those few cases where this is not possible, please bring in the medication to the main office.

The medication needs to be in the original container with the appropriate prescription label (including the name of the student, the name of the medicine, the date, the dosage information, and directions for



administering the medication) and the appropriate Student Health Authorization for Administration of Medication Form.

We store and administer the medicine in a secure location. Please be aware that the medication cannot travel back and forth to school – once it's given to us for your child's use, it must remain with us until it needs to be refilled. Therefore, we strongly encourage you to ask for two separate prescriptions when at the doctor's office with your child. Students are not allowed to have medication (prescription or non-prescription) of any kind in their possession at school and it should not be placed in their bookbags. Adults should bring the medication to the nurse. For further information on medication or any health-related issues please call us.

### **Reporting a Child's Sickness**

If your child is going to miss school because of illness, please call the school as soon as possible. All student absences should be followed up the next day with a note signed by a parent, guardian or doctor. KIPP staff will call to verify all student absences. Please let the school nurse know if there are any medical concerns or special circumstances of which we should be aware.

### **Asbestos Management Plan**

Each school's Asbestos Management Plan, if applicable, is available for inspection in the school's front office during regular business hours.

## **Safety Procedures**

### **Emergency Closings**

At times, emergencies such as severe weather can disrupt school operations. In extreme cases, these circumstances may require the closing of the facility. In the event that such an emergency occurs during school hours, we will post over local radio and/or television stations. We will also post all school closures on the KIPP New Orleans Schools site ([www.kippneworleans.org](http://www.kippneworleans.org)) and social media accounts.

### **Fire Drills**

Instructions for Fire Drills are posted in each classroom and schools conduct fire drills on a regular basis.

### **Emergency Evacuations**

If an emergency is not immediately time-sensitive, parents or guardians are called to retrieve their children. If students need to be removed from the property for safety reasons, they will be accompanied by teachers to the nearest, open public space. Should these plans not be feasible, the School Leader will request the local fire station to assist the school in sheltering the students and in reaching parents or guardians to make arrangements for them to retrieve their children.

## **Campus Safety Procedure**

If there is an immediate threat to the school due to an emergency outside of the building, an intruder or threat of violence within the building, school leaders may enact a school-wide campus safety procedure. During this time, parents will not be able to enter the school building and may not be able to contact their child.

## **Property Expectations**

Students are responsible for respecting and maintaining all school property and equipment. Students are thus expected to keep school property clean and in proper working order. This includes books and other learning materials that are to remain free of writing or damage while in students' care. If school property or materials are damaged or lost, the student accepts responsibility for paying to repair or replace the items.

## **Personal Property Expectations**

KIPP New Orleans Schools create an environment that provides privacy and respects all property. Students bring personal belongings at their own risk. The best protection against loss or theft is to avoid bringing personal property to school unless necessary, and to clearly mark all clothing and equipment with the student's name. Items found distracting to the learning environment may be confiscated by school staff and returned to the parent at the school's discretion.

## **Cell Phones**

Students may not operate a cell phone on campus without permission. Schools may confiscate phones used by students without permission. Schools may require a parent to retrieve the device or issue a suspension for repeated violations of the policy. Please refer to your child's schools for specific cell phone expectations and procedures.

## **Technology and the Internet**

Use of the KIPP New Orleans Schools computer network and other resources is a privilege that will be extended to individuals who observe the expectations of acceptable use as outlined below. All users are expected to:

- use the network only for educational purposes only;
- use the network in a considerate and polite way at all times, particularly when communicating with others;
- use the network for legal purposes only: tampering with the computer hardware or software, unauthorized entry into computers, vandalism or destruction of computer files, and violating of copyright laws are prohibited;
- keep passwords and accounts private and respect the privacy of those of others.

KNOS uses a filtering system to track and monitor all computer use on the network. The filtering system is designed to prevent access to educationally inappropriate sites. However, it is important to understand that no solution is perfect. Due to the nature of the Internet and evolving technology, even with supervision, we cannot guarantee that students will not find their way to an inappropriate site. It is the student's responsibility to report the opening of any inappropriate site to the teacher and return to the educational topic assigned.

### **Student Searches**

In order to maintain the security of all its students, KIPP New Orleans Schools reserves the right to conduct searches of students and their property. If searches are conducted, the school will ensure that the privacy of the students is respected. School officials may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules. Student vehicles brought on campus, student book bags, school desks, and other school property are subject to inspection and search by school authorities at any time without prior notice to students or parents.

## **Transportation Policies**

### **Travel to and From School**

All schools operated by KIPP New Orleans Schools provide free transportation to and from school to any student living in Orleans Parish more than one mile from their school. Transportation may consist of a yellow school bus, Regional Transit Authority (RTA) bus, or other means. Transportation to KIPP schools will be provided subject to eligibility.

### **Bus Stop Expectations**

KIPP New Orleans Schools follows the following process when the parent or guardian of a student under the age of 10 or with a relevant transportation accommodation in the student's IEP is not at the bus stop.

A student's parent, guardian or designee is required to accompany their child at the bus stop during the pick-up and drop-off each day if their child is under 10 years old or has a transportation accommodation in their IEP. Parents/guardians are required to be present at the assigned bus stop 10 minutes before and after the designated pick up or drop off time to account for unexpected traffic conditions.

If a parent, guardian or designee fails to meet a student under ten years old or with a transportation accommodation at a bus stop during drop-off, the student will not be allowed to exit the bus and will be transported back to their school or to the transportation company headquarters until a family member is reached.

Repeated incidence of child abandonment at the bus stop will result in the family losing their bus riding privileges for a probationary time. If a child is placed on probationary bus suspension, it is the parent's or other authorized person's responsibility to ensure the child has transportation from school at the regular dismissal time. Absences due to lack of transportation will not be excused. If the incidence of Bus Abandonment continues, the parent may be referred to an outside social services agency for intervention.

Students riding buses will observe the route schedule published. Under no circumstances shall a parent/guardian make arrangements with a driver and vice/versa with regard to the published stop.

### **Student Bus Behavior Expectations**

Expectations for student bus behavior are aligned with school class behavior expectations and the BESE Model Master Discipline Plan. Students must comply with KIPP New Orleans Schools behavior expectations while traveling on a school bus to and from their homes or school-sponsored activities. If a student commits an infraction covered in the Student and Family Handbook on a school bus or at the school bus stop, the school bus driver/monitor will notify the principal who will complete an investigation and documentation as needed. Based on the severity of the consequence, the principal's discretion for consequences includes regular school-based consequences, as well as bus suspension and/or assigned seating.

If a child is suspended from the bus, it is then the parent/guardian's responsibility to ensure that the child gets to school on time. KIPP New Orleans Schools may also provide RTA fare for students who lose bus privileges upon request. If a student with a disability receives a bus suspension, the school is responsible for offering an alternative form of transportation to and from school.

### **Assigning New Bus Stops**

KIPP New Orleans Schools observes the following procedure for assigning bus stops to new students. If the family of a new student requests transportation when enrolling, their contact information will be provided to the transportation company and a bus stop on an existing route will be assigned. If a current student moves to a new residence, upon verification of their address, the transportation company will assign a stop on an existing route.

### **Communicating About Transportation Issues**

KIPP New Orleans Schools observes the following procedure regarding communicating about transportation-related issues. All parents are required to keep their most current contact information on file with the school, as well as contact information for at least two emergency contacts. The school will use the contact information on file to communicate with families about transportation issues. As needed, the school may send home written documentation regarding transportation or discipline

issues. Parents should contact the school directly with any transportation-related issues. In some cases, the parent may be directed to contact the transportation provider directly.

In the event of an emergency situation, the school will attempt to contact all parents, guardians, and emergency contacts listed in the student's file. In whole-bus emergency situations (such as a severe traffic delay or a bus accident), the school will attempt to contact all parents of children on the affected bus.

### **Bus Driver Expectations**

KNOS holds the highest expectations for all bus drivers. Bus drivers are an extension of the school staff and are expected to provide the highest level of customer service and professionalism to students and their families. Bus drivers are expected to follow all applicable federal, state and local laws and also comply with all policies set forth by their employer. Drivers are expected to report serious disciplinary issues to the school immediately so they may be addressed in a timely fashion. Drivers are to maintain professionalism in all communications with students, families, and staff.

This Transportation Plan has been developed in compliance with all applicable BESE policies and procedures, and that all transportation employees either contracted with or employed directly by the LEA have received required background checks through the LBCI. All documentation relevant to this Transportation Plan shall be maintained on file by KIPP New Orleans Schools.

### **Permission to Walk Home**

Permission for students to walk home without the escort of an adult is a sign of increased responsibility. Students in grades 5-8 will be permitted to walk home with their parents' written permission; students in grades K-4 will be permitted to walk home with their older siblings and with their parents' written permission. Written permission forms signed by the student's parents will be kept on file for the school year. It is a parent/guardian's responsibility to inform the school of any changes related to walking home.

All students who walk from school to home are expected to follow all school expectations during this transition, as they would be on a school bus. Respect for traffic, other pedestrians, and neighborhood homes and businesses en route to and from home is an important expectation of all students.

### **Other Policies**

#### **Electronic Communication**

KNOS requires that all communications between its employees and students be appropriate and in accordance with all applicable state and federal laws. All electronic or any other communications by

employees to students at any time is expected to be professional, acceptable in content to any reasonable person, and limited to information that is school-related or is acceptable to both student and parent. All electronic communication, including electronic mail, by an employee to a student, must take place via a means provided by or otherwise approved by KNOS for this purpose. Any electronic communication made by an employee of KNOS to a student or received by an employee of KNOS from a student using a means other than one provided by or approved by KNOS must be reported by the employee to his/her school leader. The school leader must maintain a record of any such reported communication for a period of at least one (1) year.

KNOS offers each employee access to a KNOS-provided phone number and laptop to facilitate electronic communication with students and parents. KNOS also allows employees to use personal mobile phones for electronic communication. Any employee using a personal mobile phone for electronic communication understands that all interactions with students and parents via a personal mobile phone are considered KNOS work product and/or public records. As such, by using a personal mobile phone to conduct electronic communication with students and parents, the employee agrees to provide KNOS access to the personal mobile phone and all electronic communication recorded on the personal mobile phone upon KNOS's request.

KNOS has established the following hours during which electronic communication with students and parents is deemed reasonable:

- 7 a.m. - 9 p.m. Monday through Friday, and
- 10 a.m.-6 p.m. Saturday and Sunday

Employees should refrain from electronic communication with students during all other hours. KNOS holds no expectation that employees can immediately respond to all electronic communications from students and parents within the hours KNOS has deemed reasonable for such communication. KNOS does expect all employees to respond to electronic communication that necessitates a response within the bounds of reasonable professional courtesies.

So that there is no question about what this policy signifies, please note the following definitions:

- Computers: pertains to any and all computers regardless of whether provided by KNOS or personally owned.
- Electronic communication: includes any direct communication facilitated by voice or text-based telecommunication devices (or both), computers, and those devices that facilitate indirect communication using an intermediate method, including but not limited to Internet-based social networks. It also includes transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature in whole or in part by wire, radio, electromagnetic, photoelectric, or photo-optical system and pertains to both personal and KNOS-issued devices.

- Electronic mail: the transmission of text-based information or communication by use of the Internet, computers, a facsimile machine, a pager, a cellular telephone, a video recorder, or any other electronic device or means sent to a person identified by a unique address or telephone number and received by that person.
- Improper or inappropriate communications: any communication between employee and student, regardless of who initiates the communication, that may be viewed as derogatory, sexual or lewd in content, threatening or harassing, discriminatory, simple fraternization, or suggestive in nature.
- Social media: locations on the Internet where users may interact with other users (e.g., Facebook, Twitter, YouTube, and other social network sites available on the Internet or on a mobile device).

### **Grievance Policy**

KIPP New Orleans Schools has established the following grievance protocol to solve disputes or complaints in a fair and prompt manner. The formal procedures described below may be implemented only after the parties have engaged in an earnest attempt to resolve the matter(s) informally.

Complainants should first schedule a conference with the immediately involved school staff member to discuss the issue. For example, if the complaint is regarding math class, the parent should contact the math teacher. The school reserves the right to redirect complainant(s) to the appropriate personnel if this step has not been followed.

If the complainant(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the School Leader. The School Leader may choose to redirect the meeting to the appropriate vice-principal or administrator that supervises the immediately involved staff member. If this meeting is insufficient, the School Leader will arrange a meeting.

Prior to the scheduling of a meeting with the School Leader, the complainant should provide to the School Leader a letter that identifies:

- the issue / concern / complaint;
- what steps have been taken to resolve the situation;
- the reason for the complainant(s)' dissatisfaction with the decisions previously rendered;
- proposed solutions

If a resolution cannot be reached through a discussion with the School Leader, complainants(s) may submit their complaint to the KIPP New Orleans School Support Center staff. The appropriate staff contact information can be obtained through the school's front office. The School Support Center staff

will work with the parent to seek resolution to the problem and make a decision regarding the outcome of the grievance.

If a parent disagrees with the decision made by the School Support Center staff, they may appeal the decision to the Chief Executive Officer or her designee. The decision of the CEO or her designee will be final. The Board of Directors does not consider individual parent grievances except in cases related to the alleged violation of the law.

### **Parents Right to Know Information (ESSA)**

Your child's school receives Federal Title I funds to assist students in meeting state achievement standards. This letter lets you know about your right to request information about the qualifications of classroom staff working with your child and information about student assessments given during the school year.

Title I schools must meet federal regulations related to teacher qualifications as defined in the ESEA (Elementary and Secondary Education Act). These regulations allow you to learn more about your child's teachers' training and credentials. At any time, you may ask:

- If the teacher meets state qualifications and certification requirements for the grade level and subject he/she is teaching
- If the teacher has received an emergency or conditional certificate through which state qualifications were waived
- What undergraduate or graduate degrees the teacher holds, and major(s) or area(s) of concentration.
- Whether your child receives help from a paraprofessional, and if so, his/her qualifications

The Every Student Succeeds Act (ESSA) which was signed into law December 2015 and reauthorizes the ESEA, contains additional parent right to know requests, including information on policies regarding student participation in assessments and procedures for opting out.

Information on required assessments including:

- subject matter tested
- purpose of the test
- source of the requirement (if applicable)
- amount of time it takes students to complete the test
- time and format of disseminating results

All of the above information can be requested through your school principal.



## **Parental Involvement**

We believe that schools and families must work in partnership to ensure children's success. Parent and family involvement in schools is necessary to promote student achievement, and we encourage every parent to take an active role in their child's education. There are numerous ways for parents to become involved at school, and we have developed the following Parental Involvement Policy. The school will:

- 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.
- Conduct report card conferences each semester 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 opportunities for parents to learn how to support their children and understand the state's academic assessments.
- Send communications informing families of school activities and programs.

Families are always welcome at our schools, and we welcome suggestions to improve our schools.

## **School Visitors & Public Conduct**

We encourage parents and family to have an active role in their child's learning. Approved visitors are welcome to observe classrooms according to the Visitor Policy below unless scholars are testing. All visitors must report to the school office immediately upon arrival, sign in when they arrive, and sign out when they leave. Visitors are required to produce a government-issued photo ID which will be scanned by the school's security system. Visitors must wear a visitor tag while on campus. All public health directives must be adhered to by visitors. No materials are to be dispersed on campus without prior approval by the school administration. No person will be allowed to conduct or attempt to conduct an activity on school premises without prior approval by the School Leader. All classroom observations must be approved by the School Leader. Visitors are allowed at the discretion of the School Leader.

KIPP New Orleans Schools holds its staff to a high standard of professionalism and treating our students, parents, other stakeholders, and each other with respect. Likewise, all visitors are expected to conduct themselves in a respectful manner to model positive adult behavior for our students and not distract students from their learning. To create and maintain this kind of an environment, it is necessary to promote positive, safe public conduct on school property and at school functions. For purposes of this section of the code, "public" shall mean all persons when on school property or attending a school function including students, teachers and other personnel. The restrictions on public conduct on school property and at school functions contained in this code are not intended to limit freedom of speech or peaceful assembly. KNOS recognizes that free inquiry and expression are indispensable to the objectives of KNOS. The purpose of this code is to maintain public order and prevent abuse of the rights of others.

Visitors are strictly prohibited from possessing weapons when visiting the school premises except in the case of law enforcement or authorized agencies approved to visit the school. The possession and use of controlled substances or the consumption of alcohol on KNOS property is strictly prohibited by school

visitors. Visitors are prohibited from engaging in conduct which is disruptive or dangerous or in any way interferes with the normal operations of the school or with teaching and learning in the building is. Examples include but are not limited to profane language, making obscene gestures, fighting, verbally threatening, making excessive noise, and being intoxicated. Any disruptive, unsafe, or illegal conduct, including but not limited to the examples above, are grounds for removal from the school premises, a report to law enforcement, and/or the restriction of future visitation privileges to the school at the discretion of the principal and the specific details of the incident.

Staff are expected to attempt to diffuse volatile situations where a parent/visitor may be disruptive. The principal should make a good faith effort to address concerns and document those efforts. If a pattern of disruptive behavior continues, the parent/visitor may be subject to a restriction of visitation privileges to protect the learning environment and positive school culture. Families are encouraged to use this handbook's Grievance Policy if unable to independently resolve conflict with the school.

### **Volunteers**

Like visitors, volunteers are required to sign-in in the front office and sign a form that acknowledges that they understand the policies and volunteer expectations of KIPP New Orleans Schools. Volunteers working directly with children require background checks.

### **Student Fees**

KIPP New Orleans Schools may collect the following student fees on an annual basis. Each school may establish its own student fees within the boundaries provided by this policy, but schools may only collect fees expressly authorized by this policy and not in excess of the dollar amount listed. Each school must publish a complete list of all student fees it intends to charge, including the exact dollar amount of each fee, in its annual student handbook. Schools may not charge fees as a condition for enrollment in school.

Fees are to be collected in the front office or, when applicable, by a coach or activity sponsor. Cash, credit card, and money order are acceptable forms of payment. All fees collected will be managed by schools in accordance with applicable laws, regulations, & the KNOS Activity Funds Compliance Manual.

#### **Student Fee: Technology**

Amount: up to \$60.00

Purpose: repairing and replacing student technology

Due Date: September 30

#### **Student Fee: School Supply**

Amount: up to \$25.00

Purpose: replenishing school supply materials for student use

Due Date: September 30

**Student Fee: Student Activity**

Amount: up to \$25.00

Purpose: supplementing the cost of school-wide and grade-level-specific events

Due Date: September 30

**Student Fee: Athletics/Auxiliary**

Amount: up to \$800

Purpose: covering team expenses such as uniforms, equipment, referees, field rental, transportation, etc.

Due Date: First day of the season

**Student Fee: Band**

Amount: up to \$150

Purpose: repairing instrument repairs/purchasing materials and transportation

Due Date: First day of the season

**Student Fee: Commencement**

Amount: up to \$500

Purpose: Graduation ceremonies, Ring Ceremony, cap and gown

Due Date: December 1

**Student Fee: Field Trips/Travel**

Amount: varies widely by destination/activities (e.g., up to \$1,500 for international learning experiences)

Purpose: covering the trip expenses, including transportation, admission, meals, and hotels

Due Date: one week prior to the trip or at the time vendor deposits are due.

**Student Fee Waiver Requests**

Parents and guardians experiencing economic hardship may request a reduction or waiver of student fees by completing a Student Fee Waiver Request, which is available in each school's front office. The school leader or his/her designee will review each hardship waiver request and make a determination within 10 business days. Parents and guardians who meet the following criteria will be eligible for a reduction or waiver of fees:

- receiving public assistance funds, e.g. Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI), Medicaid, or unemployment benefits;
- foster families providing care for children in foster care; and/or

- families experiencing homelessness.

A school may ask parents and guardians who do not meet the criteria above to provide additional documentation supporting their requests for a reduction or waiver of student fees.

Please note that students and their families remain personally liable for any damage done to KNOS's equipment, technology, or facilities. Restitution for damages shall not be considered a student fee.

The Chief Executive Officer has the authority to amend this policy, provided all such amendments are reported to the board.

### **Title IX/Sexual Harassment Statement**

KIPP New Orleans Schools ("KNOS") does not discriminate on the basis of sex in its education programs and activities and, accordingly, requires its staff, teachers, employees and students to abide by the requirements of Title IX of the Educational Amendments of 1972 and its implementing regulations. Sexual harassment is a form of sex discrimination and is explicitly prohibited, whether such conduct occurs on or off campus during or after school hours during or directly related to school-sponsored activities, or at a time and/or place directly related to school functions or an employee's school-related duties. It is the intent of KNOS to maintain an environment free from sexual assault and sexual harassment of any kind; therefore, this policy commands that no student shall be subjected to sexual misconduct, sexual assault or sexual harassment by other students or staff or employees. This policy shall be enforced and the accompanying procedures shall be implemented regardless of whether a complaint has been filed with or an investigation has been instituted by any law enforcement agency.

Sexual harassment occurs when: education benefits are conditioned upon participation in unwelcome sexual conduct (i.e., Quid Pro Quo); unwelcome conduct occurs that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; and/or sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Title IX requires KNOS to take steps to prevent and remedy two forms of sex-based harassment: sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and

sexual coercion. Title IX also prohibits gender-based harassment, which is unwelcome conduct based on a student's sex, or harassing conduct based on a student's failure to conform to sex stereotypes.

Sex-based harassment can be carried out by school employees, other students, and third parties. All students can experience sex-based harassment, including male and female students, LGBT students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

Sex-based harassment creates a hostile environment if the conduct is sufficiently serious that it denies or limits a student's ability to participate in or benefit from the school's program. When a school knows or reasonably should know of possible sex-based harassment, it must take immediate and appropriate steps to investigate or otherwise determine what occurred. If an investigation reveals that the harassment created a hostile environment, the school must take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

Questions regarding Title IX may be referred to the U.S. Department of Education, Office of Civil Rights (OCR) or to KNOS's Title IX Coordinator, James O'Donnell, at phone number 504-373-6269 or email address [jodonnell@kipppneworleans.org](mailto:jodonnell@kipppneworleans.org). KNOS's full Title IX Policy can be viewed on the Documents page of <http://kipppneworleans.org>.

### **Expectant Parent Notice**

The U.S. Department of Education regulations concerning pregnancy and related conditions provide that a school that is a recipient of federal funding shall not discriminate against any student on the basis of pregnancy, childbirth, and false pregnancy, termination of pregnancy or recovery from these conditions. In the event that the educational institution does not maintain a leave policy for its students, or in the event that a student does not otherwise qualify for an institutional leave under the policy, the institution is required to treat such conditions as justification for a leave of absence for so long a period of time as is deemed medically necessary by the student's physician.

This information is provided both to inform and remind the KIPP New Orleans Schools community of the institution's obligation not to discriminate against students on the basis of pregnancy, childbirth, and related conditions.

KIPP New Orleans Schools does not discriminate against persons on the basis of sex in its educational programs and activities. Title IX prohibits discrimination on the basis of sex—including pregnancy and related conditions—in educational programs and activities that are eligible for federal funding.

Basic rights under Title IX state that your school must excuse your absence due to pregnancy or childbirth for as long as your doctor says it is necessary. You must have equal access to school and activities, and special services provided for temporarily disabled students must also be provided for pregnant students.

Under Title IX, it is illegal for schools to exclude a pregnant student from participating in any part of an educational program. Schools may implement special instructional programs, but participation must be completely voluntary on the part of the student.

In addition, a school must excuse a student's absences because of pregnancy or childbirth for as long as the student's doctor deems the absences medically necessary.

KIPP New Orleans Schools must give all students who might be, are, or have been pregnant the same access to school programs and educational opportunities that other students have. Absences due to medical conditions relating to pregnancy must be excused for as long as medically necessary. The student must be given the opportunity to make up missed work, with the goal of having the student graduate on time; if possible, and if desired by the student. These rules supersede any classroom-based attendance policy/practices regarding allowable numbers of absences.

A school may offer the student alternatives to making up missed work, such as retaking a semester, taking part in an online course credit recovery program, or allowing the student additional time in a program, or allowing the student additional time in a program to continue at the same pace and finish at a later date, especially after longer periods of leave.

### **Homework Assistance Notice**

Free online after-school homework assistance is available through the State Library of Louisiana at <http://www.homeworkla.org>. Resources from New Orleans Public Libraries are also available at <http://www.nolalibrary.org>.

### **Mandatory Reporting Hotline Notice**

All teaching or childcare providers (anyone who provides or assists in the teaching, training, and supervision of a child) must report to the proper authorities instances in which they have reason to believe that a child's physical or mental health or welfare is endangered as a result of abuse or neglect, or that abuse or neglect was a contributing factor in a child's death. Additionally, anyone 18 years old or over who witnesses the sexual abuse of a child must report the abuse. Reports of suspected abuse should be immediately reported to the Department of Children and Family Services (DCFS), as well as a local or state law enforcement agency, by phone to 1-855-4LA-KIDS (1-855-452-5437).

## **Services for Homeless Youth Under the McKinney-Vento Act**

KIPP New Orleans Schools abides by federally mandated policies to ensure that homeless children and youth have access to free, appropriate public education on the same basis as children and youth with established residences. The McKinney-Vento Act is federal legislation that has been in effect since 1987 to support children and youth experiencing homelessness. The McKinney-Vento Act defines children and youth who are homeless as 'individuals who lack a fixed, regular, and adequate nighttime residence.' The act ensures homeless children and youth enroll and succeed in school.

Students living in any of the following situations may be entitled to additional support:

- Hotels, motels, cars, parks, public spaces, abandoned buildings, bus or train stations.
- Transitional housing, emergency or domestic violence shelters.
- Doubled up with other families or relatives due to loss of housing or affordable housing.
- Without the support or in the physical custody of parents/guardians.

Students living in homeless situations may be entitled to:

- Continue at the school they attended (referred to as the school of origin) before they became homeless, or the school in which they were last enrolled.
- Get help with school enrollment, even if they lack normally required documents, such as immunization records or proof of residence.
- Get transportation to and from their school of origin.
- Free school meals.
- Get help with school fees including field trips, physical education fees, lab fees and other school fees.
- Get help obtaining extra academic supports and school supplies.
- Get help connecting to social service agencies in the community.

To find out more information or to inquire about services, please contact your student's school Social Worker or Counselor.

*PLEASE SIGN AND RETURN*

**Receipt of KIPP New Orleans Schools Student and Family Handbook**

I acknowledge that I have reviewed the KNOS Student and Family Handbook available at [www.kippneworleans.org](http://www.kippneworleans.org) and have discussed the policies with my child. I understand I can receive a paper copy of the handbook at my child's campus if desired. I agree to honor and uphold the policies and procedures of KNOS.

Parent Name (printed): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_