



STUDENT AND FAMILY HANDBOOK

2026-27 School Year

All students will learn and achieve at high levels if given the opportunity.

Great education transforms lives.

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REPORT SUSPECTED CHILD ABUSE OR NEGLECT

1-855-4LA-KIDS (1-855-452-5437, option 4)

1 OUR SCHOOLS

1.1 KIPP'S PRE-K(4)–8 CAMPUSES



3815 St. Bernard Avenue

504-266-2050

GRADES

SCHOOL LEADER

Believe PrimaryPreK(4)–4th**Jenni Seckel****Believe College Prep**5th–8th**Monica Boudouin**

2514 Third Street

504-373-6290

GRADES

SCHOOL LEADER

Central City PrimaryPreK(4)–4th**Rachael Parker****Central City Academy**5th–8th**Adam Kohler**

6519 Virgilian Street

504-301-2964

GRADES

SCHOOL LEADER

East PrimaryPreK(4)–4th**Kim Sanfeliz****East Academy**5th–8th**Dr. Nicole Boykins**

2300 St. Claude Avenue

504-308-3359

GRADES

SCHOOL LEADER

Leadership PrimaryPreK(4)–4th**Seymone Kreiser****Leadership Academy**5th–8th**Amber Mills**

7701 Grant Street

504-592-8520

GRADES

SCHOOL LEADER

KIPP MorialPreK(4)–8th**Deanna Reddick**

1.2 KIPP'S HIGH SCHOOLS



1201 South Roman Street

504-410-5289

GRADES

SCHOOL LEADER

Booker T. Washington9th–12th**Korbin Johnson**

6026 Paris Avenue

504-609-2283

GRADES

SCHOOL LEADER

John F. Kennedy9th–12th**Dr. Joseph Jones**

1.3 ADMINISTRATIVE OFFICES

SCHOOL SUPPORT CENTER

504-373-6269 • 1055 St. Charles Ave., Suite 400 • CEO: Rhonda Kalifey-Aluise



2 ABOUT KIPP NEW ORLEANS SCHOOLS

2.1 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 over a 30-year track record of preparing students in educationally underserved communities for success in college and life.

There are 279 KIPP schools across 28 regions nationally educating more than 120,000 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. For more information about the national KIPP Public Schools network, visit kipp.org.

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.

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 any 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 fight for an equitable New Orleans through culturally relevant, rigorous teaching.

ACHIEVEMENT

“Prove the Possible”

We hold ourselves and our students to the highest standards.

COMMUNITY

“Team and Family”

We build strong, inclusive relationships and solve problems together.

HOPE

“Believe in a Better Tomorrow”

We remain optimistic and bring joy to the work of building a bright future.

RELENTLESSNESS

“Find a Way or Make One”

We embrace growth mindsets and are always hungry for practice and feedback.

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.

2.2 OUR STORY IN NEW ORLEANS

OVER TWENTY YEARS OF COMMITMENT

2005

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.

**July
2005**

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...

**Aug
2005**

...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.

**Sept
2005**

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.

**Oct
2005**

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.

2006

KNOS families and staff returned to New Orleans to open school as the city rebuilt.

Today

Twenty years later, KNOS enrolls more than 6,250 students in grades Pre-K through 12th at eleven (11) schools across the city.

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 paramount 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.

WHICH POLICY GOVERNS

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

3 ACADEMIC POLICIES & 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 kippneworleans.org within the Public Documents page.

3.1 PLANNING FOR HIGH SCHOOL: NOTICE TO 8TH GRADE FAMILIES

Oct 1

**9TH GRADE
YEAR**

Every Louisiana high school student develops an Individual Graduation Plan, or IGP. The IGP is a working document that maps the courses a student will take, the diploma they are working toward, and the career or college path they are considering. It is reviewed and updated as the student moves through high school.

KNOS schools that end at 8th grade do not create the IGP itself. Your child will complete their IGP after enrolling in high school, no later than October 1 of their 9th grade year. This notice is provided so that families can prepare.

You can access more information about the types of diplomas in Louisiana at ldoe.la.gov and contact your child's school for more information about the programming offered at each KIPP New Orleans high school.

How we help. Our 8th grade team works with families during the high school application and transition process. KNOS K-8 schools may also partner with the high school your child plans to attend to support the development of their IGP. Families with questions should contact their school's front office.

A parent or legal guardian of a student entering 11th grade may request that the student's IGP be updated. Every student is offered available vocational training opportunities.

3.2 ASSESSMENT SCHEDULES AND YOUR RIGHT TO RECEIVE THEM

KIPP New Orleans Schools posts assessment information on each school's website so families know what testing to expect and when.

BY AUGUST 1

By August 1 each year, we make available our annual school calendar which includes the schedule for all state-mandated testing including LEAP, ACT, LEAP Connect and ELPT. This calendar also includes the dates of all locally required assessments, including benchmarks, interim assessments, screeners, and progress monitoring assessments. The state's guide to testing dates is available at <https://doe.louisiana.gov/docs/default-source/assessment/2026-2027-assessment-calendar.pdf>.

BY NOVEMBER 1

By November 1 each year, we will post on our website in the "Public Documents" section an annual local assessment review report describing how long each assessment takes, its purpose, how results are used, how quickly results are returned, whether it duplicates another assessment, and whether it was kept, reduced, consolidated, replaced, or eliminated.



YOUR RIGHTS AS A PARENT

Under Louisiana's Parents' Bill of Rights, you have the right to receive the statewide assessment schedule and the local assessment schedule that apply to your child's grade level and courses no later than ten business days after they are posted. You also have the right to be notified by email as soon as possible if either schedule is revised. Schedules as outlined on our school calendars are available at kippneworleans.org or by request from the school office.

Career exposure in grades K-8

Career exposure activities are built into the program in grades K-8 so that students begin learning about careers and pathways before they reach high school.

Literacy screening and support

Students are screened for literacy skills, families are notified of the results, and students who need additional help receive literacy intervention.

State Seal of Fine Arts

Louisiana offers a State Seal of Fine Arts that eligible students may earn.

3.3 READING SUPPORT AND ADOLESCENT LITERACY

KNOS screens students to identify those who need additional reading support, and provides intensive intervention to students who need it. Students identified with a reading deficiency receive regular instruction from a reading teacher, reading specialist, or reading interventionist who has completed an approved

adolescent literacy course; reading intervention using high-quality instructional materials; dedicated time in the schedule for intensive intervention; targeted small-group instruction based on the student's needs; and summer or other remediation where appropriate.

1 **Review of prior-year plans** — first 8 weeks

During the first eight weeks of each school year, the school reviews the reading intervention plan of any student who had one the previous year. The review evaluates how well last year's interventions worked, identifies what needs to change, and includes input from members of the team that first developed the plan.

2 **Screening in grades 4 through 8** — first 30 days

Beginning with the 2027-28 school year, within the first 30 days of school the school will give an approved reading assessment to any student in grades 4 through 8 who scored below mastery in English language arts the prior year.

3 **If your child is identified** — within 15 days

Within 15 days of identifying that a student has a reading deficiency, the school will notify the parent or legal guardian in writing. That notice will explain that the student has been identified, describe how an individual reading improvement plan will be developed, describe the services the student is currently receiving, and suggest resources and strategies you can use to support reading at home.

4 **Individual reading improvement plan** — within 30 days

Within 30 days of being identified, the student will have an individual reading improvement plan. The plan is developed by the teacher, a reading specialist or interventionist, the principal or designee, and other school staff, working with the parent or legal guardian, who receives a written copy. The plan provides intensive reading intervention time while the student continues grade-level instruction, and it stays in place until the student no longer shows a reading deficiency.

5 **Ongoing communication**

Parents and legal guardians will be notified in writing of the student's progress toward becoming a skilled reader with each progress report.

4 GRADING

4.1 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%	Exceeds expectations in that subject matter
M	80-89%	Meeting expectations in that subject matter
IP	60-79%	In progress towards meeting expectations
NP	0-59%	Needs practice to meet expectations

GRADES 3-12

A	90-100%	Exhibiting mastery in that subject matter
B	80-89%	Performing above average in that subject matter
C	70-79%	Working on a basic level in that subject matter
D	60-69%	Working below basic in that subject matter
F	< 59%	Not meeting requirements in that subject matter

4.2 PROGRESS REPORTS

Parents will receive regular academic progress reports from the school including 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.

5 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.

Sharing of high school student information for state research. Louisiana's Foundational Integrated Research System for Transformation, known as LA FIRST, is a state research effort that studies how students move from high school into college, training, and the workforce. Louisiana law requires KIPP New Orleans Schools to share certain personal information about high school students with the Louisiana Department of Education, which then shares it with the Kathleen Babineaux Blanco Public Policy Center for this purpose.

YOU MAY OPT OUT

Parents and legal guardians may opt out of this sharing. Families with questions may contact their school's front office.

6 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. Students who do not meet minimum attendance standards may be subject to retention in their current grade.



KEY DEADLINE

3-SCHOOL-DAY RULE

All excuse paperwork for an absence is due to the school's front office within three (3) school days of the absence. Paperwork submitted late may not be accepted, and the absence will remain unexcused.



AT A GLANCE

RETENTION RISK

Students who do not meet minimum state attendance standards (60,120 minutes / 167 six-hour days per year) may be subject to retention in their current grade.

PRE-K FAMILIES

Please review [Section 8: Pre-Kindergarten Programs](#) for additional attendance requirements that apply to our Pre-K program.

6.1 TYPES OF ABSENCES

UNEXCUSED (UA)

All absences are, by default, unexcused absences until the family provides documentation to the school's front office supporting otherwise. All excuse paperwork is due to the school within three (3) school days of the absence. Paperwork submitted late may not be accepted.

Any absence not meeting the requirements below for other forms of absences will remain an unexcused absence.

Students are required to make up work missed during unexcused absences.

Unexcused absences count towards truancy, and may result in a student's retention in their current grade. Note: If a general education student is suspended from the bus, any days of school missed will be considered unexcused absences.

EXAMPLES

Missing the school bus Vacations during the school year Birthdays or celebrations Shopping
Caring for a young child or elderly adult Working a job Skipping or cutting class Other personal appointments

NON-EXEMPT EXCUSED (AE)

Absences incurred due to specific, documented circumstances such as personal illness or death in the family. These are specific state-approved reasons for missing school and must be supported by official paperwork. This paperwork must be submitted within three (3) days of the missed day of school.

Excuse notes must be written by a medical provider, clergy, or other official. Notes from a parent are not valid and will not be accepted.

Students with non-exempt 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. However, the student may still need to make-up seat-time in order to meet the minimum standards for attendance set by the State in order for promotion to the next grade and/or graduation.

EXAMPLES

Personal illness Death in the family Natural catastrophe or disaster Recognized holiday of the child's own faith
Up to 5 days visiting family in the Armed Forces

EXCUSED EXEMPT (AEX)

Any exempt excused absence must be approved by the school leader. These are intended to be used for unusual, extraneous circumstances, most often which impact all students, not just an individual. Assignments are not excused, but are permitted to be made-up without penalty. The reasons for the exemption must be documented with supporting paperwork provided to the school and maintained in the student's records.

GROUP EXAMPLES — INCLUDE, BUT ARE NOT LIMITED TO

School closure — weather or utility outage
Medical quarantine for a cohort Sports team or club travelling
Bus did not run its route

INDIVIDUAL EXAMPLES — INCLUDE, BUT ARE NOT LIMITED TO

Required to be in court Educational opportunity outside school
Homebound or abbreviated week per IEP

SUSPENSION

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, nor is it considered for purposes of truancy. Students absent from school as a result of any suspension shall be counted as absent.

6.2 TRUANCY

DEFINITION

HABITUALLY ABSENT / TRUANT

A student is considered habitually absent or habitually tardy after the 5th unexcused absence or tardy in a semester -- and is legally truant at that point under La. R.S. 17:221 and 17:233. KNOS may refer truant students and their parents to the Office of Child Welfare and Attendance or the NOLA Public Schools Youth Opportunity Center.

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 of legal action to be taken** — either in person or by registered mail — 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:

5th ABSENCE OR TARDY	A student shall be considered habitually absent or habitually tardy after the 5th unexcused absence or 5th 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 15th absence/tardy or having missed 10% of school days.
15 CONSECUTIVE 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. Additionally, students who do not meet compulsory attendance requirements may be subject to retention in their current grade.

UNEXCUSED ABSENCES (per semester)	INTERVENTIONS (document all interventions in Dean's List)
No absences	Invited to school specific celebration: first 30 days of school, quarterly, semesterly, yearly.
1–2 absences	Homeroom teacher calls home to notify the family of absence. Express concern and discuss the impact of missing school. Logged in Dean's List.
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 logs in Dean's list.
5th absence	By law, a student is considered truant. A warning letter is emailed to the parent of truancy and the communication is logged in Dean's List by the Attendance Lead. At this threshold the Attendance team may conduct a home visit or attempt to connect the parent to outside services to attempt to remove attendance barriers.
8th absence	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, sent via Dean's List. Conference communication (with date of conference) logged in Dean's list. Additionally, a school representative may conduct a home visit in order to review attendance plans, enforce compulsory attendance law, and make recommendations to improve attendance. If necessary, referral to Supervisor of Child Welfare and Attendance and Municipal Court.
10–15 absences	School may revisit/revise Attendance Plan, conduct a home visit, or request an in-person parent conference.

UNEXCUSED ABSENCES (per semester)	INTERVENTIONS (document all interventions in Dean's List)
15th absence	The school will send a truancy referral to the Office of Student Support and Attendance; this referral will be logged in Dean's List. The school will send a letter to parent/guardian notifying the parent of truancy and that the student will be retained in his current grade if he misses another day of school without a legitimate excuse.
15+ consecutive absences	Per NOLA-PS enrollment policy, the student may be dropped from the school's roster.

6.3 CHECKOUTS FROM SCHOOL

- Students who leave school for any reason must sign out through the Main Office.
- 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.

6.4 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**.

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

7.1 INFRACTIONS AND CORRECTIVE STRATEGIES

LEVEL 1	PRODUCTIVE PERSONAL ENVIRONMENT Behaviors mostly affecting only the misbehaving student (e.g., horseplay, unexcused tardiness). Addressed through re-teaching and reflective, restorative responses.
LEVEL 2	PRODUCTIVE CLASSROOM & SCHOOL COMMUNITY ENVIRONMENT Behaviors that interfere with the learning of others or are non-compliant with reasonable adult direction.
LEVEL 3	SERIOUS INFRACTIONS More serious violations of the code of conduct that may warrant suspension.
LEVEL 4	MOST SERIOUS INFRACTIONS The most serious violations, which may warrant suspension or recommendation for expulsion.



IMPORTANT

NO STUDENT MAY BE SUSPENDED FOR A LEVEL 1 INFRACTION.

Level 1 incidents are addressed in the classroom and school setting through corrective strategies that keep students in class. Suspension is available only for Level 2, 3, and 4 infractions.

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:

prior conduct of the student	past effectiveness of consequences for the student
the seriousness of the offense(s); and/or but limited to	individual participation of the student in behavioral interventions.
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

LEVEL

1

LEVEL 1 INFRACTIONS: PRODUCTIVE PERSONAL ENVIRONMENT

Behaviors that typically occur within the classroom and mostly affect only the misbehaving student.

1.1 Horseplay or running in the hall/class

1.3 Out-of-assigned seat/table/area

1.5 Passive non-compliance i.e., sleeping, refusing to participate

1.7 Cheating or plagiarism

1.9 Disrespect of an adult

1.11 Disruption in class, on school grounds, on school bus or RTA bus

1.13 Ongoing commission of Level 1 infractions

1.2 Throwing objects

1.4 Inappropriate items in class

1.6 Unexcused tardiness and absenteeism to class

1.8 Profanity/cursing

1.10 Disrespect of a peer

1.12 Any other infraction that the School Leader deems to be similar in severity to other Level 1 infractions

BEHAVIORAL INTERVENTIONS AND CONSEQUENCES**MANDATORY ACTIONS
(FIRST INFRACTION ONLY)**

- Re-teach the behavioral expectations
- Have the student apologize and make amends with those affected
- Provide a reflective activity

DISCRETIONARY ACTIONS (DETERMINED BY PRINCIPAL/DESIGNEE)

- ☐ Bus suspension
- ☐ Utilize check-in/check-out
- ☐ Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions
- ☐ Refer to the school social worker/counselor
- ☐ Refer the student for consideration with the Response to Intervention (RTI) Team
- ☐ Use of in-school intervention
- ☐ Home/school communication system
- ☐ Loss of privilege
- ☐ Detention
- ☐ Contact and/or conference with parent/guardian

LEVEL

2

LEVEL 2 INFRACTIONS: PRODUCTIVE CLASSROOM AND SCHOOL COMMUNITY ENVIRONMENT

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

2.3 Possession of fireworks

2.5 Stealing/possession of stolen property

2.7 Willful Disobedience

2.9 Physical assault without bodily harm

2.11 Any other infraction that the principal deems to be similar in severity to other level 2 infractions

2.2 Using or possessing tobacco products, matches or lighters

2.4 Unauthorized display or use of a cell phone or other disallowed electronic property during school hours

2.6 Vandalism

2.8 Making a threat

2.10 Leaving school grounds without permission

2.12 Ongoing commission of Level 2 infractions

BEHAVIORAL INTERVENTIONS AND CONSEQUENCES**MANDATORY ACTIONS**

- 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.
- Student conference and school-level investigation.

DISCRETIONARY ACTIONS (DETERMINED BY PRINCIPAL/DESIGNEE)

- ☐ School-level conference with student, parent, principal or designee and staff member(s) involved determining and implementing appropriate corrective strategies.
- ☐ Referral to Response to Intervention (RTI) Team to consider interventions, counseling, and/or completing a Functional Behavioral Analysis (FBA) & Behavioral Intervention Plan (BIP)
- ☐ Suspension or alternative to suspension

**LEVEL
3****LEVEL 3 INFRACTIONS: ORDERLY AND SAFE ENVIRONMENT**

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.

3.1 Coming to school under the influence of drugs or alcohol

3.3 Inappropriate and unwanted sexual behavior

3.5 Use of any object to harm, frighten or intimidate others

3.7 Extortion

3.9 Inciting Violence

3.11 Bullying

3.13 Robbery

3.15 Any other infraction that the principal deems to be similar in severity to other Level 3 infractions

3.17 Conviction of a felony or conviction of an offense which, had it been committed by an adult, would have constituted a felony.

3.19 Creating, sharing, or using “deepfake” material against another student, meaning audio, images, or video that has been digitally altered or generated to appear authentic, with the intent to coerce, harass, intimidate, or maliciously distribute or sell that material.

3.2 Aggravated assault on another student or school district employee with serious bodily harm

3.4 Starting a fire

3.6 Causing false fire alarms or making bomb threats

3.8 Theft of property

3.10 Failure to follow instructions during school-wide lockdown or emergency.

3.12 Burglary

3.14 Possession of a dangerous instrument or the use/display of an instrument deemed by others to be dangerous

3.16 Ongoing commission of Level 3 infractions

3.18 Use of electronic device to repeatedly threaten, intimidate, or bully another student or to share sexually explicit material.

BEHAVIORAL INTERVENTIONS AND CONSEQUENCES**MANDATORY ACTIONS**

- 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.
- School-level investigation
- Conference with the parent, student and appropriate school staff
- Confiscation of disallowed property during school hours by school staff and/or police.

DISCRETIONARY ACTIONS (DETERMINED BY PRINCIPAL/DESIGNEE)

- ☐ 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)
- ☐ 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
- ☐ Create a home/school communication system
- ☐ Re-teach the behavior expectations
- ☐ Have the student apologize and make amends with those harmed or offended
- ☐ Provide meaningful reflective activity
- ☐ Loss of privilege
- ☐ Create a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions
- ☐ Check-in/check-out
- ☐ Arrange linkage with a counseling agency
- ☐ Detention
- ☐ Short-term suspension or alternative to suspension
- ☐ Possible recommendation for long-term suspension or expulsion with referral to NOLA Public Schools' Student Hearing Office.

LEVEL

4

LEVEL 4 INFRACTIONS: EXPELLABLE OFFENSES

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

4.3 Assault with maiming

4.5 Well-documented and on-going commission of serious acts that threaten the safety of others.

4.2 Possession of a dangerous weapon

4.4 Sexual Assault

4.6 Any other infraction that the principal deems to be similar in severity to other Level 3 or level 4 infractions

BEHAVIORAL INTERVENTIONS AND CONSEQUENCES**MANDATORY ACTIONS**

- 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.
- School-level investigation
- Conference with the parent, student and appropriate school staff
- Confiscation of disallowed property by school staff and/or police.

DISCRETIONARY ACTIONS (DETERMINED BY PRINCIPAL ONLY)

- Referral to outside agencies such as Police, FINS, NOLA Public Schools' Youth Opportunity Center (YOC) and/or Juvenile Justice authorities.
- Recommendation for long-term suspension or expulsion with referral to NOLA Public Schools' Student Hearing Office.

7.2 SUSPENSIONS STEP 1**INVESTIGATION**

School conducts a student conference and school-level investigation within 24 hours, including written statements from witnesses.

 STEP 2**PARENT NOTIFIED**

Parent/guardian is notified the day of the incident (or by the next day) with written notice of the suspension and the reason for it.

 STEP 3**CONFERENCE**

A school-level conference is held with the principal/designee, parent/guardian, and school social worker within a reasonable time; the family may bring a representative.

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:

WITHIN 24 HOURS	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.
BEFORE ANY SUSPENSION OR EXPULSION RECOMMENDATION	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. 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.
DAY OF THE INCIDENT	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.

IN WRITING	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.
SAME SCHOOL DAY	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	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.
AT THE SCHOOL-LEVEL CONFERENCE	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.
RIGHT OF APPEAL	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.

7.3 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.

7.4 EXPULSIONS

DEFINITION

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:

Sharing sexually explicit material, including through the use of an electronic device	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	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	Any other offense eligible for expulsion per the NOLA Public Schools Student Hearing Office Handbook.
Intentional battery or assault on any individual using a weapon, or which causes serious, documentable injury that necessitates medical care	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

Theft of school property or the personal property of individuals on school property or at any activity over which the school has jurisdiction; and/or

Sexual assault and other sexual acts where the ability of one party to consent is compromised by age, intellectual ability, intoxication, or incapacitation

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

Distributing, selling, giving away, or loaning any controlled dangerous substance governed by the federal 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

No student who has been expelled shall be admitted to any public school, including those operated by KIPP New Orleans, within New Orleans, in any other parish or city school system in the state during the term of expulsion as established by the NOLA Public Schools Student Hearing Office. Only upon the review and approval of the governing authority of the school system to which they seeks admittance can a student enroll



MANDATORY MINIMUM — TWO SEMESTERS

Assault or battery on a school employee. Louisiana law requires that when a student is found guilty of committing an assault or battery against a teacher, either by a court or at a school system hearing, the principal must immediately recommend expulsion for a minimum of two semesters. KIPP, as a charter school in Orleans Parish, is required to submit all recommendations for expulsion to the OPSB Student Hearing Office where a hearing officer makes a disciplinary decision.

For this purpose, “school employee” includes teachers, substitute teachers, bus operators, substitute bus operators, and school volunteers. This applies to incidents that occur on school property, and to incidents that occur off school property when they are a continuation of a documented altercation that began on school property.

7.5 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:

WHAT APPLIES THROUGHOUT THE PROCESS

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.

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.

INVESTIGATION AND NOTICE

1 WITHIN ONE SCHOOL DAY

The principal or designee conducts a student conference and school-level investigation, including written statements from staff and student witnesses.

2 BEFORE ANY LONG-TERM SUSPENSION OR EXPULSION RECOMMENDATION

The principal or designee must inform the student of the “particular misconduct of which he/she is accused” and the basis for the accusation. The student must be given an opportunity to present his or her version of the incident. That version must be written or summarized and signed by the student. The principal or designee may call witnesses requested by the student, and must make a reasonable effort to reach a fair determination before making any disposition.

3 WITHIN THREE DAYS OF THE INCIDENT

The parent must be notified by phone, in person or by certified letter of the incident, the immediate suspension, the possible recommendation for expulsion, and a proposed time to meet.

4

The student remains in school until the end of the school day unless released into the care of a parent or guardian. No student is sent home without documentation of the particular misconduct and the reason for suspension. In extraordinary circumstances, the principal or designee may call law enforcement to transport the student home or to a designated facility, including juvenile detention.

RECOMMENDATION AND PAPERWORK**5 BEFORE ANY DOCUMENTATION GOES TO THE HEARING OFFICE**

The KNOS Chief Executive Officer and the Managing Director of Student Support must be notified. All required paperwork must be thoroughly reviewed by the Managing Director of Student Support before it is submitted. If the student has a 504 plan, an IEP, or qualifies for ESL services, the paperwork must also be sent to the Managing Director of Student Support.

6 WITHIN 48 HOURS OF THE INCIDENT

The school submits the required paperwork to the Managing Director of Student Support, 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

If the school misses this deadline, the student may be allowed to return to school.

7 WITHIN 48 HOURS OF RECEIPT — 96 HOURS OF THE INCIDENT

The Managing Director of Student Support reviews the paperwork and submits it to the NOLA Public Schools Student Hearing Office.

8 WITHIN 24 HOURS OF COMPLETING THE INVESTIGATION

The parent receives written notice of the recommendation for expulsion, the reason for it, information about the hearing, and the parent’s rights. The student remains on suspension from school and school activities until the hearing takes place.

HEARING AND APPEALS**9**

The hearing is 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. If the hearing officer decides not to conduct a hearing, the school may appeal to the Deputy Superintendent of Portfolio.

10

After the hearing, the Student Hearing Officer or designee determines the student’s guilt based on the evidence gathered during the school’s investigation. If the student is found guilty, the Hearing Officer sets the length of expulsion according to NOLA Public Schools guidelines, and the expulsion is effective immediately.

11 WITHIN FIVE SCHOOL DAYS OF THE DECISION

The parent or legal guardian may request in writing that the NOLA Public Schools Student Hearing Office consider an appeal. Otherwise the decision is final.

12 WITHIN TEN DAYS

If NOLA Public Schools upholds the decision of the Student Hearing Officer or designee, the parent or legal guardian may appeal to the parish court in which the student's school is located. The parish court may reverse the ruling.

7.6 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).

** Battery of a school teacher**

Louisiana law has increased the criminal penalties for battery committed against a school teacher. These criminal consequences apply in addition to any school discipline described in this handbook.

** Drug-free school zones**

Louisiana law provides enhanced criminal penalties for drug offenses committed in a drug-free school zone.

** Firearm-free school zones**

Under Louisiana and federal law, carrying a firearm or dangerous weapon on school property, at a school-sponsored event, or within 1,000 feet of a school is a crime carrying enhanced penalties, including fines and imprisonment.

7.7 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.	The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.
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.	

All students and/or staff shall immediately report incidents of bullying, harassment or intimidation to the school principal or designee. This report must be made in writing using the state's Bullying Report Form. 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.



NEED TO REPORT BULLYING?

Students, families, and staff can report bullying using Louisiana's official Bullying Report Form, available from the Louisiana Department of Education at doe.louisiana.gov. Submit the completed form to the school principal or designee.

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 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.

7.8 ARTIFICIAL INTELLIGENCE IMAGES AND THREATS AGAINST SCHOOLS



Louisiana law requires schools to share the following information with all students in grades 6 and above, and with their families, at the start of each school year. **Students and families should read this section together.**

DEEPPAKE MATERIAL

KIPP New Orleans Schools prohibits any student or employee from using deepfake material against a student. Deepfake material is audio, an image, or video that has been digitally altered or artificially generated to appear authentic. Using this material to coerce, harass, intimidate, or maliciously share or sell is prohibited by Louisiana law and by KNOS policy, and it may result in discipline up to and including expulsion as well as referral to law enforcement.

IMAGES CREATED BY ARTIFICIAL INTELLIGENCE

It is a crime in Louisiana to create, share, sell, or possess sexually explicit or indecent images of another person that were made using artificial intelligence, including images of a person under the age of 17. This is true even when the image is not real, and even when it is shared privately or as a joke. Penalties increase when the person depicted is a student under 17. Students who create or forward this kind of material may face criminal charges in addition to school discipline up to and including expulsion.

THREATS AGAINST A SCHOOL

It is a crime in Louisiana to make, post, or call in a threat of violence against a school, a school event, or a firearm-free zone. This includes threats made online, by text, by social media post, or as a prank. Louisiana law increases the penalties for these offenses. Every threat reported to KIPP New Orleans Schools is treated as credible until law enforcement determines otherwise. Local law enforcement is required to report school threats to the Louisiana Fusion Center.

WHAT FAMILIES SHOULD KNOW

Students sometimes do not understand that forwarding an image or repeating a threat can carry the same consequences as creating it. We ask families to talk with their children about what they share and forward.

7.9 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:

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

AFTER THE SECOND SUSPENSION, THE SCHOOL WILL:

- Reconvene the IEP Team to discuss/review the academic, social, and behavioral needs of the student
- 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.
- 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. 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:

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 apply to in-school suspension, removal for part of the school day, and suspensions from transportation.

a. In-school suspension. An in-school suspension is not counted as a suspension for these purposes as long as the student can continue to participate appropriately in the general curriculum, receive IEP-specified services, and participate with nondisabled children to the extent they would in the current placement. Any in-school suspension that does not meet this standard is counted as a suspension.

b. Suspension or removal for a portion of the school day. Students sent home from school in the morning because of misconduct are considered to have a full-day suspension. Students sent home in the afternoon are considered to have a half-day suspension. These conditions apply unless the student's BIP specifically calls for the student to receive a shortened school day when certain behaviors are exhibited.

c. Bus suspension. The following standards apply based on whether transportation is a related service on the IEP:

1) Bus Transportation Is IEP Service. When transportation is an IEP service, a student's removal from the bus is considered to be a suspension unless transportation is provided in some other way. In this case, transportation has been determined to be necessary for the student to access educational services.

2) Bus Transportation Is Not IEP Service. When transportation is not an IEP service, the student's removal from the bus is NOT considered to be a suspension. In this case, the student/parent 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

Was the conduct caused by, or directly/substantially related to, the student's disability — or a direct result of the school's failure to implement the IEP?

YES — MANIFESTATION OF DISABILITY

Returns to prior placement (unless the IEP team agrees otherwise); IEP team conducts or reviews an FBA and creates or updates a BIP.

NO — NOT A MANIFESTATION

Student may receive the same consequences as any other student; a student removed from placement still receives required services beginning on the 11th cumulative suspension day.

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.

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

- a) Identifies Services.** Identifies and documents educational services the students will receive to enable the student to continue to participate in the general education curriculum, although in another setting (e.g., an interim alternative educational setting (IAES), etc.) and to progress toward meeting the goals set out in the student's IEP; and
- b) Develops/Reviews FBA/BIP.** Provides, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior violation so that it does not recur.
- 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.

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 they were removed from, if the hearing officer finds the removal did not comply with these procedures or that the behavior was a manifestation of the disability; or
 - b. Order a change of placement to an IAES for up to 45 school days if keeping the current placement is substantially likely to result in injury to the student or others.
2. The school may repeat its request for an expedited hearing if it believes returning the student to the original placement is substantially likely to result in injury to the student or 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.

7.10 RESTRAINT AND SECLUSION POLICIES

A 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).

B 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.

C 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 training and certification. Documentation of training will be maintained on a school level by the Dean of Student Support/Assistant Principal of Diverse Learners and on a regional level by the Managing Director of Student Support Services.

D 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).

E 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).

F MECHANICAL RESTRAINT

Mechanical restraint is the use of any device or material attached to or adjacent to a student's body that restricts freedom of movement or normal access to any portion of the student's body and that the student cannot easily remove. Mechanical restraint does not include devices prescribed or recommended by a physician, occupational or physical therapist, or other qualified medical professional and used in accordance with the student's Individualized Education Program, Individual Accommodation Plan, or Individual Health Plan, nor does it include vehicle safety restraints used as intended during transport.

NO STUDENT SHALL BE SUBJECTED TO ANY FORM OF MECHANICAL RESTRAINT BY SCHOOL EMPLOYEES.

G 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).

H 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)

8 PRE-KINDERGARTEN PROGRAMS

KIPP New Orleans Schools operates pre-kindergarten programs at its primary school campuses. Louisiana law requires that families receive the following information:

WHAT OUR PRE-K PROGRAM IS

The KNOS pre-kindergarten program is operated by a school. It is part of the school day and follows the school calendar and school procedures.

WHAT OUR PRE-K PROGRAM IS NOT

The program is not licensed by the state as an early learning center under R.S. 17:407.31 and following. It is not subject to federal daycare regulations under 45 CFR 98.

74%
EVERY MONTH

PRE-K ATTENDANCE REQUIREMENT

Pre-K students must attend at least 74% of school days each month. If a student falls below 74% for two consecutive months, KIPP New Orleans Schools may remove the student from the school's roster so the seat can be offered to a family waiting for a pre-K spot. If your child will be out for an extended illness or another serious reason, contact the school as soon as you can so we can work with you.

HOW THE PROGRAM IS MONITORED

The Louisiana Department of Education monitors pre-kindergarten programs for compliance with the child safety and welfare standards in R.S. 17:407.41. Monitoring includes an annual unannounced site visit. Any documented violation of those standards is posted publicly on the LDOE School Finder website.

HOW TO RAISE A CONCERN

Families may raise concerns with the school leader at any time. Families may also file a complaint directly with LDOE under the process described in R.S. 17:407.41.

At the start of each school year, families of enrolled pre-K students will also receive an informational document provided by the Louisiana Department of Education. This document may be sent electronically.

9 ENROLLMENT

9.1 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 enrollnolaps.com and nolapublicschools.org.

9.2 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:

a transfer to another school has been confirmed by the EnrollNOLA system, or

the school has received documentation of enrollment from a non-EnrollNOLA school, or

the student has had 15 consecutive unexcused absences from school.

10 MEDICAL, HEALTH AND SAFETY POLICIES

10.1 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.

10.2 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.

NONPRESCRIPTION MEDICATION

School staff will not give a student any over the counter or nonprescription medication, including pain relievers, allergy medication, cough drops, or similar items, without written consent from a parent or legal guardian. Consent must be provided on the school's medication authorization form and must be on file before any medication is given.

MELATONIN AND SLEEP AIDS

Louisiana law makes it a crime for any person to provide a child with a melatonin sleep aid without the prior written consent of the child's parent or legal guardian. KNOS staff will not provide melatonin to any student. Families who send melatonin or any other sleep aid to school with a student must complete a medication authorization form. Students may not carry, share, or give melatonin or any other medication to another student.

10.3 ILLNESS

PARENTS ARE CONTACTED IMMEDIATELY FOR ANY OF THESE SYMPTOMS

Fever

Vomiting

Diarrhea

Uncontrolled asthma

Ringworm

Unspecified rashes

Pink eye

Head lice

Infectious disease

Moderate trauma

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.

10.4 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.

10.5 BEHAVIORAL HEALTH SERVICES FOR STUDENTS

Some students receive behavioral health services from an outside provider during the school day. KIPP New Orleans Schools supports families who choose these services and works with providers so that students receive care without unnecessary interruption to learning.

HOW SERVICES ARE ARRANGED

A parent or legal guardian who wants their child to receive behavioral health services at school should submit the provider's treatment plan to the school administrator. Within twenty-one days of that submission, and no later than fourteen school days after services begin, the school will hold a service delivery review meeting. The meeting may be held in person or virtually. It brings together the school administrator or designee, the student's teacher or teachers, and the provider to review the provider's role, the student's plans, classroom expectations, communication, and scheduling.

WHERE AND WHEN SERVICES HAPPEN

Behavioral health services may be provided inside or outside the classroom, to the extent medically necessary, during any part of the school day. The school and the provider will work together to build a schedule that meets the student's medical needs while accounting for instructional time, testing schedules, and school operations. The school will not prevent a medically necessary evaluation, assessment, or authorized treatment plan from taking place on school property.

WHO DECIDES WHAT A STUDENT NEEDS

The determination that a student needs a behavioral health evaluation or services is made by a licensed healthcare provider acting within their scope of practice. It is not made by school employees who are not licensed to provide healthcare services.

PARENT CONSENT

If a parent or legal guardian consents to medically necessary behavioral health services, no school administrator or employee will prevent the student from accessing them. A parent or legal guardian may revoke that consent at any time.

PRIVACY

If a provider's supervision is conducted virtually, no student other than the one receiving services will be recorded. Information shared between a provider and the school is limited to what is necessary for care coordination, student safety, or compliance with law.

WHEN PLANS CONFLICT

If a provider's treatment plan conflicts with a student's IEP, Individual Accommodation Plan, Section 504 Plan, Behavior Intervention Plan, or Individual Health Plan, the student's school plan controls for the educational services and supports that plan addresses.

QUESTIONS OR CONCERNS

Families who believe this policy has not been followed may raise the concern with the school leader. A parent or legal guardian may also file a formal complaint with the Louisiana Department of Education under its behavioral health service complaint procedures.

10.6 OUTSIDE PROVIDERS ON CAMPUS

Some families arrange for a licensed behavioral health provider of their own choosing to work with their child during the school day. Louisiana law requires KNOS to permit this where the services are medically necessary. Families should know what safeguards apply when an outside provider is on campus.

1**EVERY PROVIDER IS APPROVED FIRST**

Before delivering any services, a provider must submit a current professional license and confirmation of good standing with their licensing board, a criminal background check, photo identification, proof of liability insurance, and signed parental consents. KNOS does not permit any provider who has been convicted of, or pled no contest to, offenses that disqualify adults from working with children.

2**PROVIDERS ARE IDENTIFIABLE**

Outside providers sign in and out at the main office at every visit, wear visitor identification at all times, and remain in the areas necessary to deliver services.

3**PROVIDERS SERVE ONLY THEIR OWN PATIENT**

Each provider signs a Confidentiality and Conduct Agreement before working on campus. Under that agreement a provider may not photograph, film, or record anyone on campus without written authorization; may not keep any notes or records about any student other than their own patient; may not use or store personal information about any other student; may not counsel, assess, or intervene with any other student; may not market services to other students or families; and may not discuss school operations, curriculum, or instructional materials outside their clinical relationship. Information a provider learns incidentally about other students is confidential.

4**SERVICES HAPPEN IN A PRIVATE SPACE WHENEVER POSSIBLE**

A designated private space is the default setting. Services are delivered inside a classroom only where the student's treatment plan documents that doing so is medically necessary. In that case the classroom teacher is informed in advance of who will be present and when.

Questions. Families with questions about outside providers at their child's school should contact the school leader. The full Behavioral Health Services for Students policy is available at kippneworleans.org.

10.7 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.

10.8 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.

10.9 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.

10.10 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.

11 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 (kipppneworleans.org) and social media accounts.

11.1 FIRE DRILLS

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

11.2 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.

11.3 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.

11.4 SAFE HAVEN LAW INFORMATION

Louisiana's Safe Haven Law allows a parent to safely and confidentially relinquish an infant at a designated safe haven site without fear of prosecution. Information about the Safe Haven Law is posted for students in grades 7 and above as required by state law. Students who want information may also speak confidentially with a school counselor.

11.5 CLEAR BAGS AND CAMPUS ENTRY SCREENING

All students at every KIPP New Orleans Schools campus, in every grade, are required to carry a clear backpack or clear bag. The requirement applies to book bags, athletic bags, and any other bag a student brings onto campus. Non-clear bags will not be permitted past the entry point. Small opaque pouches for personal hygiene items and medication are permitted inside a clear bag and remain subject to screening. Families with questions about the requirement, or who need assistance obtaining a clear bag, should contact their school's front office.

All students are also subject to entry screening each day before being admitted to campus. Screening is conducted by trained school personnel in a consistent manner for all students, is not based on individualized suspicion, and is carried out with respect for student privacy and dignity. Students who decline to participate in entry screening will not be admitted to campus, and the school will contact the student's parent or legal guardian. Any prohibited item recovered during screening is handled under the Student Code of Conduct and, where required, reported to law enforcement.

HOW DAILY ENTRY SCREENING WORKS

STEP 1

BAG SEARCH

The student's clear bag and its contents are visually inspected and searched at the entry point.

STEP 2

DETECTOR SCREENING

The student passes through a metal detector and/or weapons detection system.

IF TRIGGERED

SECOND PASS

If the detector alerts, the student is asked to remove metal items and pass through a second time.

IF TRIGGERED AGAIN

MANUAL SEARCH

A trained staff member conducts a handheld wand scan and/or a pat-down search of the student.

HOW MANUAL SEARCHES ARE CONDUCTED

A wand scan or non-invasive pat-down search is performed by a trained staff member of the same gender as the student, in a private area away from other students, and with a second staff member present as a witness. Searches are limited in scope to what is necessary to resolve the detector alert. A student may request that a school administrator be present. Parents or legal guardians are notified when a manual search of their child is conducted.

11.6 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 reasonably given the circumstances. 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.

12 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.

12.1 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. KIPP and its schools will not provide reimbursement for nor replacement of any students' personal property lost, damaged or stolen on its campuses, buses, and/or in the process of ordinary school operations.

12.2 CELL PHONES



Louisiana law requires cell phones to be turned off and stowed away for the entire instructional day. 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 consequence for violations of the policy. State law provides an exception for a student whose IEP requires use of an electronic telecommunication device. Please refer to your child's schools for specific cell phone expectations and procedures.

12.3 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 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;



use the network in a considerate and polite way at all times, particularly when communicating with others;



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.

13 ARTIFICIAL INTELLIGENCE IN OUR SCHOOLS

Artificial intelligence, often called AI, is technology that can write, summarize, answer questions, and create images or other content. AI is now part of many everyday tools. This section explains how our schools use AI, how we protect your child's information, and what we expect from students. Our approach is guided by four commitments: we protect privacy first, we are transparent about how we use AI, we keep the focus on serving all students fairly, and we keep people responsible for important decisions.



PRIVACY FIRST

We protect student and family information above all.



TRANSPARENCY

We are open about how and when we use AI.



FAIRNESS

We use AI in ways that serve all students fairly.



HUMAN DECISIONS

People, not AI, make important decisions.

13.1 HOW OUR SCHOOLS AND STAFF USE AI

Our staff may use approved AI tools to help with routine work, such as drafting communications, organizing information, and preparing materials. AI helps our team spend more time with students.

👤 A PERSON IS ALWAYS RESPONSIBLE

We do not let AI make important decisions about your child on its own. Decisions such as discipline, grades, special education services, and matters of safety are always reviewed and made by staff.

☞ WE USE IT CAREFULLY

We only use AI tools the school has reviewed and approved, and we use them in ways that match the commitments above.

13.2 HOW WE PROTECT YOUR CHILD'S INFORMATION

Protecting student and family information is our first priority. Your child's records are confidential, and we treat them that way when we use technology.

- We do not enter personal student information into AI tools that have not been reviewed and approved for that purpose.
- When a school software provider uses AI with student information, we require that provider to sign an agreement protecting that information under the Family Educational Rights and Privacy Act (FERPA) and Louisiana student privacy law.
- We do not allow providers to sell student information, use it for advertising, or use it to train their AI systems without our permission.

You keep your existing rights under FERPA, including the right to review your child's education records. Those rights are described in the Student Records and Privacy section of this handbook.

13.3 WHEN WE WILL TELL YOU AI WAS USED

We aim to be open about AI. When AI plays a meaningful role in something that affects your child or family, we will be transparent about it. If you ever have a question about whether or how AI was used in a decision or communication, you may ask, and we will explain it in plain terms.

13.4 WHAT WE EXPECT FROM STUDENTS

Students may use AI for schoolwork only when a teacher allows it and explains how it may be used. Unless a teacher has given permission for a specific assignment, students should not use AI to complete schoolwork. When students are unsure, the rule is simple: ask the teacher first.

When a teacher does permit AI, students are expected to:

🕒 Use it only in the way the teacher describes;

✍ Do their own thinking and learning, and not present AI's work as entirely their own; and

🗨 Be honest about using it, and give credit if the teacher asks them to note where AI was used;

🔒 Protect their privacy by not sharing personal information about themselves or others with an AI tool.

Using AI on schoolwork without a teacher's permission, or in a way the teacher did not allow, may be treated as a violation of our expectations for honest work and may be handled under the Discipline and Behavior section of this handbook. Individual schools and teachers may set more specific rules for their grade levels and classes.



Separate Louisiana law addresses certain types of images created by artificial intelligence and threats against schools. See [**Artificial Intelligence Images and Threats Against Schools**](#) under Discipline and Behavior.

13.5 FAIRNESS AND ACCESS

We know AI does not always work equally well for everyone, and we watch for that. We choose and use AI in ways meant to serve all of our students fairly, including students who learn differently or who use assistive technology. If you have a concern about fairness or access, please reach out to your school's front office.

14 TRANSPORTATION POLICIES

14.1 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.

14.2 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.

10 min
BEFORE & AFTER

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.

14.3 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.

14.4 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. It may take up to two weeks (10 school days) for transportation changes to be processed.

14.5 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 AN EMERGENCY

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

14.6 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.

KNOS's transportation has been developed in compliance with all applicable policies and procedures of LDOE, BESE, and NOLA Public Schools, and that all transportation employees either contracted with or employed directly by the LEA have received required background checks and permits through the Ground Transportation Bureau of the City of New Orleans. All documentation relevant to this Transportation Plan shall be maintained on file by KIPP New Orleans Schools.

14.7 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.

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.

PARENT RESPONSIBILITY

It is a parent or guardian's responsibility to inform the school of any changes related to walking home.

15 ATHLETICS AND EXTRACURRICULAR ACTIVITIES

KNOS schools offer interscholastic athletics and extracurricular activities. Participation requires a completed athletic packet, which includes a physical examination and signed permission forms. Contact the school's athletic director for the current packet and deadlines.

PHYSICAL EXAMINATIONS AND CARDIOVASCULAR SCREENING

Louisiana law requires that a student athlete's physical examination include cardiovascular prescreening. **This is required as well for band members and auxiliary units before performing at sporting events and Mardi Gras parades.** If the screening produces a positive finding, the student will be referred for further evaluation and testing before participating.

SUDDEN CARDIAC ARREST INFORMATION

Families of students participating in school sports receive educational materials about the causes of sudden cardiac arrest in children as part of the required physical examination and athletic permission forms. Please read these materials carefully and discuss any concerns with your child's physician.

Name, image, and likeness. Louisiana law permits high school athletes to earn compensation for the use of their name, image, and likeness. If your child is considering an NIL agreement:

- A student under 18 must have the written consent of a parent or legal guardian. **You should always speak to an attorney before signing any contract.**
- The student must disclose the proposed agreement to the school before signing it.
- A student may not use school facilities, apparel, equipment, uniforms, or intellectual property to earn NIL compensation unless the school permits it. **KIPP expressly does not permit this and any exception must be approved by the Chief Executive Officer (CEO) of KIPP New Orleans Schools.**
- The school may restrict NIL activity during academic activities, official team activities, and interscholastic athletic program activities.
- The school will not prevent a student from obtaining professional representation, and will not declare a student ineligible simply because the student earns NIL compensation.

NIL compensation may not involve adult entertainment, alcohol, cannabis, gambling, controlled substances, drug paraphernalia, performance-enhancing substances, tobacco or alternative nicotine products, or weapons.

Students enrolled in virtual schools. A student enrolled in a virtual school may try out for and participate in athletics and extracurricular activities at the public school the student would otherwise be zoned to attend.

16 OTHER POLICIES

16.1 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 laptop and software 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.

REASONABLE HOURS FOR ELECTRONIC COMMUNICATION**7 a.m. – 9 p.m.** Monday through Friday**10 a.m. – 6 p.m.** Saturday and Sunday**LIFE SAFETY EMERGENCIES**Students and families should contact **911** as their first responder.

Employees and students should refrain from electronic communication with one another 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).

16.2 GRIEVANCE POLICY**STEP 1****TALK TO STAFF**

Schedule a conference with the school staff member directly involved to discuss the issue.

STEP 2**SCHOOL LEADER**

If unresolved, request a meeting with the School Leader (a written letter outlining the issue, steps taken, and proposed solution should be provided first).

STEP 3**SCHOOL SUPPORT CENTER**

If still unresolved, submit the complaint to the KNOS School Support Center for review and a decision.

STEP 4**APPEAL**

The decision may be appealed to the KNOS Chief Executive Officer or designee, whose decision is final.

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:

1. the issue / concern / complaint;
2. what steps have been taken to resolve the situation;
3. the reason for the complainant(s)' dissatisfaction with the decisions previously rendered;
4. 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.

16.3 PARENTS RIGHT TO KNOW INFORMATION (ESSA)

Your child's school receives Federal Title I funds to assist students in meeting state achievement standards. This notice 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 Elementary and Secondary Education Act (ESEA). 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), signed into law in December 2015, 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)	time it takes students to complete the test	time and format of disseminating results
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All of the above information can be requested through your school principal.

16.4 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:

- 01** 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.
- 02** 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.
- 03** Provide opportunities for parents to learn how to support their children and understand the state's academic assessments.
- 04** Send communications informing families of school activities and programs.

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

16.5 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 students 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, and 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, and no person will be allowed to conduct an activity on school premises without prior approval by the School Leader. All classroom observations must be approved by the School Leader.

KIPP New Orleans Schools holds its staff to a high standard of professionalism and of 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. For purposes of this section, "public" means all persons when on school property or attending a school function, including students, teachers, and other personnel. The restrictions in this code are not intended to limit freedom of speech or peaceful assembly; their purpose is to maintain public order and prevent abuse of the rights of others.

PROHIBITED ON CAMPUS

Visitors are strictly prohibited from possessing weapons on school premises except in the case of law enforcement or authorized agencies. The possession or use of controlled substances and the consumption of alcohol on KNOS property are strictly prohibited. Visitors are prohibited from conduct that is disruptive or dangerous or that interferes with the normal operations of the school — for example profane language, obscene gestures, fighting, verbal threats, excessive noise, or intoxication. Any such conduct is grounds for removal from the premises, a report to law enforcement, and/or restriction of future visitation privileges.

Staff are expected to attempt to defuse volatile situations where a parent or 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 or 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.

16.6 VOLUNTEERS

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

16.7 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, and the KNOS Activity Funds Compliance Manual.

STUDENT FEE	AMOUNT	PURPOSE	DUE DATE
Technology	up to \$60.00	Repairing and replacing student technology	September 30
School Supply	up to \$25.00	Replenishing school supply materials for student use	September 30
Student Activity	up to \$25.00	Supplementing the cost of school-wide and grade-level events	September 30
Athletics / Auxiliary	up to \$800	Team expenses such as uniforms, equipment, referees, field rental, and transportation	First day of the season
Band	up to \$150	Instrument repairs, materials, and transportation	First day of the season
Commencement	up to \$500	Graduation ceremonies, Ring Ceremony, cap and gown	December 1
Field Trips / Travel	varies by destination (e.g. up to \$1,500 for international learning experiences)	Trip expenses including transportation, admission, meals, and hotels	One week prior to the trip, or when 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, available in each school's front office. The school leader or designee will review each request and make a determination within 10 business days. Parents and guardians who meet the following criteria are 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.

16.8 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 requires its staff, teachers, employees, and students to abide by the requirements of Title IX of the Education 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 place directly related to school functions or an employee's school-related duties. No student shall be subjected to sexual misconduct, sexual assault, or sexual harassment by other students, staff, or employees. This policy is enforced regardless of whether a complaint has been filed with, or an investigation instituted by, any law enforcement agency.

Sexual harassment occurs when education benefits are conditioned upon participation in unwelcome sexual conduct (quid pro quo); when 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 in cases of 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, including unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent, 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 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, and Title IX protects all students 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.

TITLE IX COORDINATOR

Questions regarding Title IX may be referred to the U.S. Department of Education, Office for Civil Rights, or to KNOS's Title IX Coordinator, James P. O'Donnell, at 504-373-6269 or jodonnell@kipppneworleans.org. KNOS's full Title IX Policy can be viewed on the Documents page of kipppneworleans.org.

School resource officers and school security personnel. Louisiana law governing prohibited conduct between educators and students also applies to school resource officers and school security personnel.

16.9 EXPECTANT PARENT NOTICE

U.S. Department of Education regulations concerning pregnancy and related conditions provide that a school receiving federal funding shall not discriminate against any student on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from these conditions. Where an institution does not maintain a leave policy for its students, or a student does not otherwise qualify for institutional leave, the institution must treat such conditions as justification for a leave of absence for as long as is deemed medically necessary by the student's physician. This information is provided 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.

BASIC RIGHTS UNDER TITLE IX

Your school must excuse absences 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. It is illegal for schools to exclude a pregnant student from participating in any part of an educational program; special instructional programs may be offered, but participation must be completely voluntary.

MAKING UP MISSED WORK

Students who might be, are, or have been pregnant have the same access to school programs and educational opportunities as other students. Absences due to medical conditions relating to pregnancy must be excused for as long as medically necessary, and these rules supersede any classroom-based attendance policy. The student must be given the opportunity to make up missed work with the goal of graduating on time — for example retaking a semester, online credit recovery, or additional time in a program, especially after longer periods of leave.

16.10 HOMEWORK ASSISTANCE NOTICE

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

16.11 MANDATORY REPORTING HOTLINE NOTICE

SUSPECTED CHILD ABUSE OR NEGLECT

Anyone who has reason to believe a child's physical or mental health or welfare is endangered as a result of abuse or neglect must immediately report it to the Department of Children and Family Services (DCFS) and local or state law enforcement.

1-855-4LA-KIDS (1-855-452-5437)

All teaching and 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 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.

All KIPP New Orleans Schools employees are mandatory reporters under Louisiana law and complete required training through the Department of Children and Family Services. Any alleged child abuse that occurs in a school setting is reported immediately by the school to the child's parent or legal guardian and to local or state law enforcement, regardless of who is alleged to have committed it. If more than one child is involved in the allegations, the school will notify the parent or legal guardian of each child involved.

Human trafficking prevention. KIPP New Orleans Schools maintains a policy on identifying and reporting suspected human trafficking involving students. Each school designates at least one staff member — a school counselor, mental health professional, or administrator — who completes annual advanced training on this topic. All KNOS employees are mandatory reporters. Any staff member, student, or family member who suspects a student is being trafficked should report it immediately to a school leader, to law enforcement, or to the Louisiana Child Protection Hotline at 1-855-4LA-KIDS (1-855-452-5437).

16.12 SERVICES FOR HOMELESS YOUTH (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, in effect since 1987, defines children and youth who are homeless as individuals who lack a fixed, regular, and adequate nighttime residence, and ensures that they enroll and succeed in school.

SITUATIONS THAT MAY QUALIFY

- 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 physical custody of parents or guardians.

STUDENTS MAY BE ENTITLED TO

- Continue at the school they attended before becoming homeless (the school of origin), or the school in which they were last enrolled;
- Help with school enrollment, even without normally required documents such as immunization records or proof of residence;
- Transportation to and from their school of origin, and free school meals;
- Waivers, reductions, or payment plans for school fees including field trips, physical education fees, and lab fees;
- Help obtaining extra academic supports and school supplies, and connecting to community social service agencies.

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

Food insecurity screening. The residency questionnaire may also include questions about food insecurity. Families receive this questionnaire when a student enrolls, when a family's address changes, and at any point when school staff have reason to believe a family may be experiencing food insecurity. If responses indicate that a student may be at risk, the school will provide the family with information about federal, state, community, and school resources that may be available, including school meal programs. Sharing this information is voluntary and confidential, and it does not affect a student's enrollment or standing in any way. Families who need food support at any time may contact their school's social worker or counselor directly without waiting for a questionnaire.

16.13 UNSOLICITED IN-KIND DONATIONS

KIPP New Orleans Schools does not accept, and holds no duty to accept, unsolicited in-kind donations of movable goods from any individual, organization, or other entity. Any party interested in donating such goods to KNOS or an individual school should contact the central office at 504-373-6269. The region's CEO or designee and/or the school's School Leader will make the determination to accept or reject any offered in-kind donation, and the rationale for the decision will not be provided to the donor. The decision maker may consider the following factors, among others:

Is the donation consistent with KNOS's goals, values, and purposes?	Is the donation consistent with KNOS's current needs?
Is the primary intent of the donation to advance a separate individual's, organization's, or entity's values or purposes?	Does the donation violate the legal or ethical obligations of KNOS or its employees?
Does the donation have the potential to damage the brand, reputation, or image of KNOS, its employees, or students?	Can and will the goods be used in accordance with the donor's intent, and is the donation reflective of the greater KNOS community?

16.14 MENTAL HEALTH EDUCATION

IF YOU OR SOMEONE YOU KNOW IS IN CRISIS

Call or text 988 — multilingual crisis counselors, 24/7

Call 911 for emergencies. Visit 988lifeline.org for chat, ASL Videophone, TTY, and other available communication methods and accommodations.

In accordance with La. R.S. 17:271.1, KIPP New Orleans Schools makes available instruction and resources related to mental health to all its students and their families. To access these resources, please visit kippneworleans.org.

16.15 DRUG & ALCOHOL PREVENTION EDUCATION

In accordance with La. R.S. 17:404, KIPP New Orleans Schools makes available instruction and resources related to youth drug and alcohol prevention to all its students and their families. To access these resources, please visit kippneworleans.org. **Drug-free school zones.** Louisiana law provides enhanced criminal penalties for drug offenses committed in a drug-free school zone.

16.16 YOUTH SUICIDE PREVENTION EDUCATION

In accordance with La. R.S. 17:282.4, KIPP New Orleans Schools makes available instruction and resources related to youth suicide prevention to all its students and their families. If you or someone you know is in crisis, call 911 for emergencies or call or text 988 to be connected with multilingual crisis counselors 24/7. Visit 988lifeline.org for chat, ASL Videophone, TTY, and other accommodations; louisiana988.org is also available.

16.17 ORGAN DONATION EDUCATION

In accordance with R.S. 17:280.2 and 3996(B)(75), KIPP New Orleans Schools makes available instruction and resources related to organ donation to its high school students and their families. To access these resources, please visit knos.pro/organdonation.

16.18 FINANCIAL LITERACY EDUCATION

In accordance with La. R.S. 17:270, KIPP New Orleans Schools makes available instruction and resources related to financial literacy to its high school students and their families. To access these resources, please visit knos.pro/financialliteracy.

16.19 EMPLOYMENT CERTIFICATES FOR MINORS

Schools no longer issue work permits or employment certificates for students. A minor seeking employment now submits the required documentation directly to the employer with the consent of a parent or legal guardian.

KIPP: NEW ORLEANS SCHOOLS

All students will learn and achieve at high levels if given the opportunity.

Great education transforms lives.

STUDENT AND FAMILY HANDBOOK · 2026-27