



Foundation Preparatory



COMMUNITY ACADEMIES

**STUDENT/FAMILY
HANDBOOK
2024-2025**

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MESSAGE FROM THE PRINCIPAL

Greetings Foundation Preparatory Academy Families,

Welcome to the 24-25 school year! My staff and I are super excited to welcome our Prepsters back to our school community and welcome our new Prepsters.

This year, we are moving forward with our continuous commitment to academic excellence and social-emotional empowerment for both our students and staff. We will dive deep into our school's data, looking at every aspect to support our students holistically. We will focus on the following data points: attendance, behavior, social-emotional screeners, exit tickets, classroom and network assessments, homework and classroom participation; as well as the following state assessments: Dibels, ELPT, LEAP Connect, and LEAP 2025. These data points will provide our team with a true story of your child's progression both academically and socially over the course of the school year.

It is our hope that you will participate in this school year's journey with us. We are asking all parents to make a commitment to being actively involved in their child(ren)s' schooling and our school community. Parents that are actively involved in their child(ren)s' educational journey helps the school to create additional opportunities for success. Our partnership will promote unity and ensure success for all!

We are here to help our students reach their full potential and highest level of academic achievement! FPA is such a special place to learn and grow. We are proud of our beautiful school and have high expectations for each and every student. Our students are smart, strong, and resilient. Together with our dedicated staff, we strive to make connections with students to help them feel seen, heard, valued, accepted, and safe.

FPA believes that all students can learn and will learn by what we do each and every day! Again, we are truly honored and blessed to have your child(ren) join or continue growing with our school family for the upcoming school year. Please remember, my door is always open, and I am here as your partner in the development of your child(ren)'s educational success. Again, welcome to the best school year ever!

With purpose,

Mrs. L. Marshall, M.Ed.
Principal

Foundation Preparatory Academy Family Association

Cheers to another school year and another year for our prepsters to become the premier students of New Orleans. We are here to announce our parent-teacher association, Foundation Preparatory Academy Family Association. We look forward to being at your service to help navigate these difficult and challenging times.

As we move forward, Foundation Preparatory Academy Family Association (FPAFA) wants to help you navigate through these times with monthly meetings, volunteering opportunities, and information forums to discuss challenges for families and students.

We are here for the parents, the staff, the teachers, and especially our prepsters to usher in a new level of academic and life success.

If you have any questions, comments or concerns, feel free to contact the Foundation Preparatory Academy Family Association (FPFA) at 504-434-0521.

Thank You!

CANO VISION

CANO's vision is to build a system of exemplary schools, deeply influenced by our students, families, and communities, with graduates who are committed to being community advocates and leaders. CANO will strive for academic performance at each of its schools while securing partnerships and programming that use community assets to support the schools and students. In doing this, CANO brings a fresh, yet grounded vision to the New Orleans charter landscape and forges a new path ahead for students, families, and communities.

CANO MISSION

Community Academies' mission is to cultivate schools that nurture students' character and critical thinking ability in responsive learning environments, thereby equipping them to be impactful community leaders.

CANO VALUES

- **INTEGRITY.** We always do the right thing.
- **TEAMWORK.** We work and grow together.
- **PASSION.** We love our students; our community; our work;
- **DIGNITY.** We value and respect every member of our community.
- **COURAGE.** We approach challenges with optimism and confidence.

The CANO Way

The CANO Way is the way in which all CANO staff work diligently to cultivate students to become leaders in their communities and beyond. There are four pillars that uphold our CANO values that guide us through actions to achieve success. The pillars stand for:

C is for create: We always create opportunities for our school community to succeed

A is for accountable and accept: We always are accountable for and accept how our actions impact our school community

N is for navigate: We always navigate challenges as a team for the greater good

O is for own: We always own our successes and failures to learn, grow, and improve

SCHOOL MISSION

Through an achievement-oriented school culture, rigorous curriculum, and a values-based character education, Foundation Preparatory Charter School equips all its students for academic and life success.

SCHOOL CORE VALUES

- *FOCUS.* We always work towards our goals.
- *INTEGRITY.* We always do the right thing.
- *RESPECT.* We always show care and love.
- *SELF-DETERMINATION.* We always try our best and never give up.
- *TEAMWORK.* We always work and grow together.

RESPONSIBILITY AND ACCOUNTABILITY

Parental involvement in a child's educational life is critical to a child's success. We highly encourage parents to develop strong positive partnerships with the School. Each entity must assume a tremendous responsibility in order for your student to have the most successful educational experience as possible. We will uphold the standards that are required of us to educate, love and support your child. We trust that you will do the same. There will be ample opportunities to

volunteer, chaperone or otherwise visit the School, please take advantage of all the opportunities to engage with the School community. It is a privilege to have you and your student a part of our school community. We encourage you to join with us as partners to fulfill the social and academic success for our students.

PHILOSOPHY

Determined to ensure equitable education for all students close the achievement gap of students in New Orleans, and dedicated to the philosophy that the road to academic success starts in kindergarten, Foundation Preparatory Academy Charter School brings our mission to life by providing a purposeful learning environment driven by a high expectations culture, best practice instructional strategies, and great human capital.

In the long term, proposes to be part of the larger solution to increase the percentage of college graduates in our community. In the short term, we seek to provide a high quality elementary grade option for families in New Orleans. Our long term vision is that 100% of students that matriculate from Foundation Preparatory Academy Charter School are prepared for demanding high schools, colleges, and entrepreneurial experiences. We also want our students and their families to be excited, prepared, and ambitious for the opportunities that all future learning can provide. Our vision is to produce students with the literacy and math skills to open every classroom door, and the character to tackle the academic work life challenges that lie ahead.

Foundation Preparatory Academy Charter School students will leave us having gained the academic knowledge and developed the character necessary to advocate for themselves, their families, and their community in the pursuit of making a better New Orleans and world.

WHO WE ARE

Charter Management Organization (CMO)

Chief Executive Officer, Myrialis King, Esq.

Chief Academic Officer, Nikki Garrison

Chief Financial Officer, Keeanya Chenier

Chief Schools Officer, Nicole Saulny

School Leadership Team

Principal, Latoya Marshall

Instructional Coach, Kristin Sylve

Culture Coordinator, Alguan Spikes

Students with Exceptionalities Coordinator, Jacqueline Harris-Williams

Emergent Bilingual Coordinator, Ana Nieves

Operation Manager, Lauren Williams

Administrative Assistant, Irene Thu Hoang

School Counselor, London Kennedy

School Nurse, Roneisha Heim

PANDEMIC NOTE

The purpose of this handbook is to inform parents/guardians of policies, procedures, and school-wide expectations in an effort to build strong and lasting partnerships to aid in your child's educational journey. Although, the global pandemic and national crisis in which greatly impacted our lives for several years has mostly subsided, we will continue to follow all Center for Disease Control guidelines and state and local guidelines for all school based operations, transportation,

school safety, etc., as the information is made available to CANO. At any point, the state, NOLA-PS or CANO, can choose to adjust (within the guidelines) based on how the plan is going. If the state, NOLA-PS or CANO, feels a model is not working to safely educate our children, the state, NOLA-PS, or CANO have the flexibility to re-evaluate. The priority, across the board, is keeping children, educators, school teams, and families safe. We are confident that while we continue to be impacted by COVID-19 our CANO schools are up to the challenge!

While we have removed the COVID-19 Appendix from this handbook, CANO reserves the right to reinstate COVID-19 policies as deemed necessary due to covid guidelines by Federal, State, and local agencies.

POLICY AND PROCEDURES

Hours of School Operations/School Day

In order for our students to grow both academically, socially, and creatively it is imperative they are in school everyday and on time. Our school day begins at 7:45am and ends at 3:45pm. Students cannot be dropped off any earlier for safety reasons.

Tardy and Attendance Policy

In order for our academic program to be successful, it is absolutely essential that students be present in school on a consistent basis. The attendance policy at all CANO schools is reflective of what Louisiana requires for all children. Louisiana requires students to attend school for a certain number of days to be promoted to the next grade and earn credit for a course. Under the law, students must attend school from age 5 to 18 or until they graduate from high school. Students are required to attend school regularly and must attend at least 63,720 minutes to earn credit and be eligible for promotion to the next grade. Students are chronically absent if they miss 10% or more of school days for any reason.

***** Per Louisiana Law: School attendance, duty of parents and excessive absences are mandated to be reported.**

The state law holds parents responsible for the regular school attendance of their children. Parents or students who violate the school attendance law may be guilty of a petty misdemeanor.

If a student has one or more instances of tardiness or unexcused absences, the parent/guardian may expect the school to take one or more of the following actions:

- Phone call or letter to parent/guardian
- Parent/guardian conference at school
- Parent/guardian conference or home visit with the school social worker.

Excessive and unexcused absences/tardies will be turned over to the District's Truancy Officers.

Students who are absent more than 150 days per school year may be retained unless they are officially excused from school. Louisiana state law considers a student to be habitually absent or tardy if the situation is not corrected after the fifth unexcused absence or the fifth unexcused occurrence of being tardy in a semester

1. A doctor's excuse presented within 5 days of the absence is required for the absence to be excused. A death in the family should be verified by the article in the newspaper. Absences for legal obligation will also be excused with proper documentation.
2. Students or parents should request from the teacher any make-up work the student has missed. Make-up work is to be completed in an equal number of days as the number of days absent. All requests must be made no later than 10 school days, after returning to school.
3. Please remember, even if an absence is excused, it still counts as an absence on the report card.
4. The maximum number of allowable unexcused absences for an elementary school student is 150 days. Absences that are greater than the allowable amount will result in retention.

Exempted and Excused: The student is allowed to make up the missed work and the absence is not counted against the student. (Notes provided by doctor or for religious holidays)

Non-Exempt and Excused: The student is allowed to make up missed work and the absence is counted against the attendance requirement (An example is personal or family illness documented by a parent’s note).

Unexcused: The student is not allowed to make up the missed work and the absence is counted against the attendance requirement.

Suspensions: The student is allowed to make up the missed work but the absence is counted against the attendance requirement.

Tardy: After five occurrences of tardies- weather arriving late, leaving early, or checking out before the scheduled dismissal time-will be considered equivalent to one absence under our attendance policy.

Reminders For Parents

If your child is absent, please call the Main Office before 8:30 am in order to inform the school of the status of your child. If a student is absent the parent/ guardian will be called via robo message that your child was absent. You may also inform your child’s teacher on Class Dojo. In your phone call, voicemail, and nights, please indicate your child’s name, your relationship to the child, and the reason for the date(s) of the child’s absence. When a student returns from an absence, he/she must bring in a written signed note by the parent/guardian explaining the absence within 48 hours of absence. This note must be given to the teacher. A doctor’s, dentist’s or nurse practitioner’s written statement of student’s incapacity to attend school shall be required for those absences for three (3) consecutive days due to illness, contagious illness in family, hospitalization, or accidents. **Students who have 10 or more days of absence will be considered for retention.**

The following table outlines CANO policy for Unexcused Absences

<i>Our classroom teachers/co-teachers are the first line of communication as it relates to student attendance. If a student has missed class a teacher/co-teacher should make a courtesy call home to inquire about the student's absence. Information obtained from the call or if you were not able to reach a parent/guardian should be documented in our data system.</i>		
# of days Absent	Recommended Intervention	Staff supporting
1 st - 2nd Unexcused Absence	<ul style="list-style-type: none"> • Phone call to parent/guardian to inquire about absence OR Robo Call • Offer support 	<ul style="list-style-type: none"> • Teacher/Co-Teacher/OfficeStaff/CIS Coordinator by end of day. • Teacher/Co-Teacher/Officer Staff/CIS Coordinator documents a plan if any is created.
3rd Unexcused Absence	<ul style="list-style-type: none"> • Phone call to parent/guardian to inquire about absence and to discuss a support plan to prevent further absences • 3rd Day Absence/Request for Attendance Conference/Meeting Letter is sent home by CIS Coordinator. The letter should indicate the student is considered habitually absent and is explained in Bulletin 741- Chapter 11. • Purpose of the conference is to review prior interventions and assess reasons for continued 	<ul style="list-style-type: none"> • Office staff • Teacher informs the CIS Coordinator by the end of day. • CIS Coordinator sends letter to family by certified mail

	unexcused absences and/or tardies by creating an Attendance Contract	
5th Unexcused Absence	<ul style="list-style-type: none"> Students and their family are referred to Families In Need of Services (FINS) by CIS Coordinator or the school's designee. Student becomes case managed. 	<ul style="list-style-type: none"> CIS Coordinator CIS Coordinator will document conference in home visit in JCAMPUS
10th Unexcused Absence	<ul style="list-style-type: none"> Refer to Truancy Court. 	<ul style="list-style-type: none"> CIS Coordinator will initiate the referral and document in JCAMPUS
Any Absence*	Family receives robocall	<ul style="list-style-type: none"> Data Manager

Student pick-up and drop-off

Parents/Guardians or their authorized designee (a person of 18 years of age or older listed in the emergency contact information) may pick a student up directly from school at dismissal time. A designated area for pick-up will be indicated.

In case of an emergency and you can not arrive during dismissal to pick-up your student you should contact the front office as soon as possible. Under no circumstances should parents/guardians contact students in their classroom or attempt to remove the student from the building without notifying and receiving permission from a staff member in the front office.

Parents/Guardians who drive students to school in the morning are requested to pull up in the designated area. A staff member will be at the designated area to greet you and escort the student safely into the building. Students may not be dropped off at any other location where there is no adult present to escort the student safely into the building.

Late Student drop-off/pick-up

When a student arrives late or leaves early:

- They must be signed in at the front office to receive a pass before entering class.
- If a student must leave during the school day, he/she must be checked out in the office by a parent or guardian listed on the emergency contact list. Parents/guardians must wait in the front office for their child (ren) to be called. Proper identification is required to check out a student.
- No student will be released to a person not listed on the emergency contact or to a person without proper identification. This is for your student's safety.
- No check out request or change will be honored within an hour of dismissal.
- Check outs, as well as tardies, are absences from school, and as such will be counted against perfect attendance.

Weather Closing

In the event of an emergency closing of school or early dismissal of students due to inclement weather or any emergency, announcements will be made via robo calls, over social media, CANO/NOLAPS website, and news outlets when possible.

BUILDING SAFETY AND SECURITY

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone's part will go a long way in guaranteeing that the business of the school-teaching and learning-can take place.

Single Point of Entry

As per Foundation Preparatory Academy Charter School safety policy, we have one single point of entry for visitors on our campus. Every visitor must present a picture I.D. and utilize the main office entrance where they must sign-in at arrival and sign-out before leaving the campus. This process will take place at the front office.

Closed Campus

Once students have entered the school in the morning, students may not leave the school building under any circumstances without permission. A student with permission to leave may only leave under the escort and supervision of a school staff member or an authorized adult. If a student violates this rule, they will be subject to a suspension, contingent on a parent/guardian family conference. Students should be aware that the school has several neighbors and should be respectful and courteous of their needs.

Visitor Policy

All visitors are required to report to the front office upon entering the building. Any visitors, including parents, who do not report to the front office or are found in the building without authorization will be asked to leave immediately. We value parent support and encourage parents to visit the school campus. However, it is important that our policy is followed to ensure the safety of all. Please see the section on parent involvement for more detail.

Search and Seizure

Our CANO schools will operate with in the context of LAC 28: CXV.1317 A.) Any teacher, principal, school security guard, or administrator to search any building, desk, locker, area, or school grounds for evidence that the law, a school rule, or parish or city school board policy has been violated. B.) The teacher, principal, school security guard, or administrator may search the person of a student or his personal effects when, based on the attendant circumstances at the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, a school rule, or a school board policy. Such a search shall be conducted in a manner that is reasonably related to the purpose of the search and not excessively intrusive in light of the age or sex of the student and the nature of the suspected offense.

In order to maintain the security of all students and school staff, Foundation Preparatory reserves the right to conduct searches of students and their property. In particular, backpacks are subject to searches upon arrival or otherwise during the school day on a daily basis.

School cubbies, desks, and lockers which are assigned to students for their use, remain the property of the school and students should therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time. The school may also search a student's backpack, purse, gym bag etc. with reasonable cause.

Fire Safety Procedures

The safety of our students is of great importance to us. The school holds regular drills to teach students to stay calm in the event of an emergency. Therefore, fire drills are held on a regular basis and tornado drills may be held each semester. A fire drill consists of the fire alarm being pulled by a school staff member. Upon hearing the alarm, school staff will

assemble students in their location and proceed out of the building according to the fire evacuation plan posted in each room. Detailed exit plans are posted inside each classroom. Each class has an exit route to an outside area a safe distance from the school building. Students should follow the direction of the staff, who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance. We also have a School Emergency Management Plan.

Pulling the fire alarm in the absence of an emergency is not only a violation of our Student Code, but against the law. Students who do so face suspension or expulsion from school.

Lock-Down Procedures

A lock-down is called when there is an immediate and imminent threat to the school building population, possibly involving dangerous intruders. To notify students and staff of a lock-down, an administrator will make an announcement via the public address system or Crisis Team members will go classroom to classroom to inform teachers of the situation.

Principals or designee:

- Will announce over the public address system that a lock-down is in effect;
- Will call 9-1-1 or use first responder radio to notify New Orleans Police Department of the emergency and the need for immediate police assistance;
- Will notify CEO; and
- Will make an announcement:

Teachers will:

- Secure students in their rooms;
- Lock/secure doors;
- Move students out of line-of-sight of door windows, using tables as shields if necessary;
- Take attendance; record missing and extra students;
- Have students remain quiet;
- Refuse to open doors for anyone under any circumstances;
- Wait for further instructions;
- Allow no one to leave until an “All Clear” is called;
- Administrator(s) and custodians will immediately lock all exits

STUDENT LIFE

Uniform Policy

Foundation Preparatory Academy students will adhere to our uniform policy. Students will be expected to wear their school uniforms, and be well groomed daily.

All Students in grades K thru 8th Grade

Black Pants (**K- 8th Grade**)

Gray Polo Shirt with logo (**K- 2nd grade**)

Purple Polo Shirt with logo (**3rd-8th grade**)

Purple T-shirt with logo

Sweaters/Sweatshirts require the school logo or solid black or gray sweaters may be worn. Hoodies are not considered school sweaters or sweatshirts and are not permitted.

Belt if necessary (no studs, designs, etc...)

Socks

Shoes

Student ID (5th - 8th grades only)

Outerwear/Jackets Outerwear/Jackets are not allowed to be worn inside the school building.

The uniform policy will be strictly enforced. Parents will be contacted to bring proper uniforms.

Student Fees

Late Pick-ups (after 3:45 pm) Early Release Days (after 12:00 pm)	\$10 per child 30 minutes after 3:45 pm. \$5 for every 15 minutes thereafter (cash payment due by the end of the week.)
Copies of Documents	.50 per page (cash payment due at the time of service)
Technology Fee	\$25 Our school provides technology devices for your child to use while at school and periodically for use at home. This ensures that your child is able to use the latest technology to further their education. We require a small fee to partially cover the purchasing and maintenance of those devices. Additionally, if your child damages the device, while not at school, you are responsible for the cost of repairs or replacement. (Cash payment due upon registration)
Uniform Shirts (sold Logo Express)	
K-2nd	Gray Polo Shirt \$20 T-shirt \$15
3rd -8th	Purple Polo Shirt \$20 T-shirt \$15 Sweatshirts \$30
Extracurricular Activities (band/drill team, dance team, cheerleader, football, basketball, soccer, etc.)	Team dues will be provided during the respective extracurricular activities' registration.

**All Fees are payable in cash at the school's front office. Receipts will be issued for all transactions.*

Student Cell Phone, Earbuds/earplugs, Smart watches and other devices

Students in grades pre-kindergarten through 2nd grade will not be allowed to have cell phones on campus. If for any reason a parent/guardian should need to contact the classroom teacher, and/or school staff will make the phone call.

Cell phones or any electronic devices will not be allowed/permitted in the classroom or other school activity, including field trips. Parents who wish to communicate with the school about their child for any reason are encouraged to notify the school office. Students may access a school phone under the supervision of a staff member to call home, if ill or in case of emergency, etc. Recognizing that many students have cell phones due to safety needs, Foundation Preparatory Academy Charter School has established a process for students to check in cellular/electronic devices. Cell phones must be checked in as they enter the school/classroom during the homeroom period. Students that are tardy should turn phones into a homeroom teacher or Culture Coordinators. Cellular phones will be secured and returned to students at the end of the school day. The school shall not be responsible for lost, stolen or damaged cell phones or devices.

If there is a report of a student with a cell phone in their possession anytime during the school day a teacher, a member of the Culture Team or other administrator will confiscate the cell phone.

If a cell phone is confiscated the following consequence ladder will be followed:

- 1st time-parent/guardian must pick up the phone
- 2nd time-the device will be held for 2 weeks and a disciplinary action will be given to the student
- 3rd time-the device will be held until the end of the school year and a disciplinary action will be given to the student

If there is a report of a student having a cell phone in their possession anytime during the school day and there is an allegation of improper cell phone usage the cell phone will be confiscated and the student will be allowed due process. The student may be asked to open the device to prove otherwise. If there is evidence of inappropriate content further disciplinary actions will be taken.

Earbuds/earplugs and smart watches are not allowed on any CANO campus. Smart watches and earbuds/earplugs will be confiscated if brought on campus. Students who refuse to relinquish these items upon request will face disciplinary consequences. Once confiscated, the item may only be retrieved by a parent. More than one incident will result in a consequence.

Field Trips

The school's curriculum may sometimes require outside learning experiences. During these activities, it is important for all students to be responsible for their behavior since the site of the activity is a temporary extension of the school grounds. A permission slip that allows students to attend each school field trip will be sent home prior to the trip and should be signed by a parent/guardian. The slip will include the date of the trip, place, time, cost, and deadline for returning the permission slip. Students who fail to return the signed permission slip or who are not permitted to attend the particular trip as a result of a loss of privileges will not be eligible to participate and may be required to remain on campus in another classroom.

Field trips are for Foundation Preparatory Academy Charter School students only. School rules will be enforced during field trips. If, while on a field trip, a student misbehaves, he/she will be disciplined according to school policy and may not be allowed to attend future field trips.

Extracurricular Activities

We fully understand that often students are motivated and have a joyful school experience when they have the opportunity to display their talents through extracurricular activities. We offer a variety of activities such as: marching band, choir, dance team, cheerleading, girls and boys basketball, football, soccer, volleyball, theater etc.).

In order for all students to participate in any extracurricular activity they must adhere to academic and behavioral expectations. Students wanting to participate will be required to sign a contract promising to adhere to academic and behavior expectations. Any breach of contract will eliminate students from participation. Students must maintain a (2.0 GPA). Student GPA will be reviewed each quarter and students who are in jeopardy of falling below will be notified and given opportunities to focus on their academics in an effort to meet the GPA standard.

It is imperative that students maintain outstanding behavior. Many extracurricular activities require students to be bussed off campus to other facilities/sites. We must ensure that students will behave in a manner that is representative of **Foundation Preparatory Academy** values. The expectation is that the student does not have multiple suspensions and/or referrals to the Student Hearing Office. In the event a student is on a team and an infraction occurs they will be asked to sit

out from that team/activity for five months. After the five month period the student will have an opportunity to be reconsidered to participate through the following process:

- Typed one page statement about changes in behavior.
- 3 letters of recommendation from current advising teachers.
- A letter from parent/guardian expressing plan of being child's accountability partner.

Parents/guardians and/or family members are expected to interact in a respectful manner towards all CANO staff/coaches managing, supervising and supporting extracurricular activities. Any violation of this will result in the parent/guardian and/or family member banned from campus and participation in any school related activities and/or events. The student will be fully removed from participating in the activity.

GENERAL SCHOOL INFORMATION

Family Orientation

Family Orientation is an opportunity for families and school staff to begin building the most important partnership that our students can have. Prior to the start of school all families will be invited to bring their students to Family Orientation. During this time the school will review important school information and school-wide expectations. Students and families will meet their classroom teacher and other staff members.

Visiting the school/classroom

Our school encourages visitors and volunteers. We ask that all visitors reach out to the school principal to discuss the purpose of the visit. All classroom and school visits must be arranged through the school principal. Visits will be granted based upon availability and school schedule. When observing in the classroom, visitors are asked not to disrupt the instructional process of students or to attempt to conduct individual conversations with the teacher or staff during the school day. Visitors who are disruptive to the educational process will be asked to leave our school's campus and may be banned. A notice will be mailed outlining the specific reason for the ban and terms indicating the duration of the ban.

Visitors must be dressed and behave appropriately. Short dresses, skirts or shorts and/or other provocative and inappropriate clothing will not be allowed. Examples of clothing considered inappropriate include but are not limited to:

- Suggestive or revealing clothing, including bare midriff and torn, weathered or ripped pants;
- Clothing that includes profane or inappropriate words, symbols, picture, signs or racial slurs;
- Clothing that celebrates violence, drugs, alcohol, or sexual activity;
- Tank tops, spaghetti straps, halter tops and undershirts worn as outer garments;
- Clothing that reveals undergarments, including pants worn below the waist;
- Sandals or other shoes without backs an open-toed that interfere with active field trips; and
- Pajamas or sleepwear

Home visits

We strongly believe that Home Visits serve as building blocks to a solid relationship between home and school. Periodically throughout the school year you may receive a visit from school staff. The purpose of the visit can vary from just a wellness check to sharing exciting news to addressing academic and/or behavior concerns.

Fun Family events/activities

Throughout the school year, Foundation Preparatory Academy Charter School will have scheduled Family events and activities. All parents/guardians are invited and encouraged to attend. It is important that our students share their JOY of school with you. You will receive a calendar for the school year with scheduled events and activities.

Birthday Celebrations

Parties and celebrations are at the discretion of each teacher. Parents must get permission from the classroom teacher so the best day of the week and time can be determined. Each teacher will provide the appropriate time if allowed. The teacher will provide the parent/guardian with a food allergy list. All outside food must be prepackaged. Please limit your guest to two visitors maximum at the time of the celebration.

Field Trips

The school's curriculum may sometimes require outside learning experiences. During these activities, it is important for all students to be responsible for their behavior since the site of the activity is a temporary extension of the school grounds. A permission slip that allows students to attend each school field trip will be sent home prior to the trip and should be signed by a parent/guardian. The slip will include the date of the trip, place, time, cost, and deadline for returning the permission slip. Students who fail to return the signed permission slip or who are not permitted to attend the particular trip as a result of a loss of privileges will not be eligible to participate and may be required to remain on campus in another classroom.

Field trips are for Foundation Preparatory Academy Charter School students only. School rules will be enforced during field trips. If, while on a field trip, a student misbehaves, he/she will be disciplined according to school policy and may not be allowed to attend future field trips.

Chaperones

Chaperones to field trips are a representation of our school. Chaperones must follow the lead teacher or administrators directions and refrain from disciplining any student(s). It is the expectation of the school that chaperones dress and behave for the occasion. All chaperones must pass a background check in order to participate as a chaperone.

*****Please see the section under Visiting the School/Classroom*****

Technology

Our school provides technology devices for your child to use while at school and periodically for use at home. This ensures that your child is able to use the latest technology to further their education. We require a small fee to partially cover the purchasing and maintenance of those devices. Additionally, if your child damages the device, while at school or at home, you are responsible for the cost of repairs or replacement. Any Chromebook, laptop, hotspot or other technology distributed by the school is the school's property. Parents and guardians are responsible for any loss, theft, or damage and may be charged up to \$250.

Internet/Computer

Acceptable use:

The internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. Foundation Preparatory offers internet access to students and staff. The primary purpose of providing access to the internet is to support the educational mission of the school. The school expects that students and staff will use this access in a manner consistent with this purpose.

While the internet is a tremendous resource for electronic information, it has the potential for abuse. The school makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the internet. Users of the school's internet service assume full responsibility for any cost, liabilities, or damages arising from the way they choose to use their access to the internet.

Unacceptable use:

The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of the school's internet service:

- Disclosing, using or disseminating personal identification information about self or others;
- Accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
- Using the internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- Using the internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
- Vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- Copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the Computer Teacher or School Director.
- Plagiarizing material obtained from the internet. Any material obtained from the internet and included in one's own work must be cited and credited by name or by electronic address or path on the internet. Information obtained through email or news source must also be credited as to sources;
- Using the internet service for commercial purpose;
- Downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives, disk, or thumb drives without prior permission of the Computer Teacher; and
- Overriding the internet filtering software.

Consequences for improper internet/computer usage

Access to the school's internet service is a privilege not a right. The school reserves the right to deny, revoke or suspend specific user privilege and/or to take other disciplinary action, up to and not including suspension and/or recommendation for expulsion or contacted law enforcement for any illegal activity performed on the school's internet and/or computer. The school will advise appropriate law enforcement agencies of illegal activities conducted through the school's internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.

Computer/Internet Privacy

Internet messages are public communication and are not private. All communication including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

Computer/Internet Safety

The following are basic safety rules pertaining to all types of internet applications:

- Never reveal any identification information such as names, age, address, phone numbers, parents' names, parents' employers or work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- A student should immediately tell a teacher or staff if they receive a message that they believe is inappropriate or makes them feel uncomfortable.

- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If a student suspects that someone has discovered their password, they should change it immediately and notify a teacher.

STUDENT RECORDS

General

Federal and State laws provide parents/guardians and eligible students (those who are age 14 or older) with rights of access to and amendment of confidential student records. Copies of regulations detailing these rights are available in the Front Office. The following is a general overview of the provisions in the Regulations.

Access and Amendment

A parent/guardian or eligible student has a right to access student records and to seek an amendment if the parent/guardian or eligible student believes the record to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In order to obtain access or to seek amendment to student records, please contact the Principal.

Confidentiality

Release of student records generally require consent of the parent/guardian or eligible student. However, records as needed to perform their duties. Foundation Preparatory Academy Charter School also releases a student's complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to, or receipt of consent from, the eligible student or parent/guardian.

Emergency Card Information

It is vitally important that the school have methods of contacting parents/guardians or other family members at all times, especially in case of an emergency, illness, or behavior requiring immediate family contact. Parents/guardians are required to notify the Front Office of any moves and/or changes in home and emergency telephone numbers within two business days of the change. Parents/guardians are advised to notify the school in the case of a change in place of employment.

Foundation Preparatory Academy Charter School requires that every student have a completed and updated emergency card on file at his/her school. It is the parents' responsibility to notify the school if any information on the card changes during the school year. Falsification of information on an emergency card may result in disciplinary action. It is very important that parents include the following information on their child's card:

1. Two local working telephone numbers
2. The names and phone numbers of people who are authorized to pick up the student. Only those who are listed on the card will be allowed to sign your child (ren) out of school.
3. Correct address information must be provided so that mailed school correspondence will be received and home visits can be conducted.

In the event of an emergency, parents/guardians should contact the Front Office either by phone or in person. Under no circumstance should parents/guardians contact their student in their classroom.

Photographs, videos, audio, recorded comments

For the purpose of publicizing student and school accomplishments, and/or documenting and studying teacher practice, Foundation Preparatory Academy Charter School has a practice of recording student life through photography, video, audio, or otherwise recorded comments. In the event a parent/guardian or eligible student objects to the release of

publication of any of the above, the parent/guardian and/or eligible student may sign the opt out form included registration packet. Absent receipt of an opt out form, any of the above may be released without further notice or consent.

Please see the Regulations for a description of other circumstances in which student records may be released without the consent of a parent/guardian or eligible student.

Mandated Reporter

All faculty, staff members, and bus drivers are Mandated Reporters by state law per LA Children’s Code 603(17). Information revealed by a student and/or guardians to faculty and staff members will remain strictly confidential except under the following circumstances in accordance with state law: 1) the student and/or guardian reveals intent to harm him/herself or someone else, 2) there is a reasonable suspicion of abuse/ neglect against a minor 3) a court order is received directing disclosure of information. We will then be required to make a report of any information given to us that would jeopardize the safety of a child.

ACADEMIC EXCELLENCE

ELA

Grades K-2: To support K-2 students in ELA instruction, the CANO Academic Program focuses on using high-quality curricula and supports to focus on teaching students how to read, build fluency in reading, provide a strong learning foundation, build understanding in various on-level concepts, and express understanding both verbally and written. Literacy screener/ assessment (DIBELS) results will be used to:

- Individualize instruction and provide necessary explicit, structured foundational skills direct instruction for small groups.
- Consistently monitor student reading growth with middle and end of year checkpoints
- Guide use of high-quality curriculum for each student

Grades 3-8: To support students in grades 3-8 in reading, understanding, and expressing their understanding of complex, grade-level texts, the CANO ELA Academic Program will focus on supporting students in accessing the features of complex, current grade-level texts. The Louisiana Student Standards for each grade level are cyclical in nature, with text complexity building at each grade level. Unfinished learning gaps will be addressed by:

- Teaching the new grade-level content, starting with Unit 1, using the high-quality curriculum’s complex, grade-level texts.
- Using formative assessments from their high-quality curriculum to regularly diagnose students’ needs.
- Providing targeted supports aligned to the theory of diverse learner support, understanding that more students will need support and some supports will be provided in a whole group setting.

After students have received all possible curriculum-based support described above, a small subset of students may also require support in the areas of *phonological awareness*, *phonics*, and *fluency* through intensive interventions focused on the foundations of reading. Intensive interventions should be provided in addition to core, high-quality curriculum-based instruction.

*Third grade also utilizes the Dibels assessment, per state requirement.

Math

The CANO curriculum plan will connect previous grade-level to current grade-level work throughout the school year and will embrace high quality, standards aligned curriculum resources. The CANO Academic Team will provide guidance on scaffolds and supports for grade-level lessons throughout the 2024-2025 school year and will include:

- Pacing guides and/or implementation calendars that embed unfinished learning and necessary background knowledge connected to on-grade level lessons

- Additional supports, which are standards- and shift- aligned, to the most important work of the grade level for students who evidence significant struggles or gaps in understanding.

Science and Social Studies

Curricula for these two content areas will focus on current grade-level content and standards:

- Content spirals across grade levels.
- Instructional planning relies on the LSS- Science learning progressions to provide supports to build necessary background knowledge.
- Supports for building background knowledge will connect to the current grade level standards.

Progress reports, Report cards and Grades

Report cards or progress reports are given to students each nine weeks. Students receive letter grades or other indicators that reflect their performance relative to grade level requirements. Students are retained if they do not pass/master standards/skills at their grade levels. Interim reports are given to students during each grading period. This is to inform parents/guardians of their child’s academic progress. In the event deficiencies are noted, please schedule a conference with your child’s teacher. This is the most effective way to support your child’s academic success. Interim Reports and Report Cards must be signed by the parent/guardian and returned to the student’s homeroom teacher on the next school day. The School Board approved numerical grading scale is as follows:

Grading Scale for Grades 1-8	
Percentages	Equivalent Letter Grade
100 - 90	A
89 - 79	B
78 - 68	C
67 - 57	D
56 - 0	F

Grading Scale for Grades Kindergarten	
Percentages	Equivalent Grading Performance
100 - 90	Mastery
89 - 79	Developing
78	Beginning

Grade Weighting:

Assessments/Projects: 50%
 Classwork/Participation: 40%
 Homework: 10%

Minimum Number of Grades:

Teachers will have a minimum number of two grades per week totaling a minimum of 18 grades per quarter including a minimum of six (6) "Assessments/Projects" per quarter.

Make-Up Work Policy

Students are expected to make up for missed work while they are absent. They will be given full credit for work done that satisfies the conditions of the school policy for make-up work. Immediately upon returning to school, the student must contact teachers concerning arrangements for making up work. A zero will be given for work that has been required by the teacher and has not met guidelines for make-up work. After the student has been absent for three days, the parent/guardian may request make-up work by calling the school’s administration and student’s teacher. When an absence occurs, it is the student’s responsibility to inquire about, complete, and return assignments. Students should expect to do more paperwork than those who were in attendance because it is necessary to make up for classroom experiences missed. The following is a timeline for make-up work.

Deadlines & Timelines for Make-Up Work	
1 day absence	day following return to school (next day)
2 day absence	2 days after return to school
3 day absence	3 days after return to school
4 day absence	4 days after return to school
5 day absence	5 days after return to school

Students absent more than five (5) days must make arrangements with their teachers for making up the work missed within one week (5 school days) after their return to school. Late work guidelines also apply to make-up work.

Homework Policy

All CANO schools are mandated to provide students with academic excellence and additional opportunities for practice in the areas of reading, writing, and math, and their applications in all subject areas including science and social studies. These skills often need to be reinforced with additional practice, and/or homework. Homework is given to reinforce classroom instruction. Students should not be expected to have homework that has not been introduced during class. It is essential that parents/guardians assist in the homework process. Failure to complete homework may result in non-mastery of the skills and lower grades in each content area and/or classroom. Homework will be assigned a minimum of three (3) times per week in each promotional subject. Combined homework assignments will not exceed one and one-half hours. Teachers will provide the guidance needed in order for students to be successful. If you have questions regarding your child’s homework, please reach out to the teacher directly for assistance.

Homework Assistance

Homework Louisiana is offering free online tutoring, test preparation, job search assistance and other resources. Academic tutoring offered 7 days a week 2:00 pm to midnight for: K-12, college and adults, HiSet/GED tutoring; 60+ subjects: Writetutor drop off essay review and drop-off math help. Test prep is a self-study tool available 24/7: SAT/ACT essentials; AP video lessons; HiSet/GED resources; practice quizzes and standard test prep. Job search assistance 7 days a week 10:00 am to midnight for online job search and applications; resumes & cover letters; interview preparation; drop-off cover letter review and drop-off resume review. (www.homeworkla.org)

Parents/Guardians and School Meeting/Conference Request Policy

All CANO schools invite parents/guardians to be involved in their child's academic and behavioral progress. Parents/guardians are welcomed to visit and meet with teachers and leaders as needed throughout the school year. CANO guidelines for requesting meetings/conferences with teachers and/or administrators meetings/conferences with parents can be scheduled during a teacher's planning time or before/after school.

- Meetings/Conferences should be held with the teacher before requesting one with the principal.
- Any parents/guardians wishing to see a teacher or administrator for a meeting/conference should make an appointment in advance. Please allow the teacher/administrator 24 to 48 hours to respond to meeting/conference requests.
- Teachers will not be interrupted during instructional time to meet with parents.

Contact your child's school directly for any additional information.

Academic Integrity Policy

All CANO schools are dedicated to developing the academic potential of every student. We are committed to promoting ethical scholarly conduct. Cheating and plagiarism are serious violations because they: undermine learning, hamper competence, tear down ethical behavior; prohibit both teachers and students from knowing a student's true academic ability; and break down the trust that is so vital to any learning community.

We recognize and value the importance of introducing and educating students on cheating and plagiarism. This includes defining what cheating and plagiarism are and informing students of the potential consequences when cheating and plagiarism occur.

Students in third grade will be introduced to the concept of cheating and plagiarism through classroom teachers, staff, and school leaders. Students will review these concepts in subsequent grades to fully understand the consequences of such acts. In order for students to understand the difference between cheating and plagiarism, the elementary schools will introduce "common" definitions and "examples" of both. Middle school students are responsible for knowing what is considered acceptable and unacceptable behavior when it comes to academic integrity.

These definitions and examples are consistent for all students:

What is cheating?

Cheat: "To violate rules and regulations. To act in a dishonest way." Some examples of cheating include:

- Giving or receiving answers during a test.
- Directly copying assignments from other students (including homework).
- Turning in classwork or homework as your work that is actually the work of others.
- Giving your work to another student that will be copied or used.

What is plagiarism?

Plagiarism – representing someone else's work, words, images, data or ideas as your own without properly citing the source. Some examples of plagiarism include:

- Copying or paraphrasing someone else's words or ideas from the internet, books, magazine articles or directly from a person.
- Copying or presenting someone else's work as if it were your own.
- Giving your work to another student whether or not you believe it will be copied.

What are the consequences for cheating and plagiarism?

Samples may include but are not limited to:

- Reviewing the definitions of cheating and plagiarism
- Parent notification
- Requiring students to complete an alternative assignment
- Meeting with principal, teacher, and parent
- Receiving no credit or grade for the assignment, project, test or quiz

Student Educational Material

Students should come to school each day ready to learn with all needed materials and supplies. Parents/guardians will receive a supply list that is specific to their child's grade. Please make sure your child has a backpack with their name or initials visible.

Assessment and Evaluation

Assessment is the process of collecting and interpreting information relating to a child with a disability for the purpose of determining the child's present skills to form a base on which new learning experiences can be planned. Before a child can receive special education services, a thorough evaluation is carried out. Depending on the areas of concern, it would include a comprehensive look at the child's physical, cognitive, academic, social, emotional and language development. Generally teachers and other professional staff members are responsible for conducting assessment activities.

Based on the evaluation data the team, made up of professionals and the parents, determine if the child meets criteria in one or more of the disability areas identified by the state of Louisiana. After a child qualifies for special education services, a re-evaluation is conducted at least every three years to determine if special education continues to be needed. A re-evaluation waiver is completed if there are no new concerns.

Assessments/Standardized Testing

Early Childhood Assessments & Screeners - Students in grades kindergarten to third are given screening assessments to determine their readiness for kindergarten, and help identify which students are not learning what they need to meet grade level norms. Students may also need additional investigation to identify next steps for support. Below are a list of Early Childhood Screeners and assessments used within CANO elementary program:

- ❑ **DIBELS** - DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of procedures and measures for assessing the acquisition of literacy skills. DIBELS 8th Edition represents the culmination of decades of research into supporting students in becoming successful readers. The data from this literacy assessment for grades K-3 allows leaders and teachers to strategically plan for individualized supports for all students in reading and monitor their progress.
- ❑ **DRDP** - The Desired Results Developmental Profile–Kindergarten (DRDP–K) is an assessment instrument that is designed for teachers to use to reflect on the learning, development, and progress of all children during the transitional kindergarten/ kindergarten year.
- ❑ **iReady** - The iReady Diagnostic is an adaptive assessment that adjusts its questions to suit your student's needs. It addresses both reading and mathematics and helps teachers and instructional staff to determine students' needs, personalize their learning, and monitor progress throughout the school year.

Grade 3 - 8 Assessments & Diagnostics - Students in grades 3 through 8 take assessments in English Language Arts, mathematics, science, and social studies. These assessments are aligned to the Louisiana Student Standards which were developed with significant input from Louisiana educators. Below are the assessments and diagnostics used within CANO 3 -8 programs:

- ❑ **iReady** - The iReady Diagnostic is an adaptive assessment that adjusts its questions to suit your student's needs. It addresses both reading and mathematics and helps teachers and instructional staff to determine students' needs, personalize their learning, and monitor progress throughout the school year.
- ❑ **LEAP 2025** - The Louisiana LEAP 2025 (Louisiana Educational Assessment Program) is the updated assessment program for Louisiana to test students in English Language Arts (ELA), Mathematics, Science and Social Science. Each year, students in grades 3 through high school take state tests to measure their knowledge and skills in each subject area and their readiness for the next level of study. The LEAP 2025 tests are just one of several indicators. The results from the tests will be used to help schools, school systems, leaders, and teachers identify when students need additional support or more challenging work in each subject area. This information is also used to measure how well schools and school systems are helping students achieve higher expectations.

VIRTUAL INSTRUCTION, STUDENT CONDUCT AND DISCIPLINE POLICY

In response to the Covid-19 pandemic and severe weather patterns, virtual instruction of students has become necessary. Students may be required to attend school virtually when schools are closed due to inclement weather, health protocols, or other emergencies. These virtual school days will be mandatory, as they will be counted toward meeting the minimum required instructional minutes as outlined by the Louisiana Department of Education (LDOE).

Community Academies of New Orleans (CANO) adopts this Virtual Instruction Student Conduct and Discipline Policy in order to clarify expectations for student conduct in the virtual classroom and to provide notice of the possible consequences of inappropriate conduct in the virtual classroom setting. Students who attend school virtually must maintain settings and behaviors that are conducive for instruction and which minimize distractions. Student conduct is governed at all times, and regardless of the model of instruction the Community Academies of New Orleans Student Handbook Behavioral Expectations.

Student Conduct in Virtual Work Settings

Students and parents have a reasonable expectation of privacy with regard to what takes place in their home. However, in order to ensure that students and teachers are able to work and learn in a safe and orderly virtual environment, it is imperative that students have a quiet, well-lit classroom space which is, to the greatest extent possible, free of any and all items which may create distractions from teaching and learning. Students are expected to have a designated work area in their home cleared of everything other than what they need for class. Work stations must be free of foreign objects that are not being utilized for instruction. The recording device being used for instruction must be positioned to allow teachers to observe both the work space and student, especially during testing. Eating and drinking are not allowed during virtual courses. This is hazardous to electronic devices and can also be distracting during instruction. When possible, students are encouraged to work in areas that are isolated from other individuals and pets. If circumstances exist that do not allow complete seclusion, the parent or legal guardian may share this information separately with the instructor. Instructors will only require what the parent or guardian can reasonably provide. Additional electronic devices should not be kept or used within the visible working area, unless they are being utilized for instruction and/or are teacher approved. This includes, but is not limited to, the use of speakers, phones, earphones, and any other devices which may create distractions from teacher-led instruction. Students will follow daily guidance from their teachers regarding best methods of communicating and participating during virtual schooling. Instructions regarding when and how to interact verbally and how to use audio and camera options will be dependent upon the design of instruction and direction of the teacher. Students are to remain positively engaged in instruction and participate as deemed appropriate by their teachers.

Student Dress

Students are to wear their school shirt/polo/sweatshirt and overall appropriate dress that does not distract from the virtual learning process. Student dress and grooming are not to adversely affect any student's participation in virtual schooling.

Extremes in style and fit in student dress and extremes in style of grooming will not be permitted. Styles of dress and grooming never should be such that they represent a collective or individual protest. Inappropriate attire, including but not limited to the following, are prohibited: pajamas or other nightwear; clothing that is transparent or overly revealing; and clothing with profanity, derogatory terms, racial slurs, or sexual content. Full school uniforms (pants, shoes, etc.) are not required to be worn for virtual schooling.

Discipline

Students should refrain from engaging in any of the behaviors identified in the Community Academies of New Orleans Handbook for Parents and Students while engaged in virtual schooling. Community Academies of New Orleans has extended its normal behavior guidelines to the virtual classroom with several modifications which take into account the home setting of the student.

STUDENTS WITH DIVERSE NEEDS

Emergent Bilinguals (EBs): To support our Emergent Bilinguals, the CANO Academic Program will focus on instruction – providing EBs with equitable access and opportunity to high-quality instruction allowing language acquisition to occur across all content-areas all day, every day. Emergent Bilinguals will be exposed to strong English Language models to help them acquire and practice English Language skills.

The goals of the program are to ensure that Emergent Bilinguals will:

- acquire English fluency for basic interpersonal communication as effectively and efficiently as possible.
- build academic language proficiency through meaningful instruction and experiences.
- access the tier 1 curriculum using the Louisiana Connectors for Emergent Bilinguals while progressing through the stages of language acquisition:
 - Beginning
 - Early Intermediate
 - Intermediate
 - Early Advanced
 - Advanced
- be consistently monitored for language development and academic progress.
- have equitable opportunities for academic achievement.

Emergent Bilingual teachers will support Emergent Bilinguals by:

- coordinating time to plan with the main classroom ELA teacher,
- coordinating time to help support in ELA classes (either physically or remotely)
- providing small group instruction to Emergent Bilinguals to support the Tier 1 curriculum,
- providing Emergent Bilingual Newcomers class (3-4 times a week if in person, or at least once a week if remotely) focusing on English language development. EL Newcomers are those who have arrived in the U.S. in the past 2 calendar years and have little or no English proficiency and who may have had limited formal education in their native countries.

Students with Disabilities: To support our Students with Disabilities, the CANO Academic Program will focus on utilizing high-quality curriculum resources with embedded supports while providing additional support based on the individual student’s IEP or IAP and needs. Unfinished learning will be addressed using just-in-time supports. This program will also:

- Complete compensatory education reviews to identify students with disabilities who need additional instruction and services as a result of lost skills and learning during the extended school facility closure. These determinations will be made by the IEP team.
- As a result of the compensatory education reviews, ensure additional instruction and services are connected to high-quality, rigorous curriculum and IEP goals, as appropriate for each student.

Students with Significant Cognitive Disabilities: In addition to the steps for IEP teams noted above, teachers of students with significant cognitive disabilities will also:

- Identify academic and functional gaps using the results from the LEAP Connect Spring 2020 assessment, along with other progress monitors.
- Scaffold learning towards the grade-level Louisiana Connector Standards using the [Essential Element Cards](#).

Diverse Learners Assessments - English Learners & Special Education Students

Emergent Bilinguals (EBs) come from diverse backgrounds, both culturally and linguistically; they bring to their learning a vast set of experiences and knowledge-base as they engage in the learning process in a new language. Louisiana believes Emergent Bilinguals (EBs), like all other students, can achieve academic success through a clear and concise alignment of quality standards, instructional programs and resources, professional development, and assessments.

- ❑ **ELPA21** - The English Language Proficiency Test Assessment for the 21st Century, or ELPA21, is the annual test of English language proficiency for Emergent Bilinguals in Kindergarten through grade 8. The test is based on the English Language Proficiency Standards and addresses the language demands needed to reach college and career readiness. ELPA21 assesses English language ability in the four language domains of Reading, Listening, Writing and Speaking. A detailed Achievement Level Descriptor (ALD) will be found on your child's individual score report for each domain. Within each of the four domains there are five performance levels (1-5). These performance levels offer information about your child's performance within each domain.
- ❑ **ELPS** - The ELPS (initial screener) is a tool for determining if students entering Kindergarten through grade 8 are Emergent Bilinguals (EBs) who require language support services to continue developing proficiency in English. Students who do not score proficient on the ELPS will be identified as an EB and can receive an Emergent Bilingual Accommodations Form. The ELPS is designed to assess a student's English proficiency in the four language domains: listening, speaking, reading, and writing.

Louisiana offers an alternate assessment for students who have Individualized Education Programs (IEPs) and meet specific criteria. The alternate assessment is LEAP Connect.

- ❑ **LEAP Connect** - Students with the most significant cognitive disabilities are eligible to take LEAP Connect. The assessment is based on [Extended Standards](#) that capture the core academic content of academic standards. Students in grades 3 through 8 and 11th grade are assessed in English language arts and mathematics; students in grades 4, 8, and 11 are also assessed in science. Students who take the LEAP Connect may receive a [Career Diploma through an alternate pathway](#) or Certificate of Achievement.

STUDENT SUPPORT SERVICES

Community Academies of New Orleans provides vision, leadership, and expertise to schools regarding the implementation of curricular, instructional, social, and behavioral initiatives that support the achievement of students with disabilities in compliance with state and federal mandates. We work closely with students and families to meet every child's individual needs by providing academic, behavioral, and/or social emotional support for each individual student. We also provide ongoing professional development for our Special Education staff.

Special Education staff members are expected to meet all deadlines and ensure compliance with school, district, state, and federal guidelines. We follow the policies and procedures outlined by the LA Department of Education:

- LA Bulletin 1706—Regulations for Implementation of the Children with Exceptionalities Act;
- LA Bulletin 1508 – Pupil Appraisal Handbook; and
- LA Bulletin 1530 - IEP Handbook for Students with Exceptionalities.

Confidentiality and Its Application

Confidentiality is the most critical and important aspect of the educator's job. It is a legal responsibility to protect the rights of students with disabilities and parents in regard to data privacy. Educators have access to personal information about children and their families including these examples:

- The results of formal and informal tests;
- Behavior in classrooms and other education settings;
- Academic progress;
- Family circumstances and family relationships;

Both the children and the family have the absolute right to expect that all information will be kept confidential, and made available only to personnel in school or another agency who require it to ensure that the rights, health, safety, and physical well-being of the children are safeguarded. Confidentiality must be maintained and protected, and the rights of students to due process, dignity, privacy, and respect must be promoted.

Always ask yourself

- What information would you want discussed with others regarding your child?
- What would you like said about yourself as a parent?
- What would you like said about your family, your values, your lifestyle?

Transportation Accommodations

Special transportation service for students with exceptionalities is stated in their Individual Education Plan (IEP) or Section 504 Plan. The school will accommodate all students in accordance with their documented plan.

Discipline Policy & Procedures for Students with Disabilities

I. Overview of Procedural Safeguards

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

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

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

B. Determining Change in Placement. A change in placement is a legal term that applies to the situations described below. A student’s school suspension that occurred in a LA local education agency (LEA) during the same school year of transfer into another LA LEA “counts” and is added to any additional suspensions in the new school.

1. More than 10 Consecutive Days of Suspension, i.e., Expulsion

Any suspension that is for more than 10 consecutive days is considered to be a change in placement.

2A. More than 10 Total Days of Suspension in One School Year. Option 1

A series of suspensions with days that total more than 10 total school days in a school year is a change in placement. The special education chairperson, with assistance and documentation from the

Administration/Disciplinarian, monitors the number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.

2B. More than 10 Total Days of Suspension in One School Year. Option 2

A series of suspensions with days that total more than 10 total school days in a school year may be 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.

- 3. Additional Considerations.** The following considerations apply to in-school suspension; a suspension or removal for a portion of the school day; and for suspensions from transportation.

STUDENT HEALTH AND WELLNESS

The students of Foundation Preparatory Academy Charter School are eligible for services provided by the nurse, social worker, counselor, and trained personnel on staff. In order to use these services, the appropriate consent forms must be completed by families and returned to school.

Illness

If a student becomes too ill to remain in class, we will attempt to reach you by phone and recommend that they come to school and pick up their child. It is important that we have an updated, working phone number on your child's emergency card at all times in order to contact you in case of emergency. If your child is ill, please do not send him or her to school. PLEASE NOTE: Keep your child at home until fever free for 24 hours without fever-reducing medication or with a doctor's note. Any student with a contagious disease or condition such as pink eye, chickenpox, ringworm, or impetigo (Indian fire), will be sent home and must remain at home until cleared by a physician to return to school. Students with head lice must remain home until there is no evidence of infestation. No student can return to school without a recheck for infestation. The parent must return the child and wait until cleared. If your child has a chronic illness disease or condition it must be reported to the school nurse during registration or immediately following diagnosis. The school nurse will establish a Plan of Care, with parental input, directly related to the illness identified.

Fever

Any temperature greater than 100 degrees Fahrenheit is considered a fever. Children must be fever-free for 24 hours without using fever reducing medications (such as Tylenol, Motrin, etc.) in order to return to school. This applies even if the underlying cause of the fever is non-contagious, such as middle ear infections, urinary tract infection, etc.

Diarrhea

Children with diarrhea or acute illness related incontinence should remain home until they are symptom free for 24 hours. If the diarrhea/incontinence is the result of a chronic condition, please contact the school nurse.

Vomiting

A child who has vomited the evening before or in the morning before school should remain home for that day.

Restroom accidents

Parents of students in Kindergarten and First grade are required to send an extra uniform shirt, uniform pants, underwear, socks, to school in a zipped gallon plastic bag labeled with your child's first and last name printed in permanent marker on the bag. Parents of students in second through fourth grade are strongly encouraged to do so as well. The extra uniform clothes will be kept in your child's homeroom. Accidents sometimes occur during our long school day, even for students who do not normally have accidents, and your child can quickly and easily change clothes if the parent/guardian has provided a change of clothes. If a child has an accident and does not have a change of clothes, that child will be required to sit or stand in the front office until someone can bring a change of clothes.

Lice, Scabies, & Ringworm

A student will be sent home from school if live lice egg cases (nits) are found in the hair. The child will be allowed to return to school after at least one medicated treatment has been given and no live lice or nits are visible in the hair. The school nurse will check the affected student before the student is permitted to return to school. If a child has ringworm, a written notice stating that the student is not contagious is required from a licensed healthcare provider before the student may return to school.

Conjunctivitis (pink eye)

Do not send your child to school if they have redness, itching, and/or tearing of the eyes or discharge or crusting around the eyes. If a student develops redness, itching, and/or tearing of the eyes or discharge or crusting around the eyes while at school the student will be removed from the rest of the class and parents/guardians will be called immediately to pick the student up. Parents/guardians must take the child to a licensed healthcare provider and return with a note from the provider clearing them to return to school.

Influenza/H1N1 (plan care)

Those students with flu symptoms or confirmed flu cases cannot return to school until they are free of symptoms (without fever reducing medications) for a full 24 hours. Parent/guardians must take the child to a licensed healthcare provider and return with a note from said provider clearing them to return to school.

Covid-19/Flu

If your child is sick we ask that you keep them home. If your child has any of the following symptoms do not send them to school. They may have covid-19 and can spread it to others.:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

If your child develops any of these symptoms while at school a parent/guardian will be called to pick the child up from school immediately. Mask-All students and staff are required to wear masks.

Child will be removed from the rest of the class and placed in isolation until a parent/guardian picks the child up.

If your child has been around anyone that has these symptoms or has tested positive for covid-19 do not send them to school. Contact your healthcare provider and follow the self quarantine guidelines.

Requirements for students attending school on campus:

-
- Frequent handwashing and sanitizer-All students and staff will frequently wash hands and use hand sanitizer throughout the school day.

(cdc.gov Coronavirus Disease 2019- Symptoms of Coronavirus)

Vaccine/Preventable Diseases

Parents/guardians must take the child to a licensed healthcare provider and return with a note from said provider clearing them to return to school.

If a child is diagnosed with a vaccine preventable illness (i.e. chicken pox, measles, rubella, covid) or any other contagious disease or condition, they must be kept home until they are no longer contagious. The nurse must be notified if your child is diagnosed with a vaccine preventable illness. Parents must supply a doctors' note stating that the child is no longer contagious before they may return to school.

Vaccination Exemption

Although Louisiana has vaccination requirements for children entering daycare or school, these requirements can be waived. The child's parent or guardian may request an exemption in writing for medical or religious/philosophical reasons. The parent/guardian must fill out the vaccine exemption form which is provided at registration or by the school nurse. This is filed with the school nurse each year. Medical exemptions are completed by the child's healthcare provider.

Food Allergies

Medical documentation must confirm allergies. The diagnosis of food allergy with a risk of a severe reaction should be made by an appropriately trained healthcare provider on the basis of the family and/or student's history. Appropriate skin and/or blood tests should be done by medical providers or by a specialist, such as an allergist. The school will make all reasonable efforts to accommodate students with food allergies. Parents are required to inform the school of all food allergies and their treatments. All students with a food/dietary allergy should submit a dietary form or written documentation from a licensed physician or healthcare provider.

Medication

School employees may not give medicine to any student unless the school has the appropriate forms signed by the doctor and parent. School employees are not allowed to give aspirin or apply ointment for cuts or abrasions. Students are not allowed to bring any type of medication to school including cough drops, chewable vitamins, etc. School medication order and consent forms are available in the school office and must be approved through the school nurse.

In order for a student to have medication administered at school , the following must be done:

- The medication is prescribed by a licensed physician or healthcare provider.
- The Medication Order Form authorization for has been completed by a physician AND a parent/guardian.
- The medication is given to the school nurse by a parent/guardian.
- Medication is in original pharmacy bottle or box with the following information:
 - Date
 - Name of the child

- Drug name
- Dose
- Administration time
- Expiration date

Medication that is not in original pharmacy packaging will not be administered. Parents/guardians may bring up to a 31-day supply of medication.

Injury

In the unlikely event that a student is injured during school hours, the student will see the school nurse and the family will be notified about the nature of the injury.

School breakfast and lunch

The school participates in the National School Breakfast and Lunch Program, which provides free meals and free milk to eligible students. All students at Foundation Preparatory Academy Charter School are eligible.

Breakfast is served at 7:45am until 8:10am. Students who arrive after 8:20am will not be served breakfast. Students may either purchase lunch and milk from the school or bring their own lunches from home.

Students are welcome to bring lunch from home. They will not have access to a microwave to heat any lunches. Students are not permitted to bring breakfast from home. Soda, candy and other “junk food” are never permitted at school, even in lunches brought from home. Students are not allowed to share or trade food, either home or school bought lunches.

Healthy snacks

“Healthy Body Healthy Mind” is the philosophy of CANO. We want to ensure that our students have access to healthy snacks at school. We have a healthy snack program which allows for afternoon snacks of fruit or other healthy choices (such as pretzels, whole wheat goldfish, yogurt, or string cheese). Students may not bring snacks from home.

TRANSPORTATION

All CANO schools provide free transportation to and from school to any student living in Orleans Parish more than one mile from their school. Provided transportation mainly consists of yellow school buses. Students will remain on their assigned school bus.

School Bus Conduct

We consider the school bus to be an extension of the classroom and school. That means we have the same standards of behavior on the school bus. Students who violate the discipline code while on the bus may be disciplined and may be denied transportation, either for the remainder of the year or for a temporary suspension. The student is expected to come to school on the days when she or he is not allowed on the school bus, unless the student has also been suspended from school.

A student should not ride a bus they are not assigned to ride. If route change is needed, the parent/guardian must contact the school operations manager to request a bus route or pick up/drop-off stop change. Please note that changes are not immediate and will take time to process.

All students who ride the school bus must adhere to the following rules:

1. Stay seated when the bus is moving.
2. Keep your hands, feet, elbows, knees, books, pencils, and other objects to yourself.
3. Keep your voice low. If your voice can be recognized, you are too loud.
4. Nothing goes outside the windows, including arms, hands, feet, head, or any other body part.
5. No teasing or name-calling.
6. No fighting or horseplay.
7. No eating or drinking on the bus.
8. Follow the bus driver's directions.
9. The following are not allowed on the bus: tobacco, matches, cigarette lighters, obscene language, obscene gestures, alcohol, drugs, pets, insects, or other animals, glass objects, weapons.
10. Students may only ride their assigned bus.

If route change is needed, the parent/guardian must contact the school operations manager to request a bus route or pick up/drop-off stop change. Please note that changes are not immediate and will take time to process.

Students who do not follow transportation rules will be issued consequence(s) that are appropriate to the severity of the offense. Consequences may include, but are not limited to:

- Verbal warning from the driver
- Driver write-up to school administration
- Loss of bus privilege (duration is dependent upon the severity and frequency of the inappropriate behavior)
- Removal from the school bus indefinitely
- Mandatory Parent conferences before student is allowed back on the bus

Adult at the bus stop for under age students

Parents/Guardian must be at the designated bus stop at the specified time to receive their student under 9 years old off the bus. If an adult is not present at the time of drop-off the bus driver will continue the route then drop your student off back at school. If your student is returned to the school after the closing of the school building, the student will be taken to the nearest police station. A report will be made by an NOPD Officer and a parent/guardian must pick-up students from the police station.

Unauthorized boarders

Under no circumstance should a parent/guardian board the school bus. An unauthorized boarder is anyone other than a student assigned to that bus. Parents/guardians are never allowed to board a bus for any reason. If a parent/guardian or unauthorized individual boards the school bus, the student authorized to ride the school bus may have riding privileges revoked permanently or indefinitely.

Complaints

If parents/guardians have any questions or concerns about the school bus, driver, monitor, or students, they should complete the school bus complaint form and return it to school. School administrators will then conduct an investigation into the complaint and determine next steps. The school and/or bus company is not at liberty to provide video footage from the school bus to parents/guardians.

Transportation changes

Any changes to a student's transportation must be made through the Front Office including emergencies that impact a student's regular transportation. It is the parents/guardians responsibility to contact the school and complete an updated Bus Stop Change Form. Bus pick-up/drop-off locations will not be changed until the Bus Stop Change Form is complete.

Parents/guardians should allow at least one week for bus stop change requests to be processed. Thus, we encourage families to notify the Front Office of changes in address immediately.

School Bus Infractions

Suspendable Offenses: Actions that interfere with anyone's safety and learning, are of threatening or harmful nature, legal violations and warrant administrative interventions are suspendable offenses.

Infractions that are suspendable can be, but not limited to the following: possessing tobacco or a lighter, using/possession alcohol, leaving the bus w/o permission, using objects dangerously or inappropriately to harm others or damage property, vandalism, willful disobedience to authority that threaten the safety of others, using profanity and/or obscene language, instigate or participate in fights, bullying, intentionally causing a major, unnecessary disturbance, improper use of a cell phone and/or electronic device, inappropriate bodily contact or harassment, improper use of a computer: viewing obscene, pornographic, violent or sexually harassing material; or information manufacturing of weapons; any other infraction the principal deems to be similar in severity.

Mandatory parent conferences will be strictly enforced with repeat offenders with bus infractions. It is a safety hazard when a student becomes habitual in their actions(meaning after 2 or more warnings for bus violations).

Expellable Offenses:

Infractions that are expellable can be, but not limited to the following: possessing any controlled dangerous substance governed by the Uniform Controlled Dangerous Substance Law, or any prescription drug, or unmarked medication; possession or use of any implement/substance with the ability to seriously harm another person; robbery of an individual; engaging in consensual/nonconsensual sexual acts; engaging in consensual/nonconsensual exposure of body parts in a sexual manner; assault of an individual with dangerous substance or implement.

Students with transportation documented on their Individual Education Plan (IEP), who are suspended from riding the school bus, must be provided alternative transportation by the school. If transportation is not documented on the IEP, it is the responsibility of the parent/guardian to ensure the student is transported to and from school.

Walkers

Families who have elected to walk their child to and from school should notify the school in order to determine the availability and location of crossing guards, and to ensure the child is being walked by an adult.

Students third grade and older may walk themselves to and from school. However, families should still notify the school in order to determine a safe route and the availability and location of the crossing guard. Older siblings are prohibited from walking students under the third grade to or from school.

POSITIVE SCHOOL CLIMATE

At Foundation Preparatory Academy Charter School the learning environment is sacred. We are committed to ensuring every student is physically, emotionally, and intellectually safe. We have a deep understanding that individuals learn best based on positive relationships and interactions with peers and adults and in environments that foster opportunities for students and staff to learn and grow together. As educators we have come to understand that building healthy, positive relationships is a key component to a student's success in life. Therefore we deliberately keep the social and emotional health of our students as one of the central focuses of learning. Our core values of focus, integrity, respect, self-determination, and teamwork are the foundations of what we believe and hold important. The cultural expectations are our basic and simple actions that are directly aligned to our core values.

Wellness Collaboration

Our CANO schools have a truly unique partnership that consists of a robust mental health collaboration. We have partnerships with the Institute of Women and Ethnic Studies, Community In Schools, Children's Bureau of New Orleans, and Coalition For Compassionate Schools(CforCS). This allows our school communities to provide strategic layers of support to our students and staff. In addition, we have the ability to connect families with wrap around services to extend support in the home.

Each student will be screened through a social emotional screener that will be administered through the school year using the Strength and Difficulties Questionnaire. The results of the screener will allow the school team to determine specific supports for students. Supports can be in the form of group and/or individual sessions facilitated by a Community In Schools social worker or counselor, group and/or individual sessions facilitated by a clinician with Children's Bureau of New Orleans, individual trackers, Check In Check Out, social emotional programming developed by Institute of Women and Ethnic Studies, and group and/or Trauma Informed Intervention with Coalition for Compassionate Schools, etc.

The goal is to provide opportunities for our students to develop healthy social emotional skills and positive interactions that extend within and outside their school community.

Positive Behavior Interventions and Supports (PBIS)

Positive Behavior Interventions and Supports (PBIS) are proactive approaches to teaching and establishing behavioral expectations and a positive school culture. It is our goal that all students achieve social, emotional, and academic success in as joyful a way as possible. In an effort to set students up for success teachers explicitly teach and model school expectations. Every student has an opportunity to experience participation in all school-wide and/or Class PBIS activities/events.

Community Circles

A community circle is a safe discussion space in which students and teachers sit in a circle so that each member's faces are visible to one another. The community circles are explicitly used as an opportunity for students to build community in class and in our school. In a community circle, the teacher participates as an equal member of the classroom, facilitating the discussion rather than leading it. The space is given to students to share their authentic voice. Community circles have been proven to increase motivation and engagement, empower students by giving them an opportunity to express differing thoughts and opinions in a safe non-judgemental space.

Social Emotional Learning

Meeting the needs of the whole child is our school's priority. Although academic achievement is a priority we must ensure our students are prepared for life. In order to achieve this, we have several services and curriculums available to teach conflict resolution skills, identification of emotions, anger management skills, self-awareness and responsible decision making skills which are highly monitored by our **Culture Coordinator** and **Community in Schools social worker**.

Restorative Practices

At Foundation Preparatory we understand the importance of establishing healthy, positive relationships; We adopted Restorative Practices which have proven to do just that. The Restorative Approach is a guided principle that views relationships as central to learning, growth, and a healthy school climate for students and adults. Restorative Practices are techniques that focus on building, maintaining and when necessary, repair relationships among all members of our school community.

Counseling

At Foundation Preparatory Academy Charter School we offer individual and group counseling provided by ***Community In Schools*** to students who need help with any school adjustments. Immediate assistance is provided for those students who experience problems, and long-range services are made available when necessary. These services may include providing educational information, career information, personal/social information and services, and referral services. We also provide grief and trauma counseling through our direct partnership with the ***Children's Bureau of New Orleans***.

CODE OF CONDUCT

Hallway Expectations

Places such as hallways, restrooms, the cafeteria, playground, and all shared spaces have solidified protocols which are monitored by all teachers, leaders and staff members of CANO. In an effort to eliminate disruptions the expectation for hallway transitions and all other areas mentioned above is silent, single file lines, hands at side, and not touching the wall.

Restroom Expectations

Students using the restroom should treat the space with respect and pride. Students should pick up after themselves, flush the toilet, and ensure that no paper products are left on the floor. Ultimately, taking care of restroom needs and getting back to classroom instruction as quickly as possible. There are no writing instruments allowed in the restroom. All teachers are responsible for actively monitoring their classes during restroom breaks and ensuring the restrooms are cleaned, maintained and no illegal activities occurred.

Cafeteria Expectations

We would like students to enjoy eating and socializing in the cafeteria during their lunch time. It is important that all students stay in a single file line until served, go to their designated section or table, eat and have respectful and pleasant conversations, and clean up the space around them. Students are to follow the direction of the supervising adult before dumping their tray and transitioning out of the cafeteria.

Playground Expectations

The playground allows students an opportunity to get fresh air and enjoy being outside. During this time students are to be respectful of their classmates' personal and physical space. Students can enjoy catching up with their friends, engage in an organized activity where all students are included, read their favorite book etc. Under no circumstance should there be horseplaying of any kind. Teachers and/or on duty staff must monitor students during playground activities.

Behavior Management Process

1. Teacher teaches and models positive behavior.
2. Teacher clearly communicates the explicit directions they need the student to follow;
3. Teacher utilizes a strategy called “positive framing” and immediate action to provide positive support to students who are complying with the directions; and
4. Teachers take immediate and corrective action when students are not complying with given directions using affective statements and questions, Restorative circles, and private conferences. This should take place before calling Culture Coordinator unless it’s an egregious violation .

Behavior Tracking

Teachers will enforce the school’s behavioral expectations in their classrooms through the use of Class-Dojo, our Merit and Demerit System, that is consistent, positive, logical, and restorative in order to support students’ social and emotional needs, as well as track their daily behavior. Students will begin each week with 100 points. Students can earn more points

by receiving merits for exhibiting positive behaviors, and they lose points by receiving demerits for not following the classroom/school rules. At the end of every day, students will be made aware of their total points earned for the day. Teachers will also monitor these behaviors and points through weekly communication with parents, which shall be documented in J–Campus and monitored by the Culture Coordinator.

The student information system will be the platform we use to enter and track merits and demerits. Teachers will enter information daily and make students aware of where they stand. Parents/guardians will have opportunities to communicate with teachers through ClassDojo. Once your child’s classroom is set-up in ClassDojo parents/guardians will receive an invite to the class.

Rewards

Expectation: Teachers will always look for students following expectations, living out our F.I.R.S.T. values to present opportunities to give them praise openly.

- School wide celebrations will occur on the following frequencies:
 - Classroom-weekly/bi-weekly
 - School- monthly
- Students must meet the criteria below to participate in school-wide celebrations:
 - 85% of period point balance
 - Unexcused Tardy (to school)- Less than 1 per week
 - Unexcused Absences (to School)- Less than 1 per week.
 - No suspensions

Interventions

One of the most valuable experiences a student can have is being inside the classroom where learning is taking place. Students learn best when they are in class receiving direct instruction from their classroom teacher(s). Teachers are trained to provide support inside the classroom to prevent students from missing out on the classroom learning experience. Teachers can:

- Change the students seat;
- Private conference;
- Moment of reflection;
- Think Space/Reflection Area (inside the classroom)
- Recess or After-school detention(24-hour notice to parents)
- Parent phone call.

Think Space (reflection area inside the classroom)

When a student’s emotions have reached a level that is making learning difficult he/she may go to THINK SPACE. Think Space is not a negative space, or seen as a punishment. Think Space does mean a student has been on RED. Think Space is a support for students-allowing them to separate from the community or their work when overly excited, frustrated, or sad. Visiting Think Space is an opportunity for students to reset their own emotions or wait to have a restorative conversation with an adult or other member of the class community. Visiting Think Space may be directed by the teacher or a student may decide to self select.

Consequence Ladder

If a student is having difficulty following expectations in class, teachers will use the following steps to address the infraction.

1. Non-verbal warning
2. Verbal warning

3. Reflection/Think Space (Write-up entered in SIS)
4. Parent Conference-Logical Consequences (Write-up entered in SIS)
5. Detention Lunch/After School (Write-up entered in SIS)
6. In-School detention (Culture Coordinator tracking)

Protocols for Egregious Student Behaviors

If a student commits a serious infraction, the student will be removed from the classroom community immediately by the Culture Coordinator. The teacher will then be responsible for ensuring the Culture Coordinator receives a written referral to the incident before (EOD). The student will have an opportunity to give their perspective about the incident/allegation verbally and/or written. Once all details about the incident have been gathered a parent/guardian will be contacted. All information pertaining to the incident will be documented and input into our school's behavior data system(J-Campus). All decisions the administration team makes are rooted in Restorative Practices, however this does not mean a student will not be issued a consequence that may include ISD, ASD, or OSS. Once a consequence has been issued the Culture Coordinator will give notice to the teachers and request any necessary information and/or assignments for said student.

The behavior team consisting of the Principal, Culture Coordinator, and other members of the Leadership team will review all information pertaining to the incident and determine the most appropriate and fair next step for the student. Consequences for serious infractions can be, but not limited to, In School Suspension, Out of School Suspension, Referral to the Student Hearing Office, Mandatory Parent Meeting, Restorative Circle, Behavior Contract, Referral to the Social Worker or Counselor, etc. The school is not at liberty to discuss consequences given to a student with another parent/guardian. Please do not expect any disclosure about what happened with other students that may have been involved in the incident.

Weapons

If a student is found in possession of a weapon at school, at school-sponsored events, or while traveling between school and home will face a recommendation for expulsion and/or suspension from school. This will be the case whether or not the student intended to use the weapon in a violent way. School administrators will also consult with the NOPD School Resource Officer (SRO) for additional guidance. Any of the following will be considered a weapon:

- Guns of any kind including BB guns, air pellet or aerosol or toy guns that look like real guns
- Knives of any kind including kitchen knives, box cutters or razors
- Tools including hammers, screwdrivers, crowbars or other objects commonly used for household construction
- Mace or pepper spray
- Any everyday object that is altered to act as a weapon or look like a weapon

Illegal substances

Please be advised that the use and possession of certain items are prohibited on school premises in accordance with Revised Statute 17:240. These items include but are not limited to products containing CBD (including but not limited to gummies, chips, cookies, candy etc.) vapes, cigarettes, e-cig, marijuana, alcohol, prescribed/non-prescribed medication, and tobacco. If a student possesses any substance deemed illegal to have on school campus they will be suspended out of school and referred to the Student Hearing Office. The school administration may be required to contact NOPD. School administrator will call a parent/guardian and ask that the student be picked up immediately. If a student enters the school building smelling like a prohibited substance, they will be sent to the school nurse to be examined and assessed. If the assessment determines the student is under the influence of any prohibited substance they will receive consequences mentioned above. The student may also be required to receive additional support from the school counselor/social worker.

In-School Detention (ISD)

At times, particular infraction may warrant consequences that are more severe, but less than an out-of-school suspension. This may include a temporary removal from the classroom community. Students will be asked to participate in a Restorative Conference. Before the actual Restorative Conference the student will have an opportunity to be familiarized with the process and prepare. If a student does not complete or fully participate in the Restorative Conference, they might be placed in In-School Detention (ISD). ISD ensures students have access to the academic curriculum, while at the same time ensuring the student is accountable for disruptive or inappropriate school behavior. The parent will be notified and may be required to take part in restorative conferences involving their student.

Out of School Suspension (OSS)

At Foundation Preparatory Academy Charter School, we believe that it is important to keep students in school as much as possible. However, when a student presents a safety issue to self or others, severe behaviors, and severe disruptions to the learning of others may result in a student being suspended from school. Infractions which may merit out-of-school suspension include, but are not limited to:

- Violating the Weapons Section of this Handbook;
- Committing sexual, racial, or any form of harassment or intimidation;
- Making verbal or physical threats
- Cursing or using any profane language toward an teacher or staff member
- Fighting or any kind of physical aggression that may cause injury;
- Damaging, destroying, or stealing personal or school property or attempting to do so (including graffiti);
- Using or possessing tobacco or marijuana products;
- Gambling;
- Leaving school grounds or entering restricted space without permission;
- Walking out of class without authorization
- Setting off the fire alarms;
- Repeated offenses for which the student has already earned In School Detention;
- Any other conduct that is highly disruptive to good order and discipline in school.

In the event the student's behavior has caused severe injury or may be considered criminal, the school administrators may call additional support from our School Resource Officer (SRO) and/or make a referral to the Student Hearing Office (SHO) for a disciplinary conference or recommendation for expulsion.

A parent/guardian will be notified about the incident and asked to come to school as soon as possible for a brief meeting. The Culture Coordinator, Principal, and other members of the Leadership Team will facilitate the meeting. The parent/guardian will have an opportunity to hear details about the incident and consequences given. Parents/guardians will be given a letter outlining the Out of School Suspension and the date in which the student should return back to school. The student will be expected to reflect on their poor behavior choices and develop a plan for successful transition back into their classroom community. Upon returning from suspension the student will participate in a Transition Back to school meeting. ***The parent/guardian MUST attend this mandatory transition meeting with the student.*** At this meeting the student will have an opportunity to present their plan to transition back into their classroom community and respect all rules and expectations.

We reserve the right to protect the privacy of all students and will not discuss consequences that were issued to another student.

New Orleans Public School Bullying Policy

Focus, integrity, respect, self-determination, and teamwork means showing love and care. Respect for individuals, the community, and self are a pillar of the Foundation Preparatory Academy Charter School culture. Bullying is an act that creates an atmosphere of fear and intimidation- diminishing the respect that all community members deserve. In an environment where bullying exists, the academic and life success of all members becomes less achievable. Bullying will not be tolerated by any adult and/or student community members. Any evidence of bullying will be immediately addressed and redirected, in a way that respects all parties involved.

Bullying is:

A ***PATTERN*** of 1 or more of the following:

- Gestures, including but not limited to obscene gestures and making faces;
- Written, electric, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumor(s);
- Electric communication including but not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device;
- Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of property; and/or
- Repeatedly and purposefully shunning or excluding from activities.

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

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

Reporting Incidents of Bullying

Who can report an act of bullying? Students, staff, volunteers, bus drivers, parents/legal guardians.

To whom do I report an act of bullying? The initial report will go to the Culture Coordinator. Once an investigation is complete the Culture Coordinator will inform the Director of Culture.

What is the timeframe for reporting? A verbal report must be reported to the Culture Coordinator the same day as the individual witnessed or otherwise learned of the incident. A written report must be filed no later than 2 school days thereafter.

How do I make a written report? Written reports are made using the NOLAPS Bullying Reporting Form. These forms can be found on the [School Bullying Incident Form](#)

Investigating Acts of Bullying

When does the investigation begin? The Culture Coordinator will initiate the investigation the next school day after the report is received. The investigation will be completed no later than 10 school days after the date the written report was submitted.

What does the investigation include? An interview of the reporter

Bullying Contract

Foundation Preparatory Academy Charter School is committed to keeping our school a safe and caring environment for all students. We will treat others with respect and refuse to tolerate bullying of any kind. The Foundation Preparatory Academy Charter School community has an obligation to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. A student shall not bully or intimidate any student through words or action. All students, teachers, and other school employees shall take responsible measures within the scope of their individual authority to prevent violations of this policy. All students and/or staff shall immediately report incidents of bullying, harassment or intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school, or a school-sponsored activity, and during a school-sponsored activity. Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying. Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Restorative circle to repair all harm that was done
- Loss of privilege
- Reassignment of seats in the classroom , cafeteria, and/or bus
- Reassignment of classes
- Detention
- Out-of-school suspension
- Assignment to an alternative school
- Referral to Student Hearing Office for a disciplinary conference or recommendation for expulsion

If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

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

Student Recommendation for Expulsion

A student can be recommended for an expulsion if they commit an expellable offense on school grounds, on a school vehicle or at a school sponsored activity and event, which severely interferes with safety and learning, are of a threatening or harmful nature, and/or legal violations.

All expulsion recommendations are made at the discretion of the administrative staff at the school in which the student is enrolled.

Expellable offenses are organized in a tiered system. Tier One is reserved for the most serious offenses that may result in school removal for the remainder of the current semester and up to one full school year. Tier Two offenses may result in a removal for the remainder of the current semester and up to one full school semester. Tier Three offenses do not result in removal from campus for the first time offenses but may result in removal for subsequent offenses. School administrators may choose to handle a Tier Three offense through a disciplinary conference with strong school based interventions. Only offenses addressed by the Student Hearing Office may be used in support in future removal.

Tier One Offenses:

Distribution of Drugs; Weapons; Illegal Sexual Activity with Another; Battery with Weapon or Dangerous Substance or Implement; Aggravated Assault with Tier One Weapon; Battery on School Staff; and Battery with Documentable Injury.

Tier Two Offenses:

Possession of Drugs; Theft (valued at \$500 or more); Robbery; Unlawful Entry; Sexual Activity on School Premises; Assault with a Dangerous Substance or Implement; Dangerous Substances and Implements; Offenses to School Safety & Security

For more details please refer to NOLAPS Manual for Disciplinary Procedures on the NOLAPS website: www.nolapublicschools.com.

SECLUSION AND RESTRAINTS

CANO Staff will be trained every year with frequent refresher training using Crisis Prevention Institute techniques of de-escalation using non-physical techniques of safe and appropriate holds to address any student that may present a danger to self and/or others.

At Foundation Preparatory Academy Charter School, we will the following requirements for student seclusion and physical restraint:

- Seclusion and/or restraint will be used only if there is imminent risk of harm to students/others and is used as a last resort when all other de-escalation attempts have failed.
- Seclusion and/or restraints will not be used to address behaviors such as general noncompliance, self-stimulation, and academic refusal.
- If a student is restrained, every 15 minute interval must be documented.
- Students must be released as soon as he/she displays calming behavior or behavior that is not injurious to self or others.

Any incident of seclusion and/or restraint must be properly documented. Parents/guardians of students who have been secluded or physically restrained must be notified of the incident as soon as possible, and given a written report of the event within 24 hours.

Requirements for Students with Exceptionalities:

- 0-4 incidents: An FBA should be considered after any incident.
- 5 incidents: review the student's IEP plans and revise the student's Behavior Intervention Plan (BIP)
- 6+ incidents: review the student's IEP plans at least once every 3 weeks.
- Charter School Leader, NOLAPS, and the Department of Education must receive a report of the incident no later than the following school day.
- LEAs must report all instances where seclusion or physical restraint is used to address student behavior to the LDOE through the special education reporting (SER) system, at least monthly.

The school's Special Education Coordinator must be notified any time a student with an IEP is secluded or physically restrained.

TITLE IX INVESTIGATION

Title IX of the Educational Amendments of 1972 prohibits sex discrimination in any education program or activity receiving federal financial assistance.

Foundation Preparatory Academy does not discriminate on the basis of sex in its education programs and activities, curricular and extracurricular and accordingly, all staff, teachers, employees, and scholars abide by the requirements of Title IX of the Education Amendments of 1972 and its implementing regulations. Title IX regulations apply to athletic programs and to safeguard the rights of students in a wide range of educational settings by requiring Foundation Preparatory to address such conduct if it occurs on campus or in connection with any educational or extracurricular program.

Sexual misconduct in its many forms involving students is explicitly prohibited, whether such conduct occurs on or off campus, during or after school hours, during or directly related to school-sponsored activities, or at a time and/or place directly related to school function or an employee's school related duties.

Definition

Sexual harassment shall include, but not be limited to, unwelcomed sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:

- Submission to such conduct or communication is made a term condition, either explicitly or implicitly, of obtaining or retaining employment, of promotion, or of a student's education; or
- Submission to or rejection of such conduct or communication is used as a factor in decisions affecting an individual's employment or promotion or a student's education including aid, benefits, services or treatment; or
- Such conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's work performance or education, or creating an intimidating, hostile or offensive working or educational environment.

Sexual harassment may include but is not limited to:

- Verbal harassment or abuse;
- Uninvited letters, phone calls, or materials of a sexual nature;
- Inappropriate and uninvited leaning over, cornering, patting or pinching;
- Uninvited sexual suggestive looks or gestures;
- Intentional brushing against a student's or employee's body
- Uninvited pressure for dates;
- Demanding sexual favors accompanied by implied or overt threats concerning an individual's employment, promotion, or educational status;
- Uninvited sexual teasing, jokes, remarks, or questions
- Demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment, promotion or educational status;
- Any sexual motivated unwelcomed touching; or
- Attempted or actual rape or sexual assault.

Violation

Students and employees are encouraged and expected to immediately report. A report or complaint of an alleged violation of this policy must, at a minimum, include: (1) a description of an alleged act of sexual misconduct or harassment or retaliatory conduct, including the date, time, and place it allegedly occurred; (2) identity of the victim; (3) identity of the alleged harasser; and (4) the identity of reporting person.

Non-retaliation

Retaliation against any employee or student who brings sexual harassment charges or who assists in investigating such charges shall be prohibited. Any employee or student bringing a sexual harassment complaint or assisting in the

investigation of such a complaint will not be adversely affected, discriminated against or punished because of the complaint.

We share a common interest in resolving school-related complaints, problems or misunderstandings. Unless your concerns involve harassment, discrimination, or retaliation prohibited by our non-discrimination policy, we encourage you to attempt to first informally resolve rising concerns directly with the staff member involved. If you feel a more formal process is necessary to resolve your concern we have instituted a more formal process.

COMPLAINTS, CONCERNS & APPEALS

We share a common interest in resolving school-related complaints, problems or misunderstandings. Unless your concern involves harassment, discrimination, or retaliation prohibited by our non-discrimination policy, we encourage you to attempt to first informally resolve rising concerns directly with the staff member involved. If you feel a more formal process is necessary to resolve your concern we have instituted a more formal process.

PARENT GRIEVANCE POLICY

It is our goal to partner with parents/guardians to ensure your student has the best educational experience possible. We share in the commitment to accountability that we ask of all our families and students, and we will address concerns expeditiously and judiciously. Parents/guardians must bring complaints to the school level first in an effort to resolve all aspects.

The below process has been established so that students and parents/guardians may bring concerns, appeals, or complaints to the attention of the appropriate party:

- **Step one:** If a concern arises from a school situation, a student or parent/guardians should first come together with the teacher or staff member involved for a restorative conversation and/or a problem solving circle.
- **Step two:** If the student or parents/guardians concerned believe that the discussion has not led to a satisfactory conclusion, they may proceed to discuss the matter with the Assistant Principal/Department Head/ Instructional Coach in an attempt to reach a solution.
- **Step three:** If the student or parents/guardians believe that the situation still has not been resolved, concerns should be taken to the Principal. She/He will then document the complaint or appeal of a disciplinary decision and address any concerns regarding action or inaction taken by the school administration. The Principal will address the issue within three school days of the appeal.
- **Step four:** If the situation has not been resolved to the satisfaction of the student or parents/guardians, the matter should be taken to the Network Chief of Staff, Nicole Saulny, nsaulny@communityacademies.org. The Chief Schools Officer will document the complaint or appeal and address it within five school days from the time the complaint or appeal is submitted.
- **Step five:** If the situation has not been resolved to the satisfaction of the student or parents/guardians, the matter should be taken to the Network Chief Executive Officer, Myrialis King, mking@communityacademies.org. The CEO will document the complaint or appeal and address it within five school days from the time the complaint or appeal is submitted.
- **Step six:** If all other steps have been exhausted and the situation is still unresolved to the satisfaction of the student or parents/guardians, the matter should be taken to the Community Academies of New Orleans (CANO) Board of Directors through its Parental Concerns and Complaints Committee. The chair of the board can be reached njolly@communityacademies.org.

- The students or parents/guardian may request that the committee appoint a parent from the School who has no direct involvement with the matter to participate with the committee and provide input into the committee decision. The parent requesting a parent representative will be required to complete a release of student information form, allowing the parent to be required to execute a Confidentiality Agreement to maintain the integrity of the process and to protect any confidential information that may be necessary to disclose.
- **Step seven:** If after presentation of a complaint to the CANO Board of Directors Parental Concerns and Complaints Committee, the student or parents/guardians believe the issue has not adequately been addressed, they may present the complaint to the charter authorizer, the New Orleans Louisiana Public Schools (NOLAPS), which shall investigate and respond. The authorizer shall have the power and the duty to issue appropriate remedial orders to the Board of Directors of CANO.
 - NOLAPS can be contacted at www.nolapublicschools.com. Use the Families tab to get to Parental Rights.
- **Emergency Issues:** Emergency issues will be dealt with on an as-needed basis. The committee, as necessary, shall direct the Principal or other responsible party to act upon the complaint and report its resolutions to the committee. The committee shall render a final determination in writing as necessary.

Student with an Exceptionality

If there is a concern or complaint regarding a student with an exceptionality please reach out to the Special Education Coordinator first. If the matter is not resolved then you may contact the Director of Student Exceptional Services.

SCHOOL CALENDAR

Aug 1-2: School Orientation	
Aug. 6: Staggered Start- 1st/8th Grade ONLY	
Aug. 7: Staggered Start- 2nd/7th Grade ONLY	
Aug. 8: Staggered Start- 3rd/6th Grades ONLY	
Aug. 9: Staggered Start- Kinder/4th/5th/SWE Self-Contained Grades ONLY	(Pre-K/K Open House)
Aug. 12: First Day of School: ALL GRADE LEVELS (EXCEPT PRE-K)	
Aug. 13: First Day of School: Pre-K- ALL SITES	
Aug 6-Sept 19 (Diagnostic/BOY) - Dibels, iReady, DRDP	
Sept. 2: Labor Day Holiday	
Sept. 20: Staff PD; NO SCHOOL	
Oct.3-9: Fall Break; NO SCHOOL	
Oct. 16: Start of the 2nd Quarter	
Oct. 25: Staff PD; NO SCHOOL	
Nov. 5: Election Day	
Nov. 22: Staff PD; NO SCHOOL	
Nov. 25-29: Thanksgiving Break; NO SCHOOL	
Dec. 9-13: Dibels and iReady MOY	
Dec. 20: Staff PD; NO SCHOOL	
Dec. 23-Jan.3 : Winter Break; NO SCHOOL	
Jan. 6 : Staff PD; NO SCHOOL	
Jan. 8: Start of Quarter 3	
Jan. 20: Martin Luther King, Jr. Service Day; NO SCHOOL	
Feb. 26-27: Half Days for Mardi Gras	
Feb.28: Staff PD; NO SCHOOL	
March 3-7: Mardi Gras Break; NO SCHOOL	
Feb 10-Mar 19. LEAP Connect & ELPT Testing Window	
April 7-11: Dibels and iReady EOY	
March 21: Staff PD; NO SCHOOL	
March 20: Start of Quarter 4	
April 18-22: Spring Break, NO SCHOOL/Inclement Weather Makeup Days	
April 2-8: PBT/April 2-May 14-CBT: LEAP Testing Window	
May 19/20 Promotional Exercises	
May 21: Last Day of School- Students	

APPENDIX A

The following table outlines CANO policy for Unexcused Absences

<p><i>Our classroom teachers/co-teachers are the first line of communication as it relates to student attendance. If a student has missed class a teacher/co-teacher should make a courtesy call home to inquire about the student's absence. Information obtained from the call or if you were not able to reach a parent/guardian should be documented in our data system..</i></p>		
# of days Absent	Recommended Intervention	Staff supporting
1st - 3rd Unexcused Absence	<ul style="list-style-type: none"> ● Phone call to parent/guardian to inquire about absence or Robo Call ● Offer support 	<ul style="list-style-type: none"> ● Teacher/Co-Teacher/Office Manager by end of day. ● Teacher/Co-Teacher/Officer Manager documents a plan if any is created.
4th Unexcused Absence	<ul style="list-style-type: none"> ● Phone call to parent/guardian to inquire about absence to discuss a support plan to prevent further absences ● 4th Day Absence Letter, respectively, sent home by CIS Coordinator CIS Coordinator is made aware of excessive absences 	<ul style="list-style-type: none"> ● Office staffTeacher informs the CIS Coordinator by the end of day. ● CIS Coordinator sends letter to family. makes a call within 24-48 hrs.
6th Unexcused Absence	<ul style="list-style-type: none"> ● A Request for Attendance Conference/Meeting Letter is sent home. The letter should indicate the student is considered habitually absent and is explained in Bulletin 741- Chapter 11. ● Purpose of the conference is to review prior interventions and assess reasons for continued unexcused absences and/or tardies by creating an Attendance Contract ● Student becomes case managed. 	<ul style="list-style-type: none"> ● CIS Coordinator ● CIS Coordinator will document conference in home visit in JCAMPUS
10th Unexcused Absence	<ul style="list-style-type: none"> ● Refer to the Office of Student Support and Attendance for a truancy check. 	<ul style="list-style-type: none"> ● CIS Coordinator will initiate the referral ● and document OSSA referral in JCAMPUS ● Truancy check involves a Truancy Officer or School Resource Officer conducting a home visit.
Any Absence*	Family receives robocall	<ul style="list-style-type: none"> ● Data Manager



Parent/Guardian Signature of Acknowledgement

PLEASE RETURN THIS PAGE

My signature acknowledges that I have read, understand, and agree to the procedures noted in the 2024-2025 Foundation Preparatory Academy Parent/Guardian Student Handbook.

Child's Name: _____

Grade: _____

Homeroom Teacher: _____

Parent's Signature: _____

Date: _____