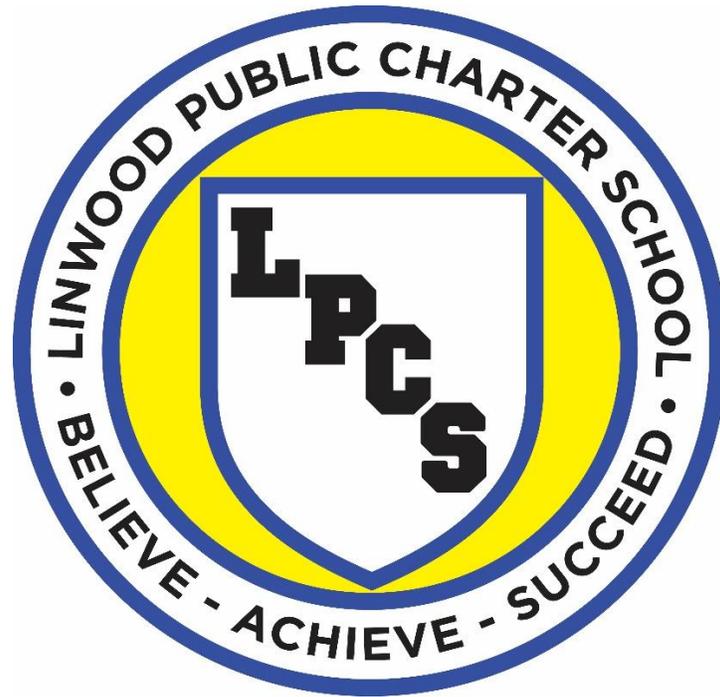


# Linwood Public Charter School

401 West 70<sup>th</sup> Street  
Shreveport, Louisiana 71106



## STUDENT/PARENT HANDBOOK

2019-2020

Dr. Staughton Jennings

CHIEF EXECUTIVE OFFICER



## **Linwood Public Charter School 2019-2020 Student Parent Handbook**

**The handbook is meant to provide a clear and visible framework of understanding for students, parents, and staff. It provides answers, however brief, to such questions as, "What are the guiding principles of Linwood Charter School?" "What are our aspirations for our students?" "What responsibilities must we fulfill as members of a community?" In short, "What are we about?"**

All handbooks should be manageable and should serve as reliable resources. While this Student Handbook is a work in progress that will change and be revised as we grow as a school, it still can help you understand "what we are about" today. Please read the handbook thoroughly and with care. Then, keep it at home within arm's reach for reference.

We seek your understanding and cooperation as we work together toward meeting our goals.

**The School reserves the right to make changes to the Student Handbook at any time and without notice. The School also reserves the right to depart from policies and procedures.**

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## **Linwood Public Charter School Contact List**

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Chief Operations Officer	Shirley Pierson
Principal of Lower School PreK-2 <sup>nd</sup>	Jennifer Ecklund
Principal of 3 <sup>rd</sup> – 5 <sup>th</sup> Grades	Starla Ross
Principal of Middle School	Tara Sealy
Director of Human Resources	Jennifer Myles
Director of Finance	Wanda Austin-Lewis
Director of Marketing/Recruiting	Letisha Williams
Student Management Coordinator	Russell Rollins
PBIS Coordinator	Twyla Abraham
Elementary Counselor PreK-5th	Shemekia Clarkson
Middle School Counselor 6 <sup>th</sup> -8 <sup>th</sup>	Tania Lovell
Social Worker	Arlene Huling
Cafeteria Manager	Terry Riley
Registrar	Talya Scroggins-Taylor
School Based Health Center	David Raines
Title I Coordinator	Petrina Milan
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### **WEBSITE ADDRESS**

**Email: [info@linwoodcharter.org](mailto:info@linwoodcharter.org)**

**Linwood Public Charter School  
Board Members  
Contact List  
2019-2020**

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## **Introduction**

### **Cultural Diversity**

LPCS believes cultural diversity in its student body and staff is part of its mission to “educate citizens of the world.”

The diversity of the student body gives students the experience of interacting with children and adults from a variety of backgrounds, providing them with an opportunity to closely relate to people of different cultures, religions, and races. It fulfills one of the goals of the school’s philosophy, which is “to help students develop a true understanding of the differences as well as the similarities” of others.

### **Accountability**

We believe that high efficiency and good standards are achieved if people are held responsible for their actions and decisions. Hence, every individual at the school is accountable. Administrators bear the responsibility for setting, achieving, and maintaining high standards. The administration sets the syllabi for all classes and measures the attainment of objectives through independent testing. Teachers are held accountable for student achievement.

### **Non-discrimination Policy:**

LPCS is committed to ensuring equal educational opportunities for all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, sexual orientation, ethnicity, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language or a foreign language, and academic achievement. LPCS may limit enrollment to specific grade levels and may structure curriculum around areas of focus such as mathematics, science or the arts.

# **Linwood Public Charter School Mission**

## **Academic Mission**

**Linwood Public Charter School aims to:**

- Qualify every student for success in college;
- Provide each student with a well-rounded education strongly based on a mastery of English and mathematics;
- Train students in logical reasoning and critical thinking;
- Prepare students to sustain an intellectual effort for long periods of time; and
- Generate excitement for life-long learning.

## **Citizenship Mission**

**Linwood Public Charter School students are guided to:**

- Uphold high standards of conduct and promote ethical and civic values;
- Make informed decisions on social issues;
- Defend convictions and reverse negative peer pressure;
- Participate in extracurricular activities, school management, and community work;
- Foster tolerance, active cooperation, and teamwork; and
- Develop a true understanding and appreciation of the peoples of the world through viewing differences as well as similarities.

## **Vision Statement**

The purpose of LPCS is to provide high quality education that enables all students to achieve their full potential in a safe and productive learning environment to become productive citizens.

# ACADEMIC PROCEDURES

## 2019-2020 Term Schedules

The school year is divided into four quarters. At the end of each quarter final exams will be given. Notices will be sent home accordingly.

**The 2019-2020 school year structure is outlined below.**

1 <sup>st</sup> Quarter	August 12, 2019	October 10, 2019
2 <sup>nd</sup> Quarter	October 17, 2019	December 19, 2019
3 <sup>rd</sup> Quarter	January 7, 2020	March 6, 2019
4 <sup>th</sup> Quarter	March 7, 2020	May 15, 2020

## Homework

The purpose of homework is to reinforce concepts from class and to give students the opportunity to apply what they have learned; students are expected to complete homework. It will count as 5 percent of their total grade.

### What parents can do to help:

- Provide students with an appropriate place to do homework.
- Schedule student and family activities to allow for homework completion.
- Emphasize the importance of responsibility and the need for a thorough, careful approach to assignments.
- Encourage independent work while providing the student with appropriate support when necessary.

Homework can/may be given as a homework packet at the start of the week as deemed necessary by the teacher. It is expected that all students will have some form of homework weekly whether it is a math exercise, silent reading or studying in preparation for an upcoming exam. The amount of homework will increase as the student progresses through the grades. A general rule is to expect that a student will have a **MINIMUM** of 10 minutes of homework per grade level. For example, a student who is in the 6<sup>th</sup> grade should have approximately 60 minutes of homework per night. These guidelines have been established and are subject to individual student learning styles and abilities. Consequently, some students may require less or more time than the guidelines would indicate for each grade level.

### **Missing Homework/Class work/Tests and Projects:**

#### Missing Homework:

- Homework that is missed will result in a loss of points in that subject if not submitted within three days of due date.

#### Missing Class Work/Tests:

- Missing class work and tests due to absenteeism must be made up within three days of the due date or test date. **If they are not completed within the three-day deadline, the student will receive a zero grade. Students with excused absences will receive 100% credit and students with unexcused absences will receive 70% credit.**

Parents may request homework or classroom assignments if they know student will be absent for three or more days.

## **Testing**

### **Academic Dishonesty / Cheating / Plagiarism**

Academic dishonesty (such as cheating and plagiarism) will be handled with severe academic and disciplinary consequences, including but not limited to parent conferencing, zero grade, detention, In-House Alternative Program, external suspension and/or expulsion. Repeated offenses shall prompt full scrutiny of all student academic grades and may result in re-testing of previous examinations.

### **Standardized Tests**

Students in grades 3<sup>rd</sup> -8<sup>th</sup> take state-mandated tests in the spring. Scores on standardized tests help teachers assess how much progress students have made, not only by school standards but also by state and national standards.

### **Reporting of Student Progress**

Interim reports are used to inform parents of potential academic problems and will be sent home mid-way into each quarter.

### **Parent-Teacher Conferences:**

Communication between the home and the school helps to create a collaborative learning environment team consisting of the student, parents, teachers, and administration. Parents are encouraged to call the office to arrange conferences with teachers or any other administrators.

### **Parent Observations in Classrooms**

Instructional time at Linwood Charter School is highly valued and protected. Teachers and students profit from a learning environment that is free from distraction or interruption. For this

reason and others, parents may not randomly visit a classroom. Parents may contact the Principal to discuss their interest in visiting a particular activity and to schedule such a visit.

**Student Classroom Placements**

Classroom placements shall be at the sole discretion of the administration of the school. Parental requests for specific faculty members for their children will not be honored.

**Student Records**

Student records are available to parents upon request. Requests for school records must be in written form and submitted at least two days before the day they are needed.

**Report Cards**

Report cards are mailed out four times a year at the end of each quarter. Report cards for students in Intensive Program classes and Special Education classes may include additional written commentary from program teachers. Report Cards include the student’s numerical grade for each subject, attendance records, and a conduct grade indicating the student’s behavior.

*While it is always our intent to involve parents whenever feasible in significant decisions that affect their child, the ultimate authority concerning promotion, retention, and placement of students rests with the school officials.*

**Grading System**

**The School Grading Scale**

<b>A</b>	<b>100-93</b>
<b>B</b>	<b>92-85</b>
<b>C</b>	<b>84-75</b>
<b>D</b>	<b>74-67</b>
<b>F</b>	<b>66-0</b>

**Honor Roll:**

Students with a GPA of 3.0 will be placed on the honor roll.

## Student Services

LPCS student services include academic administrators, counselor, licensed social worker, and an on-site health center. The administrators and counselors assist students through conferences with individual pupils and/or with small groups.

The help offered includes, but is not limited to:

1. **Educational:** Academic administrators offer appraisals of academic strengths and weaknesses and review study habits.
2. **Personal:** The licensed social worker and Health Center assist with mental health and social/emotional counseling of the student population. Social workers provide: mediation of student-related disputes, referral for outpatient mental health service; psycho-educational observation; preparation of behavioral intervention plans. Mandated reporting of neglect and abuse situation; and crisis intervention assistance.

## School Curriculum

The objective of the curriculum is to help children develop basic skills in an encouraging and supportive environment. It has been designed to challenge students to strive for excellence and achieve their full potential in all grades. The skills of reading, writing, abstract reasoning, and problem solving is emphasized.

The school's curriculum is designed to establish a balanced, well-rounded education in:

1. English
2. Mathematics and Computing Technology
3. Science
4. Social Studies
5. Spanish
6. Computers, Music, and Art
7. Physical and Health Education

### English

In the English program the following skills are developed:

- Decoding the language from printed form
- Comprehending what is read
- Developing an ever-expanding vocabulary
- Reading widely from the best available literature
- Writing for effective communication

The main goals are to instill a lifelong love of reading and to develop effective, competent writing skills with teachers participating as role models. Additional goals in the program include mastering grammar, spelling, penmanship, and public speaking.

Upper school students focus increasingly on reading comprehension, vocabulary, grammar, and writing skills. Students also learn techniques of literary analysis.

## **Mathematics**

The ultimate goal of teaching mathematics is to help students develop ability for mathematical thinking and an appreciation of the power, beauty, and use of math. At LPCS, math is considered a “third” language applicable in all societies and cultures, and therefore a critical part of the educational process.

Objectives in mathematics include understanding key concepts, mastering computational skills and problem-solving techniques that will enable students to understand the more abstract concepts of Upper School math.

The following are the mathematics courses assigned to Upper School students:

- Arithmetic
- Fundamentals of Algebra
- Intermediate Algebra and Beginning Geometry
- Advanced Algebra and Intermediate Geometry

## **Science**

The science curriculum offers students diverse opportunities to become involved with basic scientific concepts, process-oriented techniques, and challenging problems for investigation. There are two major components in the curriculum: a physical sequence, guiding children through examination of the physical world, and a life sequence, focusing on the biological world.

Students explore the world they live in and develop techniques for observing and testing nature. The relationship between math and science is an important feature of the science program and is built into the curriculum for both subjects.

The science curriculum combines both theoretical and practical aspects of science. Students develop an understanding of important scientific principles, as well as the application of these principles to a broad range of physical phenomena.

The practical side of science is examined through a variety of laboratory exercises, which allow students a hands-on opportunity to study science. Courses emphasize a systematic approach to problem solving and both qualitative and quantitative analysis.

The following are the Science courses offered:

**Kindergarten:** Nutrition, Weather Patterns

**1<sup>st</sup> Grade:** Matter, Parents and Offspring, Animal Features

**2<sup>nd</sup> Grade:** The Environment, Shade Balls, Bodies of Water

**3<sup>rd</sup> Grade:** Force and Motion, Rocks and Minerals, Structure Comparison, Fossils Records

**4<sup>th</sup> Grade:** Erosion, Season, Redwood, Energy Transformations

**5<sup>th</sup> Grade:** Photosynthesis, Astronomy, Properties of Substances, Earth’s Substances

**6<sup>th</sup> Grade:** Energy, Phase Changes, Gravitational Wave, Chemical Reactions

**7<sup>th</sup> Grade:** Cellular Transport, Food Webs, Genetic Probability

**8<sup>th</sup> Grade:** Gravity Climate and Weather Coastal Erosion, Prevention, Restoration, Water is Life

## **Social Studies**

Social Studies classes include the community, and then the geography, history, and cultural diversity of various countries around the world.

Map and globe skills, the use of charts and graphs, chronology, critical thinking, and research are some of the components of the integrated-skills approach. Citizenship, government, economics, and sociology are included in the social studies program.

The curriculum reflects the changing Frameworks set forth by the Louisiana Department of Education. For academic year **2019-2020** the following courses will be offered:

**Kindergarten:** Scope and Sequence, American Flag, George Washington, Needs and Wants

**1<sup>st</sup> Grade:** Scope and Sequence Elections, Impact on the Environment, Using Maps, Needs and Wants

**2<sup>nd</sup> Grade:** Scope and Sequence, Elections, Producers and Consumers, Festivals

**3<sup>rd</sup> Grade:** Technology's Impact, Impact on Price, Key event in Louisiana, Government Provide Services

**4<sup>th</sup> Grade:** Economy of Janesville WI, Civil Rights, Innovations and Migration, Westward Expansion, Transcontinental Railroad

**5<sup>th</sup> Grade:** Indigenous Culture, French and Indian War, Impacts of French and Indian War, Colonial Regionalism, Religion in Colonial America, Forced Labor, Peace Treaty of Massasoit

**6<sup>th</sup> Grade:** Historical Thinking Skills, Key Events, Ideas, and People, Geography Skills, Culture and Environment, Government Foundation and Structure, Resources and Interdependence

**7<sup>th</sup> Grade:** Historical Thinking Skills, Revolution and the New Nation, Expanding Nation, War Reconstruction, Geography Skills, Immigration and Cultural Diversity, Government: Purpose, Foundation, and Structure, Global Awareness, Civic Literacy, Resources, Interdependence and Decision-Making

**8<sup>th</sup> Grade:** Historical Thinking Skills, Key Events, Ideas and People, Geography Skills, Culture Environment, Government: Purpose, Foundation, and Structure, Global Awareness, Civic Literacy, Resources, Interdependence and Decision-Making

## **Music**

The elements of music—melody, harmony, rhythm, tone, color, and form—are studied through singing, listening, visual media, theory, games, creative movement, and playing of instruments.

## **Art**

The aim of the Art Department is to offer students a fundamental experience with a range of media, balancing free ideas with strict observational work. Given the necessary opportunities, students should, in their own way, communicate and express themselves visually and become more self-motivated, intuitive, and confident. The work is structured with the continued exploration of the following elements or disciplines: line, shape, form, tone, texture, and color, and the relationship of these to each other.

## **World Languages-Spanish**

The objective of the World Languages Program is to help students attain proficiency in Spanish and gain an understanding of the history and culture of its people.

Spanish has seven sub-subjects that are individually assessed for each student:

- Reading comprehension
- Listening comprehension
- Vocabulary
- Oral expression
- Grammar
- Writing

## **Physical and Health Education**

The aim of Physical and Health Education is to enable students to make decisions on long-term, positive, healthy lifestyles. This includes not only exercise, but also nutrition, drug use and abuse, physical growth and development, and personal health.

Physical education classes are required of all students. Although it is important to be physically fit, it is equally important that students develop an understanding of physical fitness and the knowledge of how to attain it. Gross motor skills, progressing to loco motor movements and lead-up games to sport-type activities are emphasized.

If LPCS teaches a course which primarily involves human sexual education or human sexuality issues, the school shall afford parents/guardians flexibility to exempt their children from any portion of said curriculum through written notification to the Chief Executive Officer or designee.

## **Extra-Curricular Activities**

Participation in extra-curricular activities, while encouraged, is a privilege, not a right. Any student whose conduct in and out of school is inconsistent with the school mission may be denied the privilege of participating in extra-curricular activities at the discretion of the Chief Executive Officer.

## **Clubs**

The school offers student participation in a variety of club activities. Membership in school clubs is open and voluntary unless such membership is based upon specific criteria or try-outs. Each club is governed by applicable school policies.

Club activities may not materially or substantially interfere with the orderly conduct of educational activities. All school clubs must comply with and adhere to state and federal laws and regulations. School-based clubs are required to have a faculty/staff advisor and a club mission statement.

## **General Eligibility Requirements**

For participation in sports, academic competitions, field trips, and other school-sponsored activities, all prerequisite paper work including, but not limited to, parental consent / indemnification forms, and/or fee waiver forms must be completed before a student can participate in an extracurricular activity in any manner. Current physical examination forms must be completed before a student may participate in any interscholastic athletic activity.

Additionally:

- A student who is suspended from school loses all privileges of participation in or attendance at extracurricular activities during the term of suspension.
- A student who is absent from school may not participate in or attend any extracurricular activities held on the day of the absence (a Friday absence would nullify eligibility for participation in a Saturday contest or activity).
- A student must be in attendance for minimally four (4) academic periods of the school day to be eligible to participate in or attend extracurricular activities held on that day.

- Students who receive two or more disciplinary referrals within twenty (20) school days before the extracurricular activity will not be permitted to participate in the activity.
- Students lose the privilege of participation in extracurricular activities if outstanding disciplinary consequences (detention or Saturday Academy) have not been fulfilled.

Restriction or loss of participation privileges in any extracurricular activity may be determined by the administration due to violations of the school's code of conduct (see "Code of Conduct" section).

### **Academic Eligibility Requirements**

Eligibility in sports and academic competitions that require a student to practice and participate over a period requires that students meet the academic eligibility in addition to the eligibility criteria outlined above.

Eligibility for participation in any long-term extracurricular activity shall be determined at the end of either the first or second marking periods. The year-end cumulative grades will be used to determine academic eligibility during the first marking of the following year. Students who successfully complete summer school course(s) will be eligible for the first term of the subsequent school year. Eligibility for participation shall be considered official on the date that the report card from the previous term is issued to parents/guardians.

In order to fully participate in extracurricular activities, a student must receive a passing grade (67% or above) in each of the major academic subjects during the marking period used to determine eligibility for a sport or activity. The four major subjects are English, math, Spanish, social studies, and science. If a student receives a failing grade (66% or below) in one of the major academic subjects listed above in the determining marking period, the student shall be placed on academic probation (see below). If a student fails two or more of the major academic subjects listed above in the determining marking period, the student is ineligible to participate in any extracurricular activity for the duration of that term.

### **Academic Probation**

The period of academic probation begins on the day that eligibility is considered official and continues for three weeks. Students on academic probation are expected to participate in all tutoring opportunities offered by the school. During the period of academic probation, participation in any extracurricular activity will be limited to accommodate the tutoring schedule. Although members of a sports or academic team may practice with their teams, they may not compete in any interscholastic competitions until eligibility is reinstated. For those students who maintain averages of 70% or above in all the major academic subjects during the probationary period, eligibility will be reinstated at any date after the three-week period. After eligibility is reinstated, the student must maintain a passing grade in all major academic subjects for the duration of the extracurricular activity or eligibility may be revoked.

### **School Policies for Athletes/School Clubs**

Some of the reasons a participant may be dismissed from an athletic team, academic team, and/or school-based club are:

- Failure to comply with eligibility requirements
- Excessive excused absences
- Unexcused absences from practices and/or games/events
- Inappropriate or unsportsmanlike conduct, including but not limited to use of profanity at practice or events, insulting, derogatory language to teammates, opponents, coaches, spectators, or officials, actions showing intent to do physical harm, hazing, displays/actions showing a lack of emotional stability

### **Conduct at Athletic/Extra-curricular Events**

When visiting teams play at LPCS, the administration expects that our students and fans will treat these visiting teams and their fans with the utmost respect as would be expected with any guest in our school. Inappropriate or rude behavior from any LPCS student before, during, or after an athletic event will result in that person being removed from the event and exclusion from future events, as well as possible disciplinary actions. Students who are suspended or who are absent from school on the day of the event are not permitted to attend athletic events. These behavior guidelines and consequences pertain to all home and away contests/events.

### **Field Trips**

Field trips might be held in support of the curriculum. These will be academic in nature and involve pre and post-activities. Some field trips require a fee for participation. **Students who receive two or more disciplinary referrals within 20 school days before the field trip may not be permitted to attend.** However, student attendance on field trips remains subject to the discretion of the Director or designee.

### **Textbooks**

Several books are assigned to students during the year. It is expected that students will treat all books with respect and keep them in good condition for return at the end of the year. Students should not write in books unless explicitly instructed to do so by a teacher.

**If a student loses or damages a book, parents / guardians are responsible for the cost of the replacement book.** The school office will provide information about costs for a book should a problem arise. **Students with outstanding bills for books will not participate in end-of-year activities.**

### **Media Center**

Students, teachers and staff are strongly encouraged to use the media center for academic and/or recreational reading, class projects, research, etc. The media center is an area to work in quietly. Everyone is expected to respect others' rights to this quiet environment.

# **SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT (PBIS)**

## **Positive Behavioral Interventions and Supports (PBIS)**

School-wide positive behavior interventions and support is a system that is for improving student behavior. It is used:

- with all students
- across all environments in school (classroom, lunchroom, restroom, hallways, assemblies, playground, fieldtrips, all extracurricular activities)
- to help schools to create effective learning environments

## **Positively Reinforce and Reward Expected Behaviors**

When students meet school-wide expectations, school staff will note their success with points and/or Warrior Bucks. The points and/or Bucks can be redeemed to make purchases in student store as well as the Warrior Wagon. **All** faculty and staff members will use this system.

## **Enforce Meaningful Consequences for Violations**

In addition to teaching and rewarding positive behaviors, interventions are in place to assist students that display problematic behaviors. Problem behaviors typically fall under the categories of minor or major infractions.

## **Levels of School-wide Support**

At LPCS, three levels of interventions that are in place for students that need support to be successful.

**Tier I- Universal system of support:** Behavioral support is provided for ALL students throughout the school. These supports include:

- Social skills instruction
- Positive discipline that is proactive
- Behavior expectations that are taught
- Active supervision and monitoring
- Positive reinforcement
- Fair and corrective discipline
- Parent training and collaboration

**Tier II- Small group systems of support:** This level of support provides additional help for some students who need more support. Interventions are more intensive and are for a smaller number of students. They are often provided in small groups, and include:

- Social skills groups
- Conflict resolution
- Self-management programs
- Adult mentors (checking in)
- Small group instruction
- Special seating or special schedule

**Tier III- Targeted systems of support:** Intensive, individual supports for a few students with problem behaviors. These supports are used when universal and group/classroom supports are not effective in teaching behavioral skills in all settings. It includes:

- Individual academic support (IEP/504)
- Intensive social skills instruction
- Functional behavior assessments (FBA)
- Behavior intervention plans (BIP)
- Supervision and monitoring
- Interagency collaboration
- Intensive collaboration with family
- Intensive family-based interventions, when appropriate

## **General School Rules**

### **Conduct of Parents, Other Visitors, and School Employees**

It is the intent of LPCS to promote respect, civility, and orderly conduct among students, school employees, parents, and the public. It is not the intent of LPCS to deprive any person of his or her right to freedom of expression. The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for teachers, students, administrators, staff, parents, and other members of the community. The school encourages positive communication and discourages volatile, hostile, or aggressive communications or actions.

### **Expected Level of Behavior**

School personnel will treat parents and other members of the public with courtesy and respect. Parents and other visitors will treat teachers, administrators, and other school employees with courtesy and respect. *Please read RS 14:40.6 on page 6-62 regarding the penalty for disruption of the operation of a school.* School personnel and visitors shall follow all traffic laws on public and private ways while traveling to and from campus.

### **Unacceptable and Disruptive Behavior**

- Using loud or offensive language, swearing, cursing, or displays of temper;
- Threatening to do physical harm to a teacher, school administrator, school employee, or student;
- Any other behavior that disrupts the orderly operation of a school, classroom, administrative function and a safe campus environment;
- Abusive, threatening, or obscene letters, e-mail, or voice mail messages.
- Violations of traffic laws on public and private ways while travelling to and from campus.

### **Parent Recourse**

- Any parent who believes he or she was subject to unacceptable or disruptive behavior on the part of any staff member should bring such behavior to the attention of the staff member's immediate supervisor, appropriate administrator, and/or the Chief Executive Officer.

### **Authority of School Personnel**

Any individual who acts as follows may be directed to leave the school premises by any school administrator or school security. If the person refuses to leave the premises as directed, the administrator or other authorized personnel shall seek the assistance of law enforcement to take such action as is deemed necessary:

- Disrupts or threatens to disrupt school operations;
- Threatens or attempts to do or does physical harm to school personnel, students or others lawfully on school premises;
- Threatens the health or safety of students, school personnel, or others lawfully on school premises;
- Fails to follow campus / public / private way traffic and safety directives;

- Intentionally causes damage to school property or the property of others lawfully on school premises;
- Uses loud or offensive language;
- Comes onto school premises without authorization; or
- Engages in unauthorized audio/videotaping or still photography

If any of the above-mentioned actions take place or if there is a serious threat of harm to student(s) or school personnel, the school may obtain an Order of No Trespass prohibiting the individual making said threat from entering on school property.

#### **Authority to Deal with Persons who are Verbally Abusive**

- If any member of the public uses obscenities or speaks in a loud, demanding, insulting, and/or demeaning manner, the employee to whom the remarks are addressed shall calmly and politely warn the speaker to communicate civilly.
- If the verbal abuse continues, the employee may terminate the meeting, conference, or telephone conversation.
- If the meeting or conference is on school premises, any employee may request that an administrator or other authorized person direct the speaker to promptly leave the premises.
- If the person refuses to leave, the administrator or other authorized personnel shall seek the assistance of law enforcement to take such action as is deemed necessary. If the employee is threatened with personal harm, he or she may contact law enforcement.

**Should an individual persist in violating the terms of this policy, the school may limit and restrict the methods of communication that may be used by said individual.**

#### **School Building Policy for Visitors**

In order to maintain safe and secure school buildings and grounds, LPCS requires that all visitors report to the receptionist to secure guest identification badges. All visitors must properly wear display guest credentials for all school appointments / visits. All visitors are required to legibly print their names, their arrival time, their departure time and their destination when signing into the building. Visitors will be escorted to and from their destination. All staff members and students shall immediately report any strangers to an administrator.

- Impromptu parent visits for faculty conferencing are discouraged.
- Any or all audio/videotaping or still photography must be pre-approved by administration.
- Cafeteria visits by parents with food from outside vendors for their children are not allowed.
- All parents / guardians are directed to drop off all students in respective school drop-off areas, and refrain from walking students to their rooms or cafeteria.
- See Appendix for Dress Code for Visitors – page 63.

## **SAFE AND SECURE BUILDING POLICY**

There shall remain a building-based Crisis Team consisting of administrators, security personnel, social worker, school nurse, and maintenance personnel. Representatives from the Shreveport Police, Shreveport Fire, and Emergency Preparedness personnel will advise school personnel on a collaborative basis.

### **Building Evacuation/Lockdown Plans**

The school possesses written building evacuation/lockdown plans to be employed in the event of emergency situations. Parents will be notified by letter if a lockdown occurred during the school day. If there is immediate danger and an evacuation must take place, parents will be notified as soon as possible by phone.

### **Emergency School Closings and Delayed Openings**

The Chief Executive Officer is responsible for the closing of public schools. LPCS will coordinate the closing and dismissal of its students with the schools in Caddo Parish. Area radio and television stations will be notified by the Superintendent's office of school closings and early dismissal information for public broadcast.

### **Drug Free School Zone**

Any person convicted of violating the provisions of the law pertaining to the unauthorized manufacturing, distribution, dispensing or possession with intent to distribute a controlled substance while in or on, or within one thousand feet of the real property comprising a public or private elementary, vocational or secondary school, whether or not in session, shall be punished by a term of imprisonment in the state prison for not less than two and one-half nor more than fifteen (15) years or by imprisonment in a jail or house of correction for not less than two nor more than two and one-half years. No sentence imposed under the provisions of this section shall be for less than a mandatory minimum term of imprisonment of two (2) years. A fine of not less than one thousand nor more than ten thousand dollars may be imposed but not in lieu of the mandatory minimum two (2) year term of imprisonment as established herein, or as required by state and federal law.

Lack of knowledge of school boundaries shall not be a defense to any person who violates the provisions of this section.

### **Personal Belongings**

The school will attempt to create an environment, which will prevent personal items from being lost or stolen. However, **LPCS cannot be responsible for lost or stolen property. Students bring personal belongings at their own risk.** The best protection against loss or theft is to clearly mark all clothing and equipment with the student's name.

Large/loose jewelry, large/loose key / wallet chains, spike bracelets or collars, sunglasses, bandanas, nylon caps, or any other accessories that may be dangerous or distracting are prohibited.

Students are **NOT** allowed to bring any electronic devices on campus to include but are not limited to the following items:

- **Cellular telephones – (If a cellular phone is seen or heard, it will be confiscated.)**
- **Cameras, recording devices, CD players, I Pods, MP3 players or electronic games.**
- **Playing /trading cards**
- **Laser pointers**
- **Toys**
- **Skateboards**
- **Athletic equipment other than for school athletic teams**
- **Wallet chains**
- **Rolling Book bags**

**Prohibited articles / property will be confiscated by school administrators and will require parental pickup.**

#### **Telephone Use/Student Messages**

Telephone messages from a parent to a student will only be delivered through the respective administrative offices on an emergency basis. Please remember that LPCS grade level offices serve in excess of 1000 students, and students should make certain that they have all necessary instructions before leaving for school.

**\*Cellular telephones are prohibited on school property.\***

Except in an emergency, students may not use office telephones to make calls. If a student has an emergency, he or she may report to the Student Management office where a staff person will place the call on their behalf.

## ATTENDANCE POLICY

LPCS requires children to attend school regularly. The law provides various penalties for persons who prevent children from attending school. Parents are subject to court action and a fine should their child be habitually absent or habitually truant. LPCS expects students to attend school daily in order to receive the maximum benefits of instruction. **According to Louisiana law, students with more than ten unexcused absences will be retained.**

LPCS does not follow an open campus policy. Therefore, all students are expected to remain on campus for the entire school day.

### Definitions

**School absence:** To be considered present in school, a student must be in attendance for a minimum of four (4) academic periods in a given school day.

**Class absence:** To be considered present in class, a student must be in attendance for more than twenty-five (25) minutes in a given class period.

**Excused Absence:** A parental note is required indicating the reason for the absence. The note must include the date(s) absent, the reason for the absence, a telephone number where a parent or guardian can be reached, and the parent or guardian's signature. All absences will be counted and considered accruing toward LPCS academic consequences and truancy as defined in the Louisiana statutes.

The administration shall review and maintain records of all absences. When a student is absent, the parent shall notify school **before 10:00 A.M.** If a parent does not call the school, the school will attempt to contact the parent about the recorded absence. Consistent patterns of tardiness or absences from individual classes or whole day truancy will prompt contact of parents and guardians and appropriate intervention and consequences.

It is the responsibility of parent(s)/legal guardian(s) and students, whenever possible; to make personal appointments that do not conflict with regularly scheduled classes or school activities.

### Tardy Procedures

Classes will begin at 8:00 AM. The tardy bell will ring at 8:10 AM. Students arriving late must be recorded as tardy by office administration before reporting to their respective classrooms. Parents **MUST** sign their child in at the front desk if they arrive after 8:10 A. M. Students will be given a tardy slip to submit to their homeroom teacher in order to avoid being marked absent.

*Records of missed classes due to absences, early dismissals or disciplinary referrals, will be referenced for course failure deliberations and /or disciplinary consequences which may result in expulsion.*

## **ATTENDANCE INTERVENTION MEASURES AND CONSEQUENCES**

### **LA R.S. §233. Cases of habitual absence or tardiness referred to juvenile or family court; denial or suspension of driving privileges**

- A. Any student who is a juvenile and who is habitually absent from school or is habitually tardy shall be reported by visiting teachers and supervisors of child welfare and attendance to the family or juvenile court of the parish or city as a truant child, pursuant to the provisions of Chapter 2 of Title VII of the Louisiana Children's Code relative to families in need of services, there to be dealt with in such manner as the court may determine, either by placing the truant in a home or in a public or private institution where school may be provided for the child, or otherwise.
- B. (a) A student shall be considered habitually absent or habitually tardy when either condition continues to exist after all reasonable efforts by any school personnel, truancy officer, or other law enforcement personnel have failed to correct the condition after the fifth unexcused absence or fifth unexcused occurrence of being tardy within any school semester.
- (b) The parent or legal guardian of a student shall enforce the attendance of the student at the school to which the student is assigned.
- (c) The principal of the school, or his designee, shall notify the parent or legal guardian in writing upon a student's third unexcused absence or unexcused occurrence of being tardy, and shall hold a conference with such student's parent or legal guardian. The student's parent or legal guardian shall sign a receipt for such notification.
- (d) The parent or legal guardian of any student may be legally accountable.
- C. For purposes of this Section, the term "tardy" shall include but not be limited to leaving or checking out of school unexcused prior to the regularly scheduled dismissal time at the end of the school day but shall include reporting late to class when transferring from one class to another during the school day.

### ***LOUISIANA LAW WILL BE STRICTLY ENFORCED.***

#### **The following reasons for absences may be excusable and considered as part of the appeal process:**

- A doctor, school nurse, or independent medical practitioner-verified illness, injury or disability that prevents the student from attending school.
- A death in the immediate family.
- Court appearances, DYS confinement, or suspension from school.
- Religious holy days.
- Displacement by natural disasters.
- School sponsored/approved activities (including field trips, athletic contests, etc.).

- Psychological, Physical Testing and Evaluations, Medical Assessments:  
Under certain circumstances psychological and medical assessments may be required (e.g. IDEA, Chapter 766 etc.) and testing schedule can only be arranged during school hours. Family vacations are not considered as excused absences.

## **DISMISSAL POLICY PROCEDURES**

For safety and security purposes, **LPCS requires that parents/legal guardians make all requests for early dismissal of students in writing on the day of such request.**

**NO STUDENT WILL BE PERMITTED EARLY DISMISSAL AFTER 2:30 PM.**

**All early dismissals must be recorded in the main administrative office logbook.**

**We will not disturb any class for early dismissal requests during examination and testing times.** These testing periods include but are not limited to standardized and academic testing. LPCS **requires** that parents/guardians provide written notice if other individuals are providing for their child's early dismissal and transportation.

## **TRANSPORTATION POLICIES**

### **Bus Policies**

Students are given Bus Conduct information forms to take home.

Parents are to go over rules and regulations for students to ride school bus. Then students are to return information card, with the bottom part of second page completed and signed, confirming that they read and understand privileges and consequences, of their actions on the bus.

### **Campus / Neighborhood Traffic Control**

In order to control vehicular traffic and to provide for student and neighborhood safety, visitors must follow posted speed limits and park in the designated campus parking areas. Violators of neighborhood and/or campus traffic control or parking directives will be reported to the Shreveport Police Department.

## **PRIVACY RIGHTS, SEARCHES, AND SCHOOL PROPERTY:**

### **Policy Application**

When there is reasonable suspicion to believe that a student may be in possession of drugs, weapons, alcohol, or other materials in violation of school policy or state law, a search of the student's person and property may take place. School property shall remain under the control of school officials and shall always be subject to a search for any reason.

### **Student Searches**

A student's effects are also subject to being searched by school officials and are subject to the same rules. Effects may include automobiles located on school property.

### **School Property**

Student desks, computers, etc. are for the use of students but remain the property of LPCS. The school exercises exclusive control over school property, and a student should not have an expectation of privacy regarding items placed in school property.

**STUDENTS SHOULD HAVE NO EXPECTATION OF PRIVACY IN THEIR DESKS, COMPUTERS, BACKPACKS, DUFFLE BAGS, AND POCKETBOOKS, LIKE ARTICLES OR POSSESSIONS, ETC.**

**LPCS ADMINISTRATORS INTEND TO CONDUCT PERIODIC, BACKPACK, AND DESK INSPECTIONS TO ENSURE CLEANLINESS, SAFETY, ADHERENCE TO FEDERAL, STATE, AND LOCAL LAWS AND REGULATIONS, AND ADHERENCE TO SCHOOL RULES.**

### **Use of Student Photographs**

Student photographs may be taken, reproduced and used for various purposes, including but not limited to temporary student records, school publications, yearbooks, classroom pictures, television news, newspapers, periodicals, and school functions, etc. Except for photographs for individual student records, if you do not want your child's photograph and/or picture used in any manner you must notify the school each year of your request in writing.

### **Transgender and Gender Nonconforming Students and Employees**

Linwood Public Charter School does not discriminate regarding race, color, religion, gender, sexual orientation, gender identity, national origin, age, disability, LBGQT status, genetic information, marital status, amnesty or status as a covered veteran in accordance with applicable federal, state and local laws.

This policy applies to all students, teachers, staff, and administration at Linwood Public Charter School

In conformity with Linwood Public Charter School's non-discrimination policy, the following policy outlines the use of restroom facilities by students and employees at Linwood Public Charter School

1. Students shall have access to use restroom facilities that correspond to their gender identity as consistently expressed by the student and asserted at school. Transgender or gender nonconforming students shall have access to use single-stall restroom facilities upon request. In all cases, safeguards should be in place to protect against or prevent bullying and other issues.
2. Students asserting a different gender identity for the first time should be directed to use single-stall restroom facilities until the school is able to discuss this with the parent and student.
3. Employees shall have access to use restroom facilities that correspond to their gender identity as consistently expressed by the employee and asserted at work. Safeguards should be in place to protect against or prevent bullying and other issues.
4. Any employee who voluntarily seeks additional privacy shall have access to use single-stall restroom facilities.

*The purpose of this policy is to protect all students, teachers, staff, and administration at Linwood Public Charter School both LBGQT and non-LBGQT; to ensure their safety; to provide safeguards; and to provide a safe and non-discriminating learning and work environment.*

## 2019-2020 Pre-Kindergarten through 8th Grade Uniform Policy

### Pre-Kindergarten – 5<sup>th</sup> Grade Girls

Please send an extra pair of clothing for PreK and Kindergarten students including underwear and socks. Please update your child's change of clothing with the weather and *label* all clothing with child's name.

#### **TOPS**

- Navy with logo patch.
- Short/Long Sleeve depending on weather

#### **BOTTOMS**

- Khaki Shorts, Pants, and Skirts
- Khaki Jumper

#### **ACCESSORIES**

- Socks must be solid white, black or navy.
- Tights must be white or navy and must cover the entire leg and foot.
- Belts must be black or brown with regular sized buckle.
- Cardigans must be navy.
- Jackets/Sweaters must be navy.
- School hoodie is an acceptable pullover.
- Hair Accessories must be navy, white, or khaki.
- Shoes must cover the entire foot. (solid black, navy, or white **only**)
- Jewelry—Girls may wear small stud-type earrings only. No dangling, long earrings, necklaces, or bracelets.
- Backpack can be of parent's choice. *NO ROLLING BACKPACKS.*

### Pre-Kindergarten– 5<sup>th</sup> Grade Boys

Please send an extra pair of clothing for PreK and Kindergarten students including underwear and socks. Please update your child's change of clothing with the weather and label all clothing with child's name.

#### **TOPS**

- Navy with logo patch
- Short/Long Sleeve depending on weather

#### **BOTTOMS**

- Khaki Shorts, Pants
- (No Cargo Style Bottoms)

#### **ACCESSORIES**

- Socks must be white, black, or navy.
- Belts must be black or brown with regular sized buckle.
- Cardigans must be navy.
- Jackets/Sweaters must be navy.
- Shoes must cover the entire foot. (solid black, navy, or white **only**)
- Jewelry—**Boys may not wear earrings.**
- Backpack is the parent's choice. **NO ROLLING BACKPACKS**

*Uniforms can be purchased from the school.*

## Middle School Uniform Policy

### 6<sup>th</sup> and 7<sup>th</sup> Grade Girls

- |                    |  |
|--------------------|--|
| <b>TOPS</b>        | <ul style="list-style-type: none"><li>• Navy with logo patch.</li><li>• Short/Long Sleeve depending on weather</li></ul>   |
| <b>BOTTOMS</b>     | <ul style="list-style-type: none"><li>• Khaki Shorts, Pants, Skirts or Skorts</li><li>• Khaki Jumper</li></ul>   |
| <b>ACCESSORIES</b> | <ul style="list-style-type: none"><li>• Socks must be solid white or black.</li><li>• Tights must be white and must cover the entire leg and foot. No leggings.</li><li>• Belts must be black or brown with regular size buckle.</li><li>• Cardigans must be navy.</li><li>• Jackets/Sweaters must be navy.</li><li>• School hoodie is an acceptable pullover.</li><li>• Hair Accessories must be navy, white, or khaki.</li><li>• Shoes must cover the entire foot. (solid black, navy, or white <b>only</b>)</li><li>• Jewelry—Girls may wear small stud-type earrings only. No dangling, long earrings, necklaces, or bracelets.</li><li>• Backpack can be of parent's choice. <i>NO ROLLING BACKPACKS.</i></li></ul> |

### 6<sup>th</sup> and 7<sup>th</sup> Grade Boys

- |                    |  |
|--------------------|--|
| <b>TOPS</b>        | <ul style="list-style-type: none"><li>• Navy with logo patch</li><li>• Short/Long Sleeve depending on weather</li></ul>  |
| <b>BOTTOMS</b>     | <ul style="list-style-type: none"><li>• Khaki Shorts, Pants</li><li>• (No Cargo Style Bottoms)</li></ul>   |
| <b>ACCESSORIES</b> | <ul style="list-style-type: none"><li>• Socks must be white or black.</li><li>• Belts must be black or brown.</li><li>• Cardigans must be navy.</li><li>• Jackets/Sweaters must be navy.</li><li>• Shoes must cover the entire foot. (solid black, navy, or white <b>only</b>)</li><li>• Solid white undershirts with no graphics or colors are to be worn under all uniform tops. No thermal undershirts are to be worn under uniform tops.</li><li>• Jewelry—<b>Boys may not wear earrings.</b></li><li>• Backpack is the parent's choice. <i>NO ROLLING BACKPACKS</i></li></ul> |

*Uniforms can be purchased from the school.*

# Middle School Uniform Policy

## 8<sup>th</sup> Grade Girls

- TOPS**
- Royal Blue with logo patch.
  - Short/Long Sleeve depending on weather
- BOTTOMS**
- Khaki Shorts, Pants, Skirts or Skorts
  - Khaki Jumper
- ACCESSORIES**
- Socks must be solid white or black.
  - Tights must be white and must cover the entire leg and foot. No leggings.
  - Belts must be black or brown with regular size buckle.
  - Cardigans must be navy.
  - Jackets/Sweaters must be navy.
  - School hoodie is an acceptable pullover.
  - Hair Accessories must be navy, white, or khaki.
  - Shoes must cover the entire foot. (solid black, navy, or white **only**)
  - Jewelry—Girls may wear small stud-type earrings only. No dangling, long earrings, necklaces, or bracelets.
  - Backpack can be of parent’s choice. *NO ROLLING BACKPACKS.*

## 8<sup>th</sup> Grade Boys

- TOPS**
- Royal Blue with logo patch
  - Short/Long Sleeve depending on weather
- BOTTOMS**
- Khaki Shorts, Pants
  - (No Cargo Style Bottoms)
- ACCESSORIES**
- Socks must be white or black.
  - Belts must be black or brown.
  - Cardigans must be navy.
  - Jackets/Sweaters must be navy.
  - Shoes must cover the entire foot. (solid black, navy, or white **only**)
  - Solid white undershirts with no graphics or colors are to be worn under all uniform tops. No thermal undershirts are to be worn under uniform tops.
  - Jewelry—**Boys may not wear earrings.**
  - Backpack is the parent’s choice. *NO ROLLING BACKPACKS*

*Uniforms can be purchased from the school.*

The **uniform policy** is non-negotiable and must be adhered to while on school campus. Students must wear a uniform top under school approved sweaters and under their school hoodie. All uniform tops for all students must always be tucked in. Uniform bottoms must fit properly at the waist. Sagging and unkempt uniforms will not be tolerated at any time. Removable mouth pieces (grills, other teeth) are strictly prohibited unless prescribed by a physician.

### **Physical Education Uniforms**

P. E. uniforms are to be worn by all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students during gym class. Uniforms should be purchased from the school or vendors authorized by the school. The physical education teacher will provide more on purchase locations, price, and policy concerning the gym uniform.

### **Non-Uniform Days**

On designated Non-Uniform school days, students must wear appropriate non-uniform clothing as designated by School Administration. Students should wear clothing that is neat and clean. Students should not wear clothing that is revealing, too tight, or excessively baggy. All footwear must be closed-toe and closed-heel (i.e. no flip-flops).

The following clothing and personal accessories **are not allowed**:

- tank tops
- skirts shorter than 3 inches from the bottom of the knee or with slits 3 inches above the knee
- bandanas, hats, visors
- slippers, or pajama-style pants
- jeggings

**The most important element of the uniform policy is parental support. We need your help to make the uniform policy a success. Violations of the uniform policy will result in disciplinary action and consequences.**

If your child does not come to school wearing the proper uniform, a loan uniform will be offered to him/her for the day. At the end of the day the student will return the uniform and change back to his/her own clothing. **If properly sized clothing is unavailable to be loaned to the student or the student refuses to wear the loaned uniform, then parents/guardians will be contacted to bring proper uniform clothing to the school.** Students awaiting proper uniform clothing will remain in the In-House Alternative Room until the proper clothing is provided by the parent/guardian.

### **Additional Policies Governing Appearance**

- Clothing must cover a student's midriff.
- Any article of clothing worn as an undergarment that is not part of the school uniform (i.e. colored, lettered, striped, or tank top tee-shirts) cannot be visible.
- Large, long chains as wallets or key-chains, spiked bracelets or collars, sunglasses and other inappropriate items are prohibited.

- All headwear articles including, but not limited to scarves, bandanas, or hats of any kind are NOT allowed inside the building.
- Hair-tinting of bright colors is not allowed.
- Hair styles or body piercings that may distract from classroom instruction are not allowed.

## **Student Conduct**

The following matters are taken very seriously. Rules apply anywhere on site, and at any off-site school-sponsored functions. Consequences for violating rules are outlined in the “Code of Conduct.”

### **Classroom Expectations**

- Students are expected to be respectful of teachers, classmates, and themselves always. Following the individual classroom rules will help create an environment intended to maximize learning. Each teacher will discuss classroom policies and expectations.
- No violence will be tolerated at the school. Violent or destructive acts will result in severe consequences determined by the Administration, depending upon the severity of the act.
- Racial slurs, verbally abusive language, or bullying will not be tolerated.
- Dishonesty (such as cheating, plagiarism, and stealing) will be handled with severe consequences.  
Plagiarism—taking ideas or writings from another person and offering them as original ideas, will not be tolerated. Repeated offenses of academic dishonesty shall prompt full scrutiny of all student grades and may result in re-testing of previous examinations.
- Students are expected to be in homeroom and in class on time. Three instances of tardiness will prompt a referral for disciplinary consequences.
- Students must be fully prepared for all classes. Three instances of unpreparedness will prompt a referral for disciplinary consequences.
- Littering of any kind is not allowed.
- Eating and drinking are not allowed in the hallway. Food and beverages are restricted to the cafeteria.
- We learn best through imitating others; older students are expected to model good behavior for younger students.
- No tobacco products are allowed on school property. Alcohol and chemical substances are strictly forbidden. Students in possession of illegal items will be suspended or expelled.

### **Hallway Expectations**

As in every part of LPCS, students are expected to behave in the halls. Everyone in the school should try to control noise. When classes are in session, students, teachers, and parents passing in the hallway are expected to keep their voices low. ***Students must possess a pass when traveling the halls during class time.*** Running in the hallway is prohibited. Safety for all students is important at school. Students are asked to *stay to the right* when traveling through the hallways or on the stairs.

# Discipline

## **Philosophy of Discipline**

The primary objective of Linwood Public Charter School is to assist each student with developing into a responsible, self-disciplined individual willing to assume his/her role as a productive member of society. An important aspect of this learning process is learning to respect the rules and regulations that are established for the protection of the rights of all members of the school community.

It is not the intent of Linwood Public Charter School through these policies to infringe upon students' exercise of constitutionally guaranteed rights. However, when a student's behavior presents a risk to his/her own well-being, interferes with the right of others, or becomes disruptive to the educational process, parents, teachers, staff, and administration must take corrective action through the Code of Conduct.

Every staff person in the school is an equal and contributing partner in the important area of student management. All adults have the obligation to report any inappropriate behavior to administration.

## **Fair Treatment Procedures**

Linwood Public Charter School is committed to treating all students, staff and parents in the school fairly and impartially. The Board is committed to assuring a school and working environment which is appropriate for institutions of learning and which assures the safety and welfare of all.

## **Safe and Secure Environment Policy**

In order to maintain a safe and secure environment, LPCS reserves the right to immediately suspend and remove a student from the school property when the student's behavior jeopardizes the safety of students, faculty, or staff.

# Bullying Policy

Harassment or bullying, like other violent or disruptive behaviors, is conduct that disrupts both a student's ability to learn and to feel safe in the learning environment. Demonstration of such behavior is strictly prohibited at Linwood. It is expected that students conduct themselves with proper consideration of the rights and welfare of other students, staff, and visitors to Linwood Public Charter School.

## **Bullying Defined**

Bullying is defined as any gesture, written, verbal, graphic, or physical act (including electronically transmitted acts i.e. internet, cell phone, PDA, or wireless hand-held device) that is intentional in nature, repetitive over time, and

- Physically harms a student or damages the student's property
- Has the effect of substantially interfering with a student's education
- Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment
- Has the effect of substantially disrupting the orderly operation of the school

Such behavior is considered bullying whether it takes place on or off school property, at any school sponsored events, or in a school vehicle.

“Intentional acts” refers to the individual’s choice to engage in the act, not the ultimate impact of the action(s). Bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral, or physical actions. Many behaviors that do not meet the criteria to be defined as bullying may still be prohibited by other district policies, building or classroom rules.

Linwood Public Charter School recognizes that bystander support of harassment or bullying can encourage these behaviors. Thus, the district prohibits both active **and** passive support for acts of harassment or bullying.

Linwood Public Charter School will develop and implement procedures that ensure both the appropriate consequences and remedial responses to a student who commits one or more acts of bullying. The following factors, at a minimum, shall be given full consideration by school administrators in the development of consequences and remedial measures for each act of harassment or bullying.

#### **Factors for Determining Consequences**

- Age, development, and maturity levels of the parties involved
- Degree of harm
- Surrounding circumstances
- Nature and severity of the behaviors
- Incidences of past or continuing patterns of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

#### **Factors for Determining Remedial Measures**

- Life skills competencies
- Social relationships
- Strengths
- Classroom participation and academic performance
- School culture
- School climate
- Staff behavior toward student
- Social and emotional behavioral supports
- Family situation
- Support system

consequences and appropriate remedial actions for a student who commits any act of bullying may range from positive behavioral interventions up to and including suspension or expulsion as set forth in the Board of Directors’ approved code of student conduct.

### **Examples of Consequences**

- Temporary removal from the classroom
- Loss of privileges
- Classroom or weekend detention
- Restorative Practices
- In-school suspension
- Out-of-school suspension
- Legal action
- Expulsion
- Reporting criminal activity to appropriate law enforcement officers

### **Examples of Remedial Measures**

- Assisting the student with finding a better way to solve the problem
- Social work referral
- Supportive discipline including participation in behavior action plan
- Referral to Response to Intervention Team
- Parent conferences
- Referral to mentoring program

### **The Complaint Process**

The Chief Executive Officer of Linwood Public Charter School shall designate a staff member to be responsible for receiving complaints alleging violations of the bullying policy. Any school employee who has witnessed an incident of bullying and/or has reliable information that an act of bullying has occurred shall report this to the Chief Executive Officer or designee. All other members of the school community, including students, parents, volunteers, and visitors are encouraged to report any act that may be a violation of this policy. Informal reports may be made anonymously, but formal disciplinary action may not be based solely based on an anonymous report.

Informal complaints may be made to any staff member, although staff should always inform complainants of their right to, and the process for, filing a formal complaint. All school employees are required to report alleged violations of this policy to the Chief Executive Officer or designee promptly.

Formal complaints of bullying can be issued by anyone in the school community and will be done so in writing with the use of the ***Bullying Report Form***. Complainants should not be promised confidentiality at the onset of an investigation because it cannot be predicted what will be discovered or what kind of hearing may result.

Efforts should be made to increase the confidence and trust of the person making the complaint. The school will fully implement the anti-retaliation provisions of this policy to protect complainants and witnesses.

The Chief Executive Officer or designee may conclude that the school needs to investigate based on information in their possession regardless of the complainant's interest in filing a formal

complaint. The school would then complete the ***Bullying Report Form*** based on the information in the designee's possession and complete an investigation.

### **Investigation Process**

The Chief Executive Officer or designee shall be responsible for investigating and determining whether an alleged act constitutes a violation of this policy. In doing so, the Chief Executive Officer and/or designee shall conduct a prompt, thorough, and complete investigation of each alleged incident.

When the investigation is completed, corrective actions deemed necessary will be instituted as quickly as possible. If action is taken against a pupil in response to an incident, school officials shall include a copy of The Bullying Report Response Form, as completed by the designee, in the pupil's permanent record.

### **Anti-Retaliation Provision**

Linwood Public Charter School prohibits retaliation against any person who reports an act of bullying. The consequences and appropriate remedial action for a person who engages in retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the event.

Linwood Public Charter School prohibits any person from falsely accusing another as a means of bullying. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying shall range from positive behavioral interventions up to and including suspension or expulsion.

### **Dissemination of Policy**

The Anti-Bullying Policy will be disseminated to all students and parents as a part of the Student/Parent Handbook. Students will be provided with age appropriate information on the recognition and prevention of bullying and their rights and responsibilities under this policy.

The school shall annually incorporate information regarding the policy against bullying into school employees workshop sessions.

## **Code of Conduct**

The Code of Conduct is the behavioral mainframe by which the school carries on its day-to-day operations. The code reflects academic standards and the right for every student to learn in a non-threatening environment. The code further reflects the school's desire to protect everyone's right to deal with violations of safety issues through consequences. Implementation of such a code is a necessary element of providing a positive school experience for everyone.

The Code of Conduct that appears on the following pages governs the most serious and obvious types of student misconduct. The prohibited acts listed in the code are not to be construed as all-inclusive. Nor is the list to be a limitation upon the authority of school officials to deal appropriately with violations of school rules and regulations or with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students

### **The Code of Conduct applies before, during, and after school.**

- When a student is at school. “At school” means in a classroom, elsewhere on school premises, on a school bus or other school-related vehicle, or at a school-sponsored activity or event, whether or not it is held on school premises;
- When a student’s conduct at any other time or place has a direct and immediate effect on maintaining order and discipline, or on protecting the safety and welfare of students or school staff; and
- When a student is using school telecommunications networks, accounts, or other district services.

The Code of Conduct establishes reasonable boundaries for students and provides a clear understanding of consequences for breaking the rules. It is expected that students, like the rest of us, will make mistakes.

It is our hope that students learn from their mistakes. By reading the code, we also expect students to understand the School's expectations and avoid transgressions in the first place.

There are three levels of violations: those that lead to pre-suspension consequences, those that lead to suspension, and those that may lead to expulsion. Each of these categories is explained below:

### **Progression of Consequences**

Students must follow the school’s Code of Conduct before, during, and after school, as well as in school buildings, on school grounds, at school-related activities, and on the way to and from these activities. Students’ behavior must not keep any of the members of the school community from doing their jobs.

Teaching and learning can only occur in an orderly environment. Within the classroom, teachers will provide direction, set limits, and promote self-discipline. They will be diligent in their role to create a learning environment that is neither overly permissive nor oppressive. Within that context, they will make every effort to motivate students to learn, to redirect them when their attention or behavior falters, and to continue with instruction. However, if a student demonstrates unwillingness to participate in this learning environment, he/she may be told to leave the regular class setting. Each classroom will have a designated time-out area. Students who are disruptive and who impede the learning of others may be asked to go to that area where they will continue to do assigned work for a specific time or until the teacher directs them otherwise.

### **Detention**

A student violating a school rule or policy may be required to spend a specific period of time before school, after school, during an unassigned class period, or on Saturdays at a specific location assigned by the Student Management Coordinator. A staff member will actively supervise such detention.

**In-School Reflection** At the discretion of the Chief Operations Officer or the Student Management Coordinator, a student may be directed to serve an in-school reflection for disciplinary reasons. The student would spend the period(s) of this suspension in an alternative classroom where he/she will be allowed to continue his/her studies for credit but may not participate in any athletic or extracurricular activities for the duration of the detention.

1. The option of the in-school reflection will be administered where it is deemed in the best interest of the student and the school only.
2. All students who are given the opportunity to attend in-school reflection are expected to complete all assigned work given by teachers. If a student does not complete the work assigned, he/she may lose the privilege of in-school reflection

### **After-School Detention**

After-school Detention will be held Mondays, Tuesdays and Thursdays from 3:30 pm until 5:30 pm each day. Parents will be notified that their child has been assigned to detention.

### **Saturday Detention**

Saturday Detention will be held every other Saturday from 8:00 am until 12 noon. Any student that is released from after-school detention for discipline reasons will be assigned Saturday detention. The parent will be notified immediately, and paperwork will be issued.

### **Short Term Suspension**

Any time students are sent to the Student Management Coordinator for disciplinary consequences, the adult who is sending them completes a referral notice. This form briefly describes the behaviors that caused the student to be removed from a class, hallway, playground, or activity. The Student Management Coordinator keeps an electronic record of all such slips and sends a copy home for parent/guardian signature. When students have accumulated a record that, in the Student Management Coordinator's view, reflects unwillingness to abide by school rules, the supervisor will refer the student's discipline record to the Chief Operations Officer with a recommendation for suspension. Even without such a record of repeated misbehavior, students who break a rule in Category II may be sent home for a period of up to ten (10) school days. They will continue to do assigned work while suspended.

### **Long Term Suspensions**

A long-term suspension is when a student is suspended for more than ten (10) school days. During a long-term suspension a student will be assigned to Fresh Start Academy. The student's rights and privileges of attending school extracurricular activities are suspended. A violation of this school policy will be considered a trespass resulting in immediate notification of the Shreveport Police Department.

### **Corporal Punishment Policy**

No school employee or agent of the school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a penalty for unacceptable conduct. As used in this policy, the term "corporal punishment" means conduct involving hitting or spanking a person, with or without an object, or unreasonable physical force that causes bodily harm or substantial emotional harm. *EXCEPTION: School employees may use reasonable force to restrain a student when necessary to prevent the child from injuring himself/herself, others, property, or to prevent bodily harm or death to another.*

### **Suspension Pending an Expulsion Hearing**

In the event an offense has been committed which, following investigation results, in an administrative recommendation for expulsion, the Chief Operations Officer and Chief Executive Officer may impose a suspension pending the expulsion hearing before the Board of Directors.

### **Removal**

If students break the rules and cause danger or threat of danger to any person or property, the Chief Executive Officer or Chief Operations Officer will have them removed from school without warning.

### **Expulsion**

In general, students who have had multiple suspensions and have shown little or no behavioral change toward more positive participation will be expelled. Such recommendation(s) shall be appropriately documented citing the disciplinary infraction(s) considered “gross misdemeanors or persistent disobedience.” In addition, students who break a rule in Level III will be sent home for up to eighty (80) school days. However, if a firearm or knife were involved, then the expulsion can last up to one year. If there are fewer days left in the school year than the expulsion, students will serve the remaining days of the expulsion at the beginning of the next school year. If expelled, students may not come to school or to any school-related activities during the expulsion period, nor will they be permitted to enroll in Linwood Public Charter School. The Chief Executive Officer receives all recommendations for expulsions and submits the expulsion to the Board of Directors for final approval.

Parents/guardians shall be informed in writing of the school's intent to expel by the Chief Executive Officer or his/her representative. Students and parent(s)/guardian(s) have the right to appeal this decision to the Board of Directors.

### **Exclusion or Expulsion for Prior Misconduct in Another School District**

In order to protect the health and safety of students and employees and to prevent threatened disruption to the educational process, an otherwise eligible resident student who seeks to enroll in Linwood Public Charter School and who has previously been found to have engaged in misconduct in another school district which resulted in a long-term suspension or expulsion, or who is alleged by school authorities to have engaged in such misconduct in another school district but withdrew from such school district prior to the misconduct being established, may be subject to suspension or expulsion from Linwood Public Charter School. Such student shall be permitted to enroll but shall be held on suspension pending a hearing before the Chief Executive Officer or his/her designee. A student who has been expelled from another school district for criminal sexual conduct, arson, or possession of a dangerous weapon in a weapon-free school zone, as those terms are defined by law or who is found to have committed such offense prior to enrollment in Linwood Public Charter School shall not be admitted in the school in accordance with State Laws of Louisiana.

## **School Responses to Level I Violations**

The following violations, in general, lead to classroom consequences, restorative circle, after school detention, parent meeting, or Saturday detention. The Student Management Coordinator will determine the appropriate consequences for repetitive violations based on each student's overall discipline record.

### **Displays of Affection**

The display of affection between people is personal and not meant for public exhibit. Such displays include touching, petting, or any other physical contact that may be considered sexual in nature.

### **Unruly Conduct**

All students must obey all adults in the school: administrators, teachers, educational assistants, secretaries, custodians, lunchroom helpers, security guards, and others. Students must do what these adults ask of them. Students must not talk back to adults. If a student does not obey the instructions and/or directions a teacher gives, his/her conduct will be considered unruly. If a teacher says to open a book, to write an assignment, to work with another student, to work in a group, to take a test, or to do any other class-related activity and a student refuses to do so, this is considered being unruly.

### **Being Out of Uniform**

Students must wear a uniform to school every day except those days designated on the official school calendar as a "non-uniform day." All elements of our school uniform are listed in this Student Handbook, and it is the reference parents and students should follow. Parents will be notified of all non-uniform days. Students will receive written notification of uniform violation.

### **Disorderly Conduct**

Students must not break classroom or school rules. They may not keep teachers from teaching and students from learning. Students who cause a disruption in the classroom by talking, making noises, throwing objects, or otherwise distracting one or more of their classmates, are engaging in disorderly conduct. If the teacher is prevented from starting an activity or lesson or must stop what he/she is doing to try to stop the distracting behavior, then the behavior is considered disorderly. Leaving the classroom without permission and inappropriate displays of affection are also considered to be disorderly conduct.

### **Failure to Cooperate**

Students must not refuse to cooperate with school administrators and/or teaching staff investigating a possible violation of this Code of Conduct and/or building rules. Students must not make false statements or give false evidence. Students must not refuse to testify or otherwise cooperate with school personnel in any disciplinary proceeding.

### **Falsification of Records**

Students must not use the name of another person or falsify times, dates, grades, addresses, or other data on school forms or records, nor shall they provide false, misleading, or inaccurate statements or information on school forms or records.

### **Trespassing**

Students may not be on school property or in a school building except to participate in the educational process and/or the specific enrolled activity of the school, nor may students loiter in building hallways, classrooms, bathrooms, etc. Students may not return to school without the Director's specific, written permission while suspended or expelled.

### **Electronic/Communication Devices**

Students are not allowed to bring electronic devices on campus to include but not limited to the following items: radios, headsets, MP3/CD/tape players, computer games, I-Pods, Walkmans, radios, beepers or other electronic communication devices for receiving and/or transmitting messages to school. Not only will this behavior lead to the appropriate consequences, the items will be confiscated and held until a parent/guardian picks the items up for the first offense. The third offense will result in the item being held until the last day of school. Linwood Public Charter School is not responsible /liable for any items confiscated from students. If devices are lost or stolen, the school will take time to locate unauthorized items.

## **School Responses to Level II Violations**

These violations will most likely lead to a short-term suspension. A short-term suspension occurs when a student is suspended for one (1) day, up to and including ten (10) school days. During a short-term suspension, the student's rights and privileges of attending school, including extracurricular activities, are suspended. The length of the suspension will be determined by the Student Management Coordinator. The suspension will be based on the student's discipline record and the seriousness of the offense(s). The Student Management Team under the guidance and leadership of the Student Management Coordinator and COO, will investigate major breaches of student code of conduct on a case-by-case basis, and make decisions accordingly. Repetitive violations will lead to a recommendation for expulsion to the Chief Operations Officer and to the Chief Executive Officer. Appeals may be made to the Board of Directors.

### **Failure to Accept Pre-Suspension Consequences**

Students must arrive on time for Saturday detentions and serve the entire four (4) hours. Students must behave appropriately in the ISR room. Failure to accept the consequences of Category I behaviors is considered a Category II offense.

### **Scholastic Dishonesty**

Students must not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or the actual giving or receiving of unfair advantage on any form of academic work. Students must not engage in plagiarism, which includes the copying of language, structure, idea and/or thought of another and represent it as one's own original work. A student must not unlawfully duplicate, reproduce, retain, or use copyrighted material.

### **Smoking**

Students must not smoke, have, or use any kind of tobacco or possess a lighter at school, on school grounds, or at any school-related activities.

### **Fighting**

No Physical Contact! Students must not fight. They must not push, shove, or hit another with any part of their body or with an object.

### **Profanity or Obscenity toward Adults**

Students must not say or write inappropriate words or signs to any adult in our school community.

### **Being Repeatedly Out of Uniform**

Students who are out of uniform five (5) days in any term will be suspended for three (3) school days.

### **Stealing**

Students must not take anything that does not belong to them. Students must not have anything that has been stolen

### **Gambling**

Students must not play games of cards, chance, or dice for money or any other game, which has money involved, unless these games are played as part of a special school activity.

### **Violent Disorderly Conduct**

Students must not, by any type of conduct (violence, force, noise, coercion, threat, intimidation, fear, passive resistance, etc.) cause the disruption, disturbance, or obstruction of any school function, activity, or event. Nor shall they engage in any such conduct if such disruption or obstruction is reasonably likely to result. Students may not urge other students to engage in such conduct for the purpose of causing such disruption or obstruction.

### **Defacement of Property**

Students must not mark on, damage, break, or destroy school property or anything that belongs to someone else. Actions such as writing in school textbooks or library books, writing on desks or walls; carving into woodwork, desks, or tables, and spray-painting surfaces are actions of defacement. **Students who destroy or vandalize school property will be required to pay for losses or damages.**

### **Destruction of Property**

Students must not damage, break, or destroy school property or anything belonging to someone else. Actions that impair the use of something are destructive. Ruining bulletin boards, intentionally clogging the plumbing system, breaking light bulbs or fixtures, and damaging school equipment to the point where repair is necessary are acts of property destruction.

### **Breaking and Entering**

Students must not force their way into any school building or classroom.

### **Sexual Misconduct**

Students must not act or use any body parts or those of another in an unacceptable way. Unacceptable will be defined using a “reasonable person” standard. Basically, this means “if members of your family or other members of our community would find a given action to be rude or offensive, then it is unacceptable.”

### **Harassment**

Harassment of any type, including hazing and discriminatory harassment, is prohibited. Students must not engage in sexual advances, requests for sexual favors, or other verbal or physical conduct relating to a person's sex, race, color, national origin, religion, height, weight, marital status, or disability, (e.g. sexual or racial comments, threats or insults, unwanted touching, etc.).

### **Look-alike Weapons**

Students must not possess, handle, or transmit any object or instrument that is a "look-alike" weapon or instrument, (e.g. rubber knife, toy gun, etc.)

## **Level III**

### **Violations That Lead to Mandatory Suspension with Recommendation for Expulsion**

Students who engage in any of the violations in this level, will be suspended for up to ten (10) school days with a recommendation by the Chief Executive Officer for a possible expulsion to be presented to the Board of Directors.

#### **Alcohol and Drugs**

Students must not bring alcohol or drugs to school. They must not manufacture, sell, handle, possess, use, deliver, transmit or be under any degree of influence (legal intoxication is NOT required) of any alcoholic beverage, intoxicant, or drug. Students must not inhale any chemical substance for the purpose of becoming intoxicated or under the influence. Students are permitted to bring prescribed medication to the school nurse with permission slips signed by the parent(s) and the authorization of a physician. They must not sell or give a prescribed medication to anyone at school.

#### **Physical Assault**

A student will not physically assault another person.

“Physical assault” means intentionally causing or attempting to cause physical harm to another through force or violence.

If a student commits a physical assault at school against another student, then the Board of Directors or its designee shall suspend or expel the student from the school district for up to 180 school days.

If a student commits a physical assault at school against a person employed by or engaged as a volunteer or contractor by Shreveport Charter School Inc., then the Board of Directors or its designee shall expel the student from the school permanently.

#### **Dangerous Instruments**

A student will not possess, handle, transmit, or use a dangerous instrument capable of harming another person. A “dangerous instrument” means any device intended to cause injury or bodily harm, any device used in a threatening manner that could cause injury or bodily harm, or any device that is primarily used for self-protection. Dangerous instruments include, but are not limited to Chemical Mace, pepper gas or like substances, firearm, stun guns, BB guns, pellet guns, razors, dagger, knife with a blade over three inches in length, iron bar, brass knuckles, box cutters, hammers, baseball bats, or metal combs of any length with sharpened handles.

- Any weapon (including a starter gun) which will or is designed to, or may readily be converted to expel a projectile by action of an explosive;
- The frame or receiver of any such weapon;
- Any firearm muffler or firearm silencer; or
- Any destructive device.

State law requires the Board of Directors or its designee to permanently expel from the school a student who possesses a “dangerous weapon” in a “weapon-free school zone”, subject to possible reinstatement. However, the Board of Directors is not required to expel a student for possessing a weapon if the student establishes in a clear and convincing manner at least one of the following:

- The object or instrument possessed by the student was not possessed by the student for use as a weapon, or for direct or indirect delivery to another person for use as a weapon;
- The weapon was not knowingly possessed by the student;
- The student did not know or have reason to know that the object or instrument possessed by the student constituted a dangerous weapon;
- The weapon was possessed by the student at the suggestion, request, or direction of, or with the express permission of school, or police authorities.

Weapon-free school zone” means school property and a vehicle used by a school to transport students to or from school property.

“School property” means a building, playing field, or property used for school purposes to impart instruction to children or used for functions and events sponsored by a school, except a building used primarily for adult education or college extension courses.

If a dangerous weapon is found in the possession of a student while the student is in attendance at school or a school activity, or while the student is in route to or from school on a school bus, the [Director] or his/her designee, shall immediately report that finding to the student’s parent or legal guardian and the local law enforcement agency.

### **Use of Legitimate Tools as Weapons**

A student will not use a legitimate tool, instrument, or equipment as a weapon including, but not limited to, pens, pencils, compasses, or combs, with the intent to harm another.

### **False Fire Alarms or Bomb Reports**

Unless an emergency exists, a student will not intentionally sound a fire alarm or cause a fire alarm to be sounded, nor will a student falsely communicate or cause to be communicated that a bomb is in a building or on school property, or at a school-related event. These acts are prohibited, irrespective of the whereabouts of the student. A student will not destroy, damage, or otherwise tamper with a fire alarm system in a school building.

If a student enrolled in grade 6 or above makes a bomb threat or similar threat directed at a school building, other school property, or a school-related event, then the [appropriate decision-making body/person] or its designee shall suspend or expel the student from the school district for a period of time as determined in the discretion of the [appropriate decision-making body/person] or its designee.

### **Sexual Assault**

A student will not sexually assault another person. If a student commits criminal sexual conduct in a school building, on school grounds or any other school property, the [Director] or his/her designee shall expel the student from the school district permanently, subject to possible reinstatement, pursuant.

### **Robbery**

A student will not take or attempt to take from another person any property, by force or threat of force, expressed or implied.

### **Extortion**

Students must not make a person do anything they do not wish to do by using a threat or force. Students must not engage in the act of securing or attempting to secure money or other items of value from an unwilling person. Students must not, by threats and/or violence, force another person to perform an unwilling act.

### **Starting a Fire / Arson**

A student will not intentionally, by means of starting a fire, cause harm to any property or person, or participate in the burning of any property or person.

If a student commits arson in a school building, on school grounds or other school property, the Board of Directors or its designee shall expel the student from the school district permanently, subject to possible reinstatement.

### **Gang Activity**

A student will not, by use of violence, force, coercion, threat of violence, or gang activity, cause disruption or obstruction to the educational process. Gangs are defined as organized groups of students and/or adults who engage in activities that threaten the safety of the general populace, compromise the general community order, and/or interfere with the school district's education mission.

Students must not wear or display any clothing, jewelry, colors, or insignia that may be reasonably perceived by a teacher or administrator as evidence of membership in or affiliation with a gang or otherwise symbolizes support of a gang. Students must not use any word, phrase, written symbol or gesture, which intentionally identifies them as a member of a gang or otherwise symbolizes support of a gang. Students must not try to recruit others for gangs.

### **Fireworks and Explosives**

Students must not handle, possess, or transport any substance or prepared chemical that can explode or is capable of inflicting bodily injury or is reasonably likely to cause physical discomfort to another person. Students may not bring any fireworks or firecrackers to school.

### **Felony**

A student will not commit a criminal act that results in being convicted or, in some cases, charged with a felony offense.

### **Theft or Possession of Stolen Property**

A student will not, without permission of the owner or custodian of the property, take property or have in his or her possession property that does not belong to the student.

### **Verbal Assault Against an Employee**

A student will not bully, harass, intimidate, threaten or coerce any school employee, contractor, or volunteer.

If a student commits a verbal assault, then the Chief Executive Officer or his/her designee shall suspend or expel the student from the school district for a period of time as determined in the discretion of the Board of Directors or its designee.

### **Re-Admittance Guidelines**

Re-admittance to Linwood Public Charter School will not be considered until twenty (20) school weeks (summer school not included) have passed. Parents may contact the Chief Executive Officer to apply for readmission. This process may include (but is not necessarily limited to) a meeting with the Chief Executive Officer and building level administrator or designee and may also involve certain conditions such as a behavior agreement, communication with outside therapists, court caseworkers, etc. These students will be permitted to re-enroll for the semester following his/her expulsion pending a parent/guardian, pupil, and school personnel conference discussing strategies to assist the pupil with improving his/her daily attendance. Students expelled two successive semesters for truancy will not be considered for re-admittance until twenty (20) school weeks (summer school not included) have passed.

Students who have been expelled for possession of a dangerous weapon, arson, or criminal sexual conduct may be reinstated according to the provisions of State Law.

### **Gross Misdemeanor**

Gross misdemeanor, or conduct which constitutes violation of school rules and regulations (in a school setting or at school-sponsored activities including school transportation to and from school) may include, but is not necessarily limited to, the following conduct:

- Substantially interrupts or interferes with the orderly education of self and/or other students
- Jeopardizes the physical and mental health and safety of staff and/or students
- Represents willful disregard or disrespect for the constituted authority of the school
- Willfully destroys school district property
- Disorderly behavior – jostling or roughly crowding people unnecessarily, tumultuous or threatening behavior; making unreasonable noise, congregating with others, and refusing to comply with a directive to disperse, creating a hazardous or physically offensive condition
- An unreasonable accumulation of infractions of school rules, none of which by itself is serious enough to warrant suspension or expulsion

### **Fresh Start Program**

Students are referred to the Fresh Start program once all other disciplinary procedures have been exhausted (detentions, conferences, counseling and internal and external suspensions). Once a student is recommended for this program he/she must complete a minimum of one semester to a maximum of one year. If a student does not complete the alternative program, he or she will be recommended for expulsion.

## **DUE PROCESS**

Under Goss v. Lopez, 419 U.S. 565 (1975), the United States Supreme court held that students have the right to certain minimal due process protections when school officials seek to impose short-term suspensions. The Court stated that in such cases, the student is entitled to oral or written notice of the charge(s) against him/her, and explanation of the basis for the accusation(s), an opportunity to present his/her version of the facts. This “informal hearing” must be provided in advance of the suspension except where the student’s continued presence endangers persons or property or “threatens disruption of the academic process.” In the exceptional cases where immediate suspension is justified the notice and hearing must follow as soon as practicable. Finally, the United States Supreme Court indicated that where school officials seek to suspend a student for more than ten (10) days (long-term suspension), depending on the length of the exclusion, greater due process protections might be required.

Prior to the informal hearing, oral or written notice of the charges shall be given to the student by the Director of Student Services or Student Management Coordinator.

### **The informal hearing with the student will then proceed in the following manner:**

1. The evidence against the student will be reviewed with the student.
2. The student will be given the opportunity to explain or to make statements in defense of his/her action or in mitigation of his/her conduct.
3. The Student Management Coordinator shall record a summary of the facts and disputed evidence.
4. The Student Management Coordinator shall have the discretion to investigate and to clarify facts, but the student should be informed of all such actions.
5. After the informal hearing, the student will be notified of the decision of the Chief Operations Officer or the Chief Executive Officer.

### **Short-term Suspension Procedure:**

1. Parent/guardian should be immediately notified that their child is being suspended. In the case of an emergency, they will be asked to come to school and take the child home. (Arrangements for school assignments/tests will be provided as practicable).

In emergencies, if the conduct of a student is severely disruptive, the student will be immediately removed from the building by the police if necessary or by the parent/guardian. Formal charges will follow. All suspension paperwork will follow the emergency action.

If the attempts to reach the parent(s)/guardian(s) are unsuccessful, the student will remain in the building until regular dismissal time. After reasonable efforts to contact the parent(s) or guardian(s) have been made by the administration, the suspension shall take effect and not be stayed. Externally suspended students will not be allowed to return to school during the period of the suspension even if the administration is unable to reach the parent(s) or legal guardian(s).

2. The SMC must follow this oral presentation with a letter to the parent/guardian summarizing reasons for suspension and indicating the number of days of suspension and the reinstatement date—the date the student may return to school.

3. Parent(s) and guardian(s) should be presented all reasons for suspension and, if so requested, be given an administrative hearing date. The following provisions also apply:
  - a. The hearing must be held within two days of the suspension and before reinstatement to school.
  - b. The reinstatement date could, as a result of the hearing, be sooner depending upon evidence, student history, and extenuating circumstances.
  - c. A suspension review decision will be forwarded to parent(s)/ guardian(s). There is no right to further review.

### **Long – Term Suspension/ Expulsion Procedure**

In addition to the minimal protections afforded to a student where a short-term suspension is imposed, additional due process hearing rights arise under federal and Louisiana law when a long-term suspension is sought.

Prior to the imposition of a long-term suspension placement in an interim alternative educational setting or an expulsion, the Student Management Coordinator shall ensure that the parent(s) or legal guardian(s) receive(s) timely verbal and written notice of the following:

1. That a hearing will be held to determine whether or not to impose a long-term suspension, placement in an interim alternative educational setting, or expulsion;
2. The date/time/place of the hearing;
3. A description of the nature of the evidence supporting the allegation(s) against the student;
4. The specific sections of the Handbook alleged to have been violated; and
5. A summary of the procedures to be followed and the rights afforded to the student at the hearing; to wit.

During the hearing, the school will first present direct and corroborative evidence from the above-named individual(s). After presentation of any rebuttal evidence, you will be able to present any evidence related to the above-alleged acts on behalf of your son/daughter. You will then be able to present an argument concerning the information presented followed by a brief argument by the school.

At the hearing, your son/daughter has the right to be represented by counsel or an advocate of your choice.

Depending upon the nature of the individual, you may have the right to cross-examine school witnesses (note: in some cases, the need to protect an individual may outweigh a student's right to cross-examine a witness, for example, another student.)

In addition, you may present witnesses on behalf of your son/daughter, and have your son/daughter, if you choose, testify in his/her own behalf if you so desire.

You are entitled to a copy of the tape recording of the hearing.

In addition, you or your counsel or advocate may review any and all statements by proposed school witnesses prior to said hearing. Arrangements for such review can be made by contacting the Student Management Coordinator.

Finally, you have the right to a reasonably prompt written decision, including the specific grounds for the decision, after the hearing is concluded.

All reasonable efforts will be made to protect the confidentiality of the hearing.

Allegations against the student must be supported by a preponderance of evidence before a long-term suspension / expulsion is imposed.

Please note that this is not a court proceeding. Evidence which is relevant, though hearsay, may be admitted.

6. If the student has an Individualized Education Plan (IEP) or Section 504 Accommodation Plan, additional rights are enumerated in “**Disciplinary Action Relative to Special Needs Students**” below.
7. The right to appeal the Chief Executive Officer’s decision to the School Board of Directors within five (5) days.
8. If the appeal to the School Board of Directors is unsatisfactory, the parent or legal guardian has the right to appeal some expulsion determinations to the district court in the parish in which the school is located.

### **Disciplinary Action Relative to Special Needs Students**

1. It shall be the policy of LPCS that students receiving special educational service shall adhere to the same rules and regulations concerning proper conduct as other students. Prior to any administrative disciplinary action regarding a student with disabilities which, who may constitute a change of placement, the relationship between the behaviors of concern, the disabling condition of the student and the proposed disciplinary action must be considered.
2. The need for a structured program of behavior intervention shall be considered at each IEP meeting for all students with disabilities. Any structured program of behavior intervention, which is included in a student's IEP, shall not be considered disciplinary action.
3. An IEP committee shall be convened to review the appropriateness of the student’s program and/or placement. If the suspension constitutes a change of placement due to:
  - A. more than 10 consecutive days of removal or
  - B. 10 cumulative days and a pattern of removals.
4. In accordance with *Bulletin 1706*, each teacher is authorized to hold each student to strict accountability for any disorderly conduct in the school, on any school bus going to or returning from school, or during recess. Teachers, principals, and administrators may, subject to any

rules as may be adopted by LPCS, apply reasonable disciplinary and corrective measures to maintain order in the schools. In addition, school directors may suspend from school any student, including a student with disabilities, for good cause in accordance with LPCS Policy and *Bulletin 1706*.

5. Video recording may be utilized in the classroom and on LPCS school buses as a tool to monitor discipline.
  - i. Video recordings may be made part of the discipline record and be maintained by LPCS
  - ii. Recordings may be used for discipline purposes.
  - iii. Videos may become part of the student's "educational record" and be provided, upon request, to juvenile authorities.

### **Procedures**

The IEP teacher must verify the following activities prior to any disciplinary action at the beginning of each school year or at enrollment:

- a. Review the school's discipline plan.
- b. Review the students' IEP to ensure that: (1). evaluation impairments are current; (2). LRE setting is appropriate for students' levels of functioning; (3). GSI page accurately reflects social/behavioral functioning; (4). Goals appropriately address social/behavior functioning; if applicable, (5). current Behavior Intervention Plan specifies positive behavioral strategies and support needed to assure student development and success in the learning environment; (6). positive behavioral intervention strategies and supports are identified and implemented; (7). a current emergency plan, if applicable, is evident; and (8). a community agency referral is considered, if needed.
- c. The IEP teacher must verify the following activities after the 4<sup>th</sup> day out-of-school suspension: (1). an IEP team meeting is held to list the positive behavioral intervention strategies and supports (Tier 1 and Tier 2) needed at this time on the GSI page (consideration of special factors-behavior) and (2). begin documenting behaviors of concern using the Anecdotal Record form of the FBA.
- d. Following the 7<sup>th</sup> day out-of-school suspension (less than 10 days of removals) the IEP team must reconvene and verify these activities and address any concerns not previously discussed; (1). review positive behavioral intervention strategies and supports listed on GSI page (consideration of special factors-behavior); (2). ensure that Behavior Intervention Plan (BIP), if present, is implemented with fidelity; (3). review checklists, anecdotal records, progress monitoring, attendance and discipline information; (4). conduct/review Functional Behavior Assessment (FBA) to identify hypothesis of behavior; (5). revise or develop Behavior Intervention Plan (BIP) if needed; and (6). refer to a community agency if needed.
- e. IEP teacher must verify the following activities for disciplinary removals of 10 out-of-school suspension days cumulative or consecutive, including consideration of

expulsion: (1). Parent is given copy of rights booklet and 10-day IEP notification; (2). Manifestation of Determination Review IEP Meeting (MDR/IEP) is conducted. During the MDR, the committee will determine if the student's behavior is a manifestation of the student's disability, caused by or had a direct and substantial relationship to the child's disability; or the direct result of the district's failure to implement the IEP. The decision is documented on the IEP under Consideration of Special Factors-Behavior.

### **Confidentiality**

Any action taken by LPCS in the application of the disciplinary policy shall be documented in the student's temporary cumulative record. Disclosure of this information without the prior written consent of the parent(s)/legal guardian(s) or eligible student is prohibited except as allowed by law.

### **Student Records**

A student's record contains all information concerning that student which is kept by the school. Student and parent/legal guardians with custody have the right to see their own child's records. Copies of any information in the record may be obtained upon request. For extensive copies of student records, please allow five (5) working days from the date of a request for production of such documents. Please also note that public records regulations permit LPCS to charge a reasonable fee for copies if extensive copies are requested.

Pursuant to state and federal statutes and regulations, no third party, other than authorized school or Department of Education personnel, shall have access to information in or from an education record without the specific informed consent of the eligible student or the parent(s)/legal guardian(s), subject to certain exceptions. A student's record is available to school personnel that work directly with the student. This includes administrators, teachers, counselors, office staff and clerical personnel. They do not need permission to see student records.

No information in a student's records is available to anyone outside the LPCS district without the written permission of the parent/legal guardian. Court officers, health officials, and authorized school personnel may have access to school records of students without "the specific informed consent" of the student of his/her parent(s)/legal guardian(s).

FERPA also allows disclosure of education records without the consent of parent(s)/guardian(s) and/or students to any school officials, including teachers, who have a legitimate educational interest in them; during lawsuits brought against the school by a student or against a student by the school; in the event of a health or safety emergency; and, among other exceptions, upon receipt of a Court Order or lawfully issued subpoena, or upon receipt of a request from a court or the Department of Youth Services for information regarding a student. Prior to compliance with the Order, subpoena, or request, the school shall notify the eligible parent(s)/guardian(s) of the Order, subpoena, or request in such reasonable time that he/she may seek to have the process quashed. Other exceptions may be found by reviewing the statute.

Parent(s)/legal guardian(s) and students are guaranteed the right under state and federal law to inspect as well as seek addition to or deletion from all records which are kept or requested to be

kept by the School Department concerning individual students. The term “education records” is defined as records that are “directly related to a student” and “maintained by an educational agency or institution or by a party acting for the agency or institution.” 20 U.S.C. 1232g (a) (4) (A). They include the “student record” – a student’s transcript and any other recorded information which is identified by the student’s name, as well as the “temporary record,” which contains all other information such as evaluations by teachers, counselors, and other school staff. A signed log is kept in each cumulative record for all students identifying all persons who have obtained access to the student record.

If a parent/legal guardian or student wishes transcripts or records forwarded to schools, a written release must be delivered to the office and the appropriate custodian of the student’s school records.

**LPCS does not furnish any student records or personal information for “directory information” purposes.**

**NO CHILD LEFT BEHIND ACT:**

The “No Child Left Behind” Act, ( accessible at [www.nclb.org](http://www.nclb.org)) requires that LPCS provide a list of student names, addresses and telephone numbers to military recruiters and institutions of higher learning when they request such information, unless parents or students request that information be withheld. At the start of the school year, a notice of the right to request the withholding of this information will be forwarded to parents/legal guardians and students over 14 years of age. **The notice form must be returned to the administrative offices or LPCS will consider that there are no objections to the release of this information and such information will be forwarded to BOTH military recruiters and institutions of higher learning.**

**NON-CUSTODIAL PARENTS ACCESS TO SCHOOL RECORDS:**

For LPCS to release student information to a non-custodial parent, the directives of Louisiana General Laws must be satisfied.

Under the new regulation, the burden of providing this information now falls upon the custodial parent. The school district’s only action upon receiving a request from a non-custodial parent for school records is to contact the custodial parent, advise them of the request, and provide the custodial parents twenty-one (21) days in which to supply documentation showing that the non-custodial parent should be denied access. If the school district receives no response from the custodial parents within the twenty-one days, it must release the records to the non-custodial parent.

The burden is upon the custodial parent to alert the school district whenever there is a change in the legal status of the non-custodial parent that would render him/her ineligible to access the children’s records.

The information provided to the non-custodial parent shall be marked to indicate that it may not be used to support admission of the child to another school.

## Technology Policy

Through the LPCS network connections to the Internet, students and staff have an unparalleled opportunity to participate in a global community of information and learning. With such an opportunity comes responsibility. For a student or staff member (users) at the school to use the network, he or she must comply with the following rules and sign the technology agreement. This signed technology agreement, known as the Acceptable Use Policy, is part of the student's temporary cumulative record.

**Students who do not have a signed Acceptable Use Policies on file will be prohibited from using the Internet at school. Please sign and return the acknowledge page at the end of the book.**

The school network connections are intended for educational purposes only. All authorized students and staff members are prohibited from knowingly accessing portions of the network and/or the Internet that do not promote the educational or instructional mission of the school. Access to the network is a privilege, not a right. Inappropriate use not only reflects on the school, but may lead to penalties, including revocation of privileges, disciplinary action and, if warranted legal action.

**Among unacceptable uses of the Network/Internet are the following:**

- Use at school for non-school related activities.
- Use in violation of federal, state or local laws, including sending or receiving copyrighted matter without permission.
- Commercial use or private purchase of good / services.
- Sending patently harassing, intimidating, abusive or offensive language or material to or about others, in messages public or private. Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
- Users of the network will not create or use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful materials or filenames of any sort or manner.
- Sending chain letters or pyramid schemes, "broadcasting" inappropriate messages to lists or individuals, and any other kind of use that would congest the Network, the Internet or otherwise interfere with the work of others.
- Sending or receiving pornographic material, inappropriate text files or files dangerous to the integrity of the network. Users are prohibited to access inappropriate sites containing obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful materials of any sort or manner.
- Vandalizing, defined as any deliberate attempt to access, delete or change files not belonging to the user, or harm, or destroy the work, systems, or data of another user, including uploading or creation of computer viruses, and the intentional introduction of any sort or manner.

- Engaging in the illegal distribution of software (“pirating”).
- Knowingly using another person’s identity, or another’s work product. Users should only use those computer resources they have been authorized to use. Furthermore, users will not attempt to gain unauthorized use of computer resources in order to gain unauthorized access to computing facilities of other institutions, organizations, and/or individuals. These actions are illegal, even if only for the purpose of “browsing”.
- Failing, when downloading information, to comply with any associated terms or conditions specified by the supplier of that information. Expressing views or opinions not clearly identified as the users own and not those of the school.
- Circumventing security measures on school or remote computers or networks.
- Users of the network shall respect the privacy of others by not misrepresenting oneself as another individual, by not seeking unauthorized access to any computer system, damaging or altering components of any network, computer, or database.
- Users will not post private information about another person.
- Users of E-mail are responsible for all their activities when using the Internet; outbound access to the Internet shall be in accordance with the school’s applicable rules and regulations.

## **Hardware**

- Under no circumstances is a student to attempt to modify the existing hardware configuration of a LPCS computer, either by opening the case or changing BIOS and/or other hardware settings.
- Students are responsible for reporting any damage discovered on school computers to their teacher immediately.
- Students, staff or visitors are not allowed to connect their own personal computers, laptop or notebook computers, personal digital assistants (PDA’s) or any other electronic device to any of LPCS computers or to LPCS internal network, without the expressed knowledge and written consent of their Director or his/her designee.
- Willful damage of computer hardware, computer software (including the deletion of programs and/or files) and computer networks will result in the student and his guardian being responsible for the current repair and replacement cost of the damaged software and/or equipment.
- Any student violating the terms of this document will receive appropriate disciplinary action. students could lose computer

## **Health, Wellness Policies and Procedures**

LPCS follows state laws concerning immunizations and requires that immunization records be on file before a student is allowed to attend school. All students must present, before admission, a physician's certificate listing the required immunizations: Hepatitis B series, varicella, diphtheria, pertussis, tetanus, measles, mumps, rubella, and poliomyelitis. These records are to be updated when necessary.

**All students are required to have complete physicals** upon entering Linwood Public Charter School. Transfer students who enter school within the calendar year will have their medical record reviewed and updated as needed.

### **Health Screenings**

School-based health screenings by the Department of Public Health. They are conducted to detect concerns that may require further medical consultation. The screenings are conducted by the school nurse or a trained staff member. Vision, hearing, scoliosis, and height/weight screenings are conducted during the school year depending upon the student's grade. Parents will be notified of any concerns in writing and recommended that they consult their physician for consultation.

### **Illness and Exclusion Policy**

If a student shows symptoms of illness such as fever, diarrhea, vomiting, or severe sore throat, the student should not come to school until the seriousness of the condition has been determined or the symptoms have subsided.

If a student shows such symptoms at school, the student will be sent to the nurse's office for assessment. Parents will be contacted to have the student picked up at school.

### **Communicable Diseases**

Parents should notify the school immediately if a student has contracted a communicable disease. On the advice of the Shreveport Health Department, the school may then notify parents of other students in the grade level and homeroom. In the event of an epidemic, special precautions or exclusion policies may be necessary.

LPCS follows isolation and quarantine regulations as prescribed by the Louisiana Department of Public Health. There are disease/condition specific guidelines that apply to how long a student needs to be out of school should a communicable disease/condition occur. A comprehensive list with guidelines is available in the nurse's office. For more information please contact your physician or the school nurse.

### **Doctor/Dentist Appointments**

Parents must come to the school office to remove a student from school for a medical or dental appointment. Students cannot be released from class unless a parent or guardian is present.

### **Administration of Medication**

**Prescription medication** is dispensed at school only when a doctor's written order and a parent's written consent are obtained. Medication is dispensed in the nurse's office. The medication must be delivered to the school in the original pharmacy bottle, with the student's name on it. Medications left in the nurse's office at the end of the school year will be appropriately destroyed.

**For students**, the school nurse can only dispense over-the-counter medication (Tylenol, cough drops, cold/allergy medications, etc.) with a physician's order and written parent consent. These medications must be dispensed in the nurse's office.

### **Wellness Policy**

The intent of LPCS is to contribute to the basic health status of its students by facilitating learning through the support and promotion of good nutrition and physical activity. Improved health optimizes student performance potential and ensures that no child is left behind.

The following guidelines are geared toward teaching children and families to make better choices. We encourage parents to follow these guidelines as much as possible. The intent is to have teachers, administrators and staff act as facilitators of the guidelines addressed in this policy, rather than enforcers.

### **Goals of Policy**

- Provide a comprehensive learning environment for developing and practicing lifelong wellness behavior.
- Support and promote proper dietary habits contributing to students' health status and academic performance.
- Provide more opportunities for students to engage in physical activity.
- Establish and maintain a Wellness Committee with the purposes of:
  1. Monitoring the implementation of this policy.
  2. Evaluating policy progress.
  3. Serving as a resource to the school.
  4. Revising the Wellness Policy as needed.

## **STUDENT NUTRITION**

### **The School Breakfast/Lunch Programs**

- The school breakfast and lunch programs will continue to follow the USDA requirements for Federal School Lunch Programs.
- The school's Food Service Program provider will follow the Healthy Kids Nutrition Standards when determining the items in the a la carte and competitive foods sales.

**Canned nor bottled sodas are not to be sent to school, either for snack or as part of a child's lunch. Also, students are not to bring snacks such as chips, cookies unless they are a part of their lunch.**

### **Cafeteria Environment**

- The cafeteria environment is a place where students have:
  - Adequate space to eat
  - Clean surroundings
  - Adequate time to eat meals
  - Access to hand washing facilities

### **Food Allergies**

It is the responsibility of the parent/legal guardian to inform the school of any food allergies that the student has. This also includes notification if the student is Lactose Intolerant.

## **Emergency Procedures**

### **Emergency Forms**

Parents or guardians of all students are required to fill out an emergency form. In emergencies, the school calls the numbers listed on the card. **It is essential that parents update their contact information if their address, residence and employment telephone numbers, or emergency contact person change.**

### **Minor Accidents**

Any accident requiring a visit to the nurse is documented in the student's health record. Accidents involving more than minor bruises and scrapes are also documented on an Incident Report. School nurses will use their discretion in determining whether a phone call home is warranted.

### **Major Accidents**

If it appears that an accident is more serious, the following procedures are followed:

- The school nurse or a staff member carries out immediate first aid.
- A staff member contacts the parents to pick up the student for medical care.
- In cases where the parents or the designated emergency persons cannot be reached, or immediate medical attention is needed, the school calls 911 for treatment and/or transportation to a hospital. A staff member will accompany the student and stay until the parent arrives.
- In cases of extreme emergency, staff may contact the local emergency unit before calling the parent.

## Other Pertinent Information

### School Closings or Late Starts

For emergency situations, LPCS will normally close when the Shreveport Public Schools close. Look for information on the school website. We will also notify you via Robo calls. Only under extreme circumstances will school be closed once students have arrived. Closings during the day are also announced on local radio and television stations.

### School Breakfast/Lunch Program

Parents/guardians will be notified at the start of the school year about school lunch and milk program prices. Students may continue to bring a lunch from home.

Microwaves are NOT available for student use.

### Parental Involvement

LPCS seeks collaboration with parents and with the community at large, to complement the organization's efforts to provide an exemplary and multifaceted education to the children attending the school.

### Communication

Every member of the staff is committed to keeping parents informed. Parents will receive information periodically regarding current lessons, fieldtrips, school activities, special programs and other pertinent information. Weekly folders will be sent home on Thursdays for Kindergarteners through 4<sup>th</sup> graders. Parents will also receive a monthly school newsletter.

Parents are also encouraged to attend Back-To-School Night, Parent-Teacher Conferences, Special Assemblies, Title I parent meetings, Parent Resource Connection (PRC) and end-of-year activities.

### Parent Connection

The mission statement for the Parent Connection is **“to create an optimum environment for students and parents and to facilitate communication between the school and parents.”** It is our hope that parents will help make the school a true community and that this parent group will engage the students in positive activities outside the classroom, as well as during school hours, by sponsoring diverse social and educational activities and programs.

All parents are automatically members of the PRC and can freely join any committees or activities. The PRC's four primary goals and some possible means for achieving them are as follows:

#### **Facilitate communication between parents and administration.**

- Meetings, which feature a speaker from the school.
- Orientation for new students and their families just before school the start of school.
- Evenings with the Director – informal dialogue and discussion on a variety of topics.

**Provide social, cultural, and developmental opportunities for students.**

- Grade level parties in the evening for students and their families
- Cultural programs
- Mentoring programs
- Out-of-school volunteer opportunities
- Fundraising to offset some of the cost of after-school, weekend, and holiday activities that allow all students to participate.

**Provide more interaction among parents.**

- Social events
- Family link-ups (car pool, emergency pick-ups, etc.)
- Parent Resource meeting assistance (car pools to meetings, cooperative babysitting arrangements)
- Used uniform sales and scholarships
- Parent Resource meetings

**Provide a structure for Parent Volunteer activities.**

- Library aides
- Crossing guards
- After-school activities

# APPENDIX

**2011 Louisiana Laws  
Revised Statutes  
TITLE 14 — Criminal law  
RS 14:40.6 — Unlawful disruption of the operation of a school; penalties**

**Universal Citation:** [LA Rev Stat § 14:40.6](#)

§40.6. Unlawful disruption of the operation of a school; penalties

A. Unlawful disruption of the operation of a school is the commission of any of the following acts by a person, who is not authorized to be on school premises, which would foreseeably cause any of the following:

- (1) Intimidation or harassment of any student or teacher by threat of force or force.
- (2) Placing teachers or students in sustained fear for their health, safety, or welfare.
- (3) Disrupting, obstructing, or interfering with the operation of the school.

B. For the purposes of this Section:

(1) "Authorized to be present on school premises" means all of the following:

- (a) Any student enrolled at the school.
- (b) Any teacher employed at the school.
- (c) Any person attending a school sponsored function.
- (d) Any other person who has authorization to be present on the school premises from the principal of the school in the case of a public school, or the principal or headmaster in the case of a nonpublic school.

(2) "School" means any public or nonpublic elementary, secondary, high school, vocational-technical school, college, special, or postsecondary school or institution, or university in this state.

(3) "School premises" means any property used for school purposes, including but not limited to school buildings, playgrounds, and parking lots.

(4) "School-sponsored function" means the specific designated area of the function, including but not limited to athletic competitions, dances, parties, or any extracurricular activity.

(5) "Student" means any person registered or enrolled at a school as defined in this Section.

(6) "Teacher" shall include any teacher or instructor, administrator, staff person, teacher aide, paraprofessional, school bus driver, food service worker, and other clerical, custodial, or maintenance personnel employed by any public or nonpublic elementary, secondary, high school, vocational-technical school, college, special, or postsecondary school or institution, or university in this state.

C. Whoever commits the offense of unlawful disruption of the operation of a school shall be fined not more than one thousand dollars or imprisoned with or without hard labor for not less than one year nor more than five years, or both.

D. Nothing herein shall be construed to prevent lawful assembly and orderly petition for the redress of grievances, including any labor dispute between any school or institution of higher learning and its employees, or contractor or subcontractor or any employees thereof. Nothing herein shall apply to a bona fide labor organization or its legal activities such as picketing, assembly, or concerted activities in the interest of its members for the purpose of securing better wages, hours, or working conditions.

Acts 2009, No. 302, §1.

## Visitor Dress Code Policy

At Linwood Public Charter School, proper attire is required when visiting the school. Administration has discretion in making the determination as to whether or not a parent is abiding by the Charter School dress code. We have very young and impressionable students with whom you may come in contact. We are eager to work together with our families to make the best learning environment possible for our students. If you have any questions, please feel to call the school's office.

Below is a list of prohibited clothing when visiting the school. "Clothing refers to any personal items, including jewelry/accessories, sweatshirts, backpacks, etc.

- Pajama Clothing, including slippers, robes and shower, bed sleeping or wave caps
- Visible A-shirts /undershirts
- Clothing consider provocative (i.e. short shorts, spaghetti straps, low cut shirts, exposed midriff)
- Hair rollers, hair picks etc.
- Items with messages of drug, alcohol, racism, violence, hatred, profanity and /or gang-affiliated significance
- Spikes, Chains or collars
- Bandanas
- See through leggings, dresses, skirts, or pants
- Any item considered offensive or disruptive to the learning process

## **Title I School-Wide Parent and Family Engagement Policy**

### **Part I: Policy Involvement**

**Linwood Public Charter School’s Title I School-Wide Parent and Family Engagement Policy was created as a collaborative effort between parents and staff. Parents played a key role in the development of this policy and we will continue to utilize their feedback and suggestions in order to update and improve our School-Wide Title I Program: ESSA 1118 (b)**

#### **Convene an annual meeting: ESSA 1118 (c) (1)**

Linwood Public Charter School will:

- *Hold an annual school-wide Title I Meeting every spring term that all parents are invited to attend.*
- *The purpose of the meeting will be to share the School-Wide Plan, review the School Parent Involvement Policy, and to explain our Title I program and how parents can be involved to help their child be successful. Offered with flexible meeting times to allow for more to attend. Childcare will be provided at meetings.*
- *Parents will be notified of the meeting through parent newsletter, flyers, JCampus, and Class DOJO posting.*

#### **Offer flexible meeting times & varied activities designed to support and encourage the involvement of all parents: ESSA 1118 (c) (2)**

Linwood Public Charter School will ensure the involvement of all parents by offering the following activities:

- |  |                                      |
|--|--------------------------------------|
| • <i>New Student Orientation</i>               | <i>STEM Events</i>                   |
| • <i>Parent Conferences</i>                    | <i>Award Assemblies</i>              |
| • <i>Back to School Night</i>                  | <i>Career Fair</i>                   |
| • <i>Family Literacy Nights</i>                | <i>Kindergarten Round-up Program</i> |
| • <i>Flexible IEP times</i>                    | <i>Holiday Programs</i>              |
| • <i>Contact with Directors, Social Worker</i> | <i>Sporting/Athletic Events</i>      |
| • <i>Parent Advisory Meetings</i>              | <i>Graduations</i>                   |

#### **Involve parents in planning, reviewing, and improving the School-Wide Title I program, including the School Parent Involvement Policy: ESSA 1118 (c) (3)**

Linwood Public Charter School will ensure the involvement of parents in planning and reviewing the School-Wide Title I program by:

- *Reviewing the School Parent and Family Engagement Policy at the Annual Title I Meeting*
- *Display the Parent and Family Engagement Policy for parents to review during the fall Parent Teacher conferences in a visible location*
- *Placing a suggestion box for parents at the parent table at all school events*
- *Reviewing and revising during the Annual Title I meeting*
- *Reviewing and revising the Parent and Family Engagement Policy to incorporate suggestions based on the Parent Survey results*
- *Hold Title I parent advisory meetings each term at flexible times to review the Title I program, parent and family engagement policy and ask for suggestions for improvement. Provide parents with a short survey so they may provide feedback on the program both in a written and verbal format. These suggestions will be used to revise the School-Parent-Student Compact and Parent and Family Engagement Policy.*
- *Expanding all avenues of communication with parents (school newsletter, classroom newsletters, flyers, JCampus, Class DOJO, and website) to increase parent involvement in the School-Title I program*

**Provide timely information about the School-Wide Title I Program, the academic curriculum, assessments used to measure progress, and grade level expectations: ESSA 1118 (c) (4) (A) (B)**

Linwood Public Charter School will provide timely information through:

- *New Student Orientation*
- *Parent/Teacher conference fall term (additional conferences upon parent request)*
- *School/Classroom Newsletters*
- *Progress Reports and Report Cards*
- *Web Site – Parental Engagement Policy and Compact available on website*
- *Academic Intervention*
- *Home Visits (where warranted)*
- *Weekly Take Home Folders (K-5)*
- *Telephone Calls/E-mail correspondence/auto-dialer*
- *Parent-Student Handbook*

**Provide parents the opportunity to interact with teachers regarding the education of their children. Include parents in the decision-making process and utilize their suggestions for improvement. Revise the School-Wide plan to meet student and parent need and share revisions with LEA: ESSA 1118 (c) (4) (C) & 1118 (c) (5)**

Linwood Public Charter School will provide parents an opportunity to interact with their children's school by:

- *Parent Suggestion Box located in a visible location where parents can provide suggestions for improvement and comments regarding the School-Wide Title I program*

- *Share suggestions and comments with the appropriate personnel and act on suggestions as appropriate.*
- *Distribute a parent survey each spring to gather feedback from parents on school programs and services*
- *Hold an annual Title I meeting at flexible times to review the Title I program, parent and family engagement policy and ask for suggestions for improvement. These suggestions will be used to revise the parent and family engagement policy when appropriate.*
- *Parent conferences Fall Term/additional conferences upon parent request*
- *Telephone Calls/E-mail correspondence/auto-dialers between parents, teachers and school*

## **Part II: Share Responsibilities for High Student Academic Achievement**

**Develop jointly with parents and teachers a School-Parent Compact. The compact will outline ways in which the parents, school staff, and students will work together to ensure high student academic achievement. The compact will be reviewed and discussed during fall parent-teacher conferences: ESSA 1118 (d) (1) & 1118 (d) (2) (A)**

Linwood Public Charter School will develop a School-Parent Compact:

- *The School-Parent compact is developed by the staff and parents and reviewed annually. Revisions are made based on the Parent Survey results and additional suggestions provided by parents.*
- *The compact is reviewed and given to all parents at the Fall Parent-Teacher Conference. Teachers discuss how the compact relates to the success of each individual child. This ensures a strong home/school connection and allows all stakeholders to have a voice.*

**Provide frequent reports to parents on their children's progress:**

**ESSA 1118 (d) (2) (B)**

Linwood Public Charter School will provide various academic reports to parents:

- *Report Cards (December, March and June)*
- *Progress reports in the middle of each term*
- *Parent Teacher Conferences (Fall Term with additional conferences available upon request)*

**Afford parents reasonable access to staff. Provide opportunities for parents to volunteer, participate and observe in their child's classroom: 1118 (d) (2) (C)**

Linwood Public Charter School has an open-door policy for parents with both administration and staff. In addition, parents are encouraged to participate in the following activities:

- *Parent Advisory Committee*
- *Chaperones for field trips*
- *Room observations as requested by parents*

### **Part III: Building Capacity for Involvement**

#### **Provide information and assistance to parents regarding the state and local academic standards and assessments: ESSA 1118 (e) (1)**

*To ensure that parents are informed about academic standards and assessments, Linwood Public Charter School will provide the following:*

- *Parent Conferences (December and March)*
- *Local assessment information shared with parents at conferences/with report cards/IEP*
- *Students receiving interventions will be progress monitored on a 6-week basis depending on student need. Information will be shared with parents when appropriate.*
- *JCampus/Class DOJO – Provides information on grades, attendance and behavior infractions*

#### **Provide materials and training to parents: ESSA 1118 (e) (2)**

*Linwood Public Charter School offers training and materials to parents through the following events and activities:*

- *Family Nights*
- *New Student Orientation*
- *Back-to-School Night*
- *Parent Meetings*
- *Provide lists of community resources to individual parents and assistance in accessing these resources, as needed*
- *School newsletters/Classroom newsletters*
- *School Website/JCampus/DOJO – provides parents with materials and resources to help their child achieve success*

#### **Educate teachers, Title I staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: ESSA 1118 (e) (3)**

- *Linwood Public Charter School values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication.*

*When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.*

**Coordinate parent involvement activities with other programs:**

**ESSA 1118 (e) (4)**

Linwood Public Charter School will work to coordinate programs to ensure success for all:

- *Coordinate programs and services for parents in partnership with local community agencies. Programs include parenting classes, English classes for parents of ESL students, and family nights.*
- *Parent-Teacher Network*

**Inform parents of school and parent programs in a timely and practical format in a language they can understand: ESSA 1118 (e) (5)**

To ensure that all parents are informed in a timely and user-friendly manner, Linwood Public Charter School will provide:

- *Weekly Take Home Folders (K-5)*
- *School Newsletter/Classroom Newsletters written in a language parents can understand when requested*
- *Bilingual interpreter, as needed, through local community agencies for parents of ESL students both written and verbal*
- *Accommodations for hearing impaired parents*

**Provide support for parental involvement at their request: ESSA 1118 (e) (14)**

Linwood Public Charter School will make every effort to support our parents and make sure their needs are met:

- *Make every effort to accommodate parent requests to ensure that students and parents individual needs are met in order to foster more positive parent and family engagement*

**Part IV: Accessibility**

**Parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their 2<sup>nd</sup> language: ESSA 1118 (f)**

Linwood Public Charter School will provide:

- *Flexible meeting times*
- *Handicapped Accessible Facilities*
- *Home Visits*

- *Phone Conferences (Bilingual interpreter, as needed, through local community agencies for all parent contacts)*
- *School Newsletter/Classroom Newsletters written in a language parents can understand when requested*
- *Accommodations for deaf parents*
- *Collaboration with community agencies; i.e., Community Mental Health*
- *Transportation Assistance*

Linwood Public Charter School's Title I Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by meeting agendas and sign-in sheets.

This policy was adopted by the Linwood Public Charter School Board of Directors on 06/25/2018 and will be in effect for the period of 3 years. The charter school will distribute this policy annually to all parents of participating Title I, Part A children within the first 60 days of school.

*Petrina Milan*  
*Title I Coordinator*

*Staughton Jennings, Ed. D*  
*Chief Executive Officer*



# Linwood Public Charter School

## 2019-2020 Student/Parent Handbook Acknowledgement

Dear Parents/Guardian:

Please sign below acknowledging that you have received, read and understand the policies and information stated in the Linwood Public Charter School's Student/ Parent Handbook. This handbook includes the Title I School-Wide Parent Engagement Policy, descriptions of the school's expectations regarding attendance, uniforms, behavior, health-related areas, and academic and emergency procedures.

Please pull this sheet out, sign and return to the homeroom teacher by August 31, 2019. Please note that this document is subject to change at any time.

Best,  
Staughton Jennings, Ed.D  
Chief Executive Officer

My signature below acknowledges receipt of the Student Handbook and that I understand and agree that we (parent/guardian & student) are to strictly abide by the terms and conditions of the Student Handbook. We further acknowledge that we have read the Student Handbook and understand the terms and conditions set forth therein.

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

**Student's Name:** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_

**Parent's/Guardian's Name:** \_\_\_\_\_

**Parent's/Guardian's Signature:** \_\_\_\_\_

**PLEASE RETURN THIS PAGE SIGNED AS SOON AS  
POSSIBLE.**