



2021-2022
FAMILY HANDBOOK

www.plessyschool.org
(504) 503-0055

Homer Plessy

COMMUNITY SCHOOLS

Homer Plessy Community Schools provide a quality education to students in pre-kindergarten through eighth grade. Drawing inspiration from our school's namesake and from the resources of this community we provide a stimulating and enjoyable environment that promotes academic excellence, project based learning through the arts, and understanding within a diverse society. Our goal is to maximize learning potential and promote the development of the whole child. We are facing unprecedented times and seek to take appropriate measures to ensure our students' safety amidst COVID-19, without compromising academic and social success. We want our students to mature into whole, healthy people who are confident about their gifts and their place in the world as contributors, who have keen minds and compassionate hearts, and who contribute to a world that needs them. We are committed to an academic program that emphasizes a passion for lifelong learning.

Caring, informed, and involved parent(s) or guardian(s) are key for a child's development and to our school's ability to provide a well-rounded education. The purpose of this handbook is to provide information necessary to your child(ren)'s success at Plessy for the 2021-2022 school year.

Please take the time to review this handbook with your child. **Read and sign the *Home-School Compact* on the following page of this handbook and return to your child's homeroom teacher (or fill out form in Powerschool).** Keep your handbook in a convenient location, so you and your child(ren) can refer to it throughout the school year.

Plessy is *your* school and your active participation is vital and valuable! We ask you to do your best to check and discuss grades regularly, stay in communication with teachers and staff and attend any scheduled report card distributions.

The Story of Homer A. Plessy

Homer A. Plessy (1862 – 1925) was born in New Orleans in 1862. A shoemaker by trade, Plessy was an active participant in the *Comité des Citoyens* (The Citizens' Committee) which fought against segregation and racial injustice in New Orleans, Louisiana, and the American South more generally.

On June 7, 1892, Plessy was arrested at the train tracks on Press Street for sitting in the “whites-only” section of the train car – actions that would eventually lead to the landmark “separate but equal” Supreme Court decision, *Plessy v. Ferguson* (1896).

Although Plessy lost his case before the Supreme Court, his legacy of advocacy related to racial justice and equitable education would be highly influential to subsequent generations of New Orleanians and Americans.

The Creation and History of Homer Plessy Community Schools

Parents and community members in downtown New Orleans conceived of the school as they searched for new educational possibilities following Hurricane Katrina. With the belief that the unique cultural and historical heritage of the downtown neighborhoods of New Orleans should be part of a well-rounded education, the Plessy School was formed to serve students from across New Orleans.

Homer Plessy Community Schools is operated by the Citizens’ Committee for Education. Plessy received a Type 1 Charter from the Orleans Parish School Board on January 22, 2012.

On August 8th, 2013, Homer Plessy Community Schools opened in the Francis T. Nicholls/Frederick Douglass Building located at 3820 St. Claude Avenue. During the summer of 2014, Plessy moved to the A.P. Tureaud Building located at 2021 Pauger Street. In July 2017 the school moved into the Mc15 building and is the only open-enrollment public school located in the French Quarter. In June 2020, Plessy consolidated with the Joseph A Craig building at 1423 St. Philip, and now operates two campuses, one serving Kindergarten through Fourth Graders, and the other houses Pre-K and Fifth through Fifth Graders.

OUR MISSION & VALUES

OUR MISSION

THE MISSION OF PLESSY SCHOOL IS TO FOSTER PROJECT-BASED LEARNING THROUGH THE ARTS IN A JOYFUL AND DIVERSE ENVIRONMENT.

The Plessy School’s arts-integrated, project-based curriculum provides a stimulating environment that insists on academic excellence in a developmentally appropriate setting. At Plessy, we want our students to mature into whole, healthy people who are confident about their gifts and their place in the world as citizens, who have keen minds and compassionate hearts and who contribute to a world that needs them. We are committed to an academic program that emphasizes academic excellence, project based learning through the arts, creativity and a passion for lifelong learning.

Plessy is a school that:

- *Sets the stage for all students to excel academically;*
- *Fosters critical and creative thinking;*
- *Teaches students about the importance of citizenship and community engagement;*
- *Has hallways that reflect the same diversity we see on our sidewalks;*
- *Attracts dedicated educators by creating a professional environment in which teachers can develop their full potential;*
- *Draws on the resources of a community eager to help;*
- *Recognizes the importance of meaningful engagement with parents;*
- *Serves as a focal point for the community and has a sense of place; and*
- *Provides project based learning through the arts.*

OUR VALUES:

Plessy students are:

- Mindful
- Purposeful
- Curious
- Courageous

SCHOOL HOURS

SCHOOL HOURS for In Person Learning

The front offices will be open from 8:00am to 4:15pm daily to answer phone calls, take messages, and help connect families with necessary information.

Treme Campus (PreK, 5-8th grade)

Student arrival begins at 7:50am and begins with breakfast. The student day ends at 3:30pm, with the exception of Wednesdays when students are dismissed at 2:30pm.

French Quarter Campus (Kindergarten- 4th grade)

Student arrival begins at 8:00am and begins with breakfast. The student day ends at 3:40 , with the exception of Wednesdays when students are dismissed at 2:40pm.

STUDENT CHECK OUT

A parent/guardian may check out a student from school in the front office ONLY. No student can be dismissed through any other entrances. The person checking out the student must be listed on the student's emergency card. No student may be checked out after 3:00pm and 2:00pm on Wednesdays.

PARENT/GUARDIAN VISITATION POLICY

Due to COVID-19 restrictions and prioritizing the health and safety of our students and staff, visitors will still be limited and can be restricted at any time depending on public health data. Parents/Guardians will be **able to chaperone** field trips.

PARENT/TEACHER CONFERENCE REQUESTS

If you would like to speak with a teacher or staff member during the school day, an appointment must be made with the teacher. Teachers are not permitted to miss instructional time to meet with parents. Parents can reach faculty members via email, call, or text message. Every minute of instructional time is valued; therefore, teachers will **not** stop instruction to engage in unscheduled conferences, including the preparation time before school. Teachers will not take phone calls during instructional time, but will utilize virtual office hours during distance learning or after school and planning time to connect within 24 hours of your request.

Please make an appointment to speak directly to the teacher to address any questions or concerns **before** contacting the office to request an administrative conference. If a conference is still needed following the parent/teacher conference an administrative conference will be scheduled.

The CEO, Principals, and other administrators are available by appointment between 8:00am and 5:00pm. Please make all requests for an administrative conference in writing or via email at info@plessyschool.org. Be sure to include your name, your child's name, the teacher, a phone number and a brief description of the matter and submit the request to the front office.

EMERGENCY CLOSING OF SCHOOL

During emergency weather and other situations, our school will close after considering guidance from New Orleans Public Schools (NOPS). Our plans for closing and reopening will be announced on local radio and television broadcasts and a phone blast will be sent to all families. Please keep the school updated on new contact information at all times to ensure effective communication.

ASBESTOS MANAGEMENT

The Asbestos Hazard Emergency Response Act (AHERA) requires that the nation's schools conduct detailed inspections to identify asbestos-containing materials that might be present in the school environment. AHERA requires the inspection results and the associated Management plan be submitted to the Louisiana Department of Environmental Quality (LDEQ). A copy of the Management Plan must be kept and maintained at each school's main office for review by the public during normal working hours. This letter of notification is an annual requirement to the public. If there are any questions, please contact Meghan Raychaudhuri, CEO.

HEALTHY AND SAFE FOOD INITIATIVE

At Plessy, we believe healthy food plays an important role in school success.

SCHOOL MEALS

Plessy participates in the USDA Community Eligibility Program (CEP) and is proud to offer three meals a day to every student at no cost to the family.

The meal program features a well-balanced breakfast, lunch, and snack prepared by trained staff and planned by a dietitian to meet all federal healthy school food guidelines. Meals will be offered but students are not required to participate: if a student plans to bring lunch from home, the student must have their lunch by their regularly scheduled lunch time. Unfortunately, student lunches cannot be heated at school.

If your child has a dietary restriction, it must be registered with the school nurse. Alternative lunches will not be prepared unless we have dietary restrictions on file for our cafeteria staff.

We are a **NUT FREE** school! Due to student and adult allergies, please refrain from sending your child to school with any food product that may contain peanuts. This includes foods made with oils from nuts. If a student brings a lunch containing nuts, Plessy reserves the right to dispose of the item and provide the student with a school lunch, to ensure the safety of all students.

ATTENDANCE POLICY

*Regular and timely attendance is essential for academic success. In person attendance is taken every morning in homeroom. **Students are considered TARDY at 8:00am in the Treme and 8:10am in the French Quarter.***

TARDINESS

Students must arrive at school on time to succeed academically. Breakfast begins at 7:50 for Treme and 8:00am for FQ.

Students are considered TARDY at 8:00am in the Treme and 8:10am in the French Quarter. A child who is checked out of school unexcused before dismissal is considered tardy. The requirements for excused absences and tardies are the same.

DISMISSAL

Treme Campus (PreK, 5-8th grades)

Dismissal is at 3:30 and with the exception of Wednesday when we dismiss at 2:30pm. Students who do not take the bus **MUST** be picked up by 3:50pm (2:50pm on Wednesdays).

French Quarter Campus (K-4th Grades)

Dismissal is at 3:40 and with the exception of Wednesday when we dismiss at 2:40pm. Students who do not take the bus **MUST** be picked up by 4:00pm (3:00pm on Wednesdays).

A warning notice will be sent home to families after the first incident of late pickup. Further incidents will result in disciplinary authority up to and including involving the proper authorities.

EXCUSED ABSENCE

According to school policy and state law, student absences can only be excused for personal illness, death in the immediate family, impassable roads due to inclement weather, religious observance and education, quarantine, required court appearance, or approved field trip. In each case, an official medical, legal or bereavement notice must support the absence. This notice must be presented to the front office within five days of the absence. Parent notes will be kept on file in the school office but do not represent official notices and will not legally excuse student absences. School personnel may verify absentee notes to determine eligibility.

If you suspect signs of COVID in your home, please keep your child home and communicate with the school your concerns. After the student or family member tests negative, children will be welcomed back. Participation in virtual learning during quarantine will not be counted as absences (see distance learning attendance policy above).

UNEXCUSED ABSENCE OR TARDY

Writing a note does NOT mean that an absence is automatically excused. An absence, tardy or early departure is considered unexcused if the reason for lack of attendance does not fall into the above categories. The following contains examples of unexcused absences: personal illness without a doctor's note, suspension, lack of required immunizations, family vacation, keeping your child home, no transportation, oversleeping, or other such reasons.

If a student has one or more instances of tardiness or unexcused absences, the school will take one or more of the following actions: phone call or letter to parent/guardian; parent/guardian conference at the school or virtual; parent/guardian conference home visit with the school social worker, filing a truancy report.

ABSENCE DUE TO SUSPENSION

Absences due to suspension are unexcused and are counted against the absence total. It is the responsibility of the student and/or parent to request the work missed during the suspension, from the teacher.

TRUANCY

All students, Pre-Kindergarten through 8th grade, shall not exceed 10 days per year of absences or tardiness.

A student may be considered truant and referred to the Municipal Court by the school social worker when the student has had five (5) or more instances of tardiness or unexcused absences in one semester, and the school has made all reasonable efforts to correct the student's attendance problem.

Daily, on time student attendance is mandatory. Louisiana State law considers a student to be habitually absent/tardy if the situation is not corrected after the fifth unexcused absence or the fifth unexcused occurrence of being tardy in a semester. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

Plessy strongly believes in supporting our community and will make every attempt to intervene and support families to get students to school everyday. Please see our list of attendance interventions below.

ATTENDANCE INTERVENTION

# of days Absent/ Tardies per semester	Recommended Interventions	Forms/Documentation/ Follow up
1st Unexcused Absence/Tardy	Parent is contacted by end of the school day; SSW meets with student the next day for attendance conference and sends Attendance Warning Letter home	<ul style="list-style-type: none"> - Communication Log documentation - Attendance Warning Letter (optional) - Attendance meeting agenda (signature required from student)
2nd Unexcused Absence/Tardy	SSW calls parent before 11am; Teacher calls parent at end of school day; SSW meets with student upon returning and sends Attendance Warning Letter home	<ul style="list-style-type: none"> - Communication Log documentation - Attendance Warning Letter - Attendance meeting agenda (signature required from student)
3rd Unexcused Absence/Tardy	SSW calls parent before 12pm. SSW sends Attendance Conference Request Letter home and facilitates conference to review prior interventions and assess reasons for continued unexcused absences and/or tardies. SSW reviews state law (Revised Statute 17:221 and 17:233) with parent and notify parent of required referral to Municipal Court should student reach a total of 5 absences / tardies within one semester. SSW concludes conference by having parents sign documentation of attending the conference and student and parent signs Attendance Contract.	<ul style="list-style-type: none"> - Attendance Conference Request letter - Attendance Contract - Communication Log documentation

<p>5th Unexcused Absence/Tardy</p>	<p>Option 1: In conjunction with the Director of Student Services, SSW assesses to determine if family meets the criteria for extenuating circumstances. If family meets criteria, SSW continues providing interventions to support the family, thereby leading to improved attendance.</p> <p>Option 2: In conjunction with the Director of Student Services, SSW assesses that case needs to be referred to Municipal Court due to continued unexcused absences. SSW completes appropriate referral form and provides supporting documentation to referral source.</p>	<ul style="list-style-type: none"> - Municipal Court – Summons Request Form - Communication Log documentation - Certified letter of summons to parent/guardian
---	--	---

Municipal Court

Municipal Court has jurisdiction over cases in which a parent receives a summons due to his/her child being found in violation of “mandatory school attendance”. Once a summons is served, the parent will be required to appear in Municipal Court, and the Judge and Municipal Court Liaison will determine outcomes and need for additional services. It is the school that ultimately decides when school based interventions targeting truancy/excessive absenteeism have been exhausted and whether to refer the student and family to Municipal Court. The table below refers to guidelines concerning the decision of whether to refer a child to Municipal Court.

Municipal Court Referral
<p>The School Representative has assessed that the student’s absences are due to the parent’s behaviors (i.e. not getting the student to the bus stop on time, not purchasing school uniforms, not providing a reliable means of transportation, etc.)</p>
<p>At least 2 phone calls and/or warning letters were initiated to notify the parent regarding student’s absences for the first 2 unexcused absences</p>
<p>At the 3rd absence, an attendance conference was scheduled and held with the parent to address truancy and/or chronic absenteeism issues – provide copy of letter</p>
<p>The parent was notified of the Truancy Law and the pending referral to Municipal Court during the attendance conference</p>
<p>The school’s Point of Contact (POC) will complete a “Municipal Court Summons Request Form” and submit to the assigned SRO.</p>

ENROLLMENT & TRANSFER POLICY

ENROLLMENT

The One-App process will be used to register students for the 2021-2022 school year. All currently enrolled students will not need to re-enroll.

Once enrolled, students who leave Homer Plessy Community Schools, and later re-enroll, may only do so if there are spaces available.

TRANSFERS

A student transferring from a state-approved school, in- or out-of-state, public or nonprofit, shall be allowed credit for work completed in the previous school. When a student transfers from one school to another, a certified transcript, showing the student's record of attendance, achievement, immunization, and the units of credit earned is required. Please see Bulletin 741§707.

Records, including evaluation information for exceptional students transferring from another system, shall be reviewed by pupil appraisal and approved by the Special Education Coordinator before the student is enrolled in a special education program.

NONDISCRIMINATION POLICY

Homer Plessy Community Schools do not discriminate on the basis of race, color, national origin, or ethnic origin in admission of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs.

English Language Learners

Plessy will provide services for English Language Learners (ELL) in accordance with federal state and local laws (Title IV of the Civil Rights Act of 1964, Equal Educational Act of 1974). The purpose of this program is to provide ELL students with the resources and supports necessary to access the curriculum. For further information on services for ELL students and their parents please contact: Erica Burjek at erica.burjek@plessyschool.org.

Language Access

Plessy offers language assistance services in person and over the phone. Please fill out and return to the office the Home Language Survey at the end of this handbook (or in the "Forms" section of your Powerschool account). For more information, please contact: **Velam Rankins** at (504) 503-0055 or velma.rankins@plessyschool.org.

ACADEMICS

CURRICULUM

Plessy teachers adhere to the policies set forth by the State of Louisiana, and, as such, teachers will use the Common Core State Standards (CCSS), which outlines *what* students should learn. Plessy has adopted a Tier 1 curriculum in ELA, Math, and Science. Through a collaborative process, teachers will create meaningful student-centered lessons that are arts-integrated and project-based, striving to meet the needs of all learners.

PROJECTS-BASED LEARNING

A project is an in-depth investigation of a topic. There are three phases to project-based learning. These three phases include:

1. The development of driving questions through some combination of teacher and student input
2. The collection of data and information and the representation of their findings
3. The sharing or rollout of work with families, peers or school community members

Project-based learning is often driven by student interest; it can also be informed by curriculum or overall school themes. Through project-based learning, students have the opportunity to learn in more real-world ways, develop skills of collaboration, discussion and exploration, learn how to effectively explore and present information on any topic, and discover what it's like to plunge beneath the surface of the topic.

ARTS INTEGRATION

Arts Integration at Plessy is teaching content areas through the use of artistic mediums that utilizes state standards, tracks student learning with visible indicators, and has measurable outcomes.

Educational research supports arts-integration. The arts reach students who are not otherwise being reached. The arts connect students to themselves and each other. The arts transform the environment for learning. The arts provide learning opportunities for the adults in the lives of young people. The arts provide new challenges for those students that are already considered successful. Similar to Project Based Learning the arts connect learning experiences to the world of real work.

SPECIALS

Kindergarten - 8th grade students at Homer Plessy Community Schools participate in Specials classes throughout the year. We offer courses in Visual Arts, Music, Strings, Dance, and Theater. Starting in 2nd grade, students can select Strings for their elective. Middle School students also have the opportunity to participate in **Art Lab**, a signature program of Plessy Schools. Middle School students in grades 5-8 select their special, and have opportunities to change it after a full semester.

FIELD TRIPS

Field trips are taken to enrich learning experiences. Classes periodically visit museums, landmarks, and other educational destinations around the city. Permission slips are sent home (or provided in "**Forms**" in Powerschool) prior to each trip indicating, date, time, cost, and special information. All due dates and times lines **will be strictly enforced**. Students not adhering to the timelines will not be permitted to participate in the field trip.

*If a student's behavior causes them to lose their privilege to attend the field trip, money **cannot** be refunded as costs are based on the total number of students participating. An alternate plan will be made for students remaining at the school.*

A parent choosing to chaperone a field trip is expected to have a current background check on record with the office, remain with the group at all times, and follow the guidelines set forth by the coordinating teacher. **Siblings or other children are NOT permitted to attend class field trips.**

COURSE GRADING & REPORT CARDS

Students in Grades K through 8 will be assessed using standards based grading. Standards-based grading focuses a student's learning on the essential standards for a class, or how well the student understands and can apply the key material in class. The goal of standards-based grading is to provide the most accurate picture of student learning. Constant monitoring of student growth will track, provide immediate and clear feedback, and identify any needs for either intervention or enrichment. Learning is a process that takes place over time and requires active participation by all those associated with that process – teacher (providing feedback), student (opportunities to practice and present knowledge/skills), and parent (supporting the process). Standards-based grading creates a scenario in which all parties are able to engage in pointed and meaningful conversations about that learning process. As learning is reflected, instruction adapts to support continued growth.

Standards-based grading focuses solely on progress toward mastery of the essential standards. A standards based grade book tracks learning through activities that focus on standards and do not include non-academic factors such as behavior, participation, effort, and attitude. These factors are important and are assessed and reported through a separate and more appropriate method, such as our Plessy Values.

LEARNING SCALE

The goal of Homer Plessy Community Schools is to improve student learning by reporting grades that are accurate, consistent, meaningful, and supportive of learning, and the shift to standards based grading is an effort to reach that goal. Here is how standards based grading addresses each of those four criteria.

Learning Scales:

Grade	Description	Percentage Range	GPA	Letter Grade Equivalent
4	Advanced	95.5-100	4.0	A+
3+	Mastery	90-95.4	3.5	A
3	Proficient	83.5-89.9	3.0	B+
2+	Approaching Proficient	76.5-83.4	2.5	B
2	Beginning Proficient	70-76.4	2.0	C
1+	Emerging Proficient	63-69.9	1.5	D
1	Unsatisfactory	0-62.9	1.0	F

POLICY AGAINST GRADE INFLATION

Plessey will not inflate a student's grades or alter any record of academic performance without appropriate student work to support the grade change. All student grades shall be supported by a teacher maintained portfolio of student work. The grade assigned to students will reflect the work in the student's portfolio. This work will be made available for review at the parent's request.

Should a parent disagree with a student's report card, a review of the student's portfolio will be conducted. As long as the student's portfolio reflects the grade received, the grade will become permanent. If the grade does not reflect the work in the portfolio or the portfolio has not been properly maintained the grade will become subject to review and change. Grades will be regularly updated and access to most current grades will be available to families via their child's google site portal.

All grades given will follow applicable laws and policies as it relates to students with exceptionalities.

ACADEMIC HONESTY AND CODE OF CONDUCT POLICY

Honor Code

An honor code is a set of principles governing a community based on a set of rules or ideals that define what constitutes honorable behavior within that community. Students are expected to adhere to Plessey's Core Values. Mindfulness, curiosity, and courage are necessary for true learning. Students who accept responsibility for creating a climate of academic integrity reap lifelong benefits. Those who are in violation of the honor code can be subject to various disciplinary actions.

Plessey students agree that:

1. They will not give or receive any unauthorized aid on assignments/assessments.
2. They will not lie, cheat, plagiarize, or steal in academic endeavors, nor will they accept the actions of those who do.
3. They will conduct themselves responsibly and honorably in all activities as a member of the Plessey School community.

Purpose

The purpose of this code of conduct is to foster an academic community based on shared values of mindfulness, courage and curiosity. In particular, Plessey seeks to guide students through clarity, monitoring, and mentoring toward habits of personal academic integrity and honesty.

Student Responsibilities

Students are responsible for reading, understanding, and complying with this code of conduct. They are also required to understand and follow expectations outlined by teachers for specific assessments. When in doubt, students are also responsible for asking the teachers for clarification on points relating to all aspects of assignment expectations including, but not limited to, acceptability of collaboration.

Teacher Responsibilities

As stated above, the overall purpose of this code of conduct is to support the development of students toward habits of academic integrity and honesty. To this end, teachers will:

1. Ensure that students have multiple opportunities to develop the skills and habits necessary for academic success.
2. Provide students with clarity on expectations for assessments and acceptable approaches for completing work.
3. Consistently follow through with school policies regarding monitoring student work, issuing consequences consistent with the definitions and procedures outlined below, and communicating about incidents with parents and the dean's office.

Definitions

1. Academic dishonesty

Academic dishonesty is defined as the use of unauthorized aid or an attempt to pass off borrowed or uncited ideas as one's own on any kind of assessment (formative or summative), regardless of intention. Specific forms of academic dishonesty are outlined below:

- a. Cheating** is defined as the supply or use of unauthorized aid for an assessment. Specifically, cheating includes:
 - i. The taking or sharing copies of assessments and/or another student's work. Students should avoid taking pictures as part of collaboration.
 - ii. The use of any unauthorized study resource, including but not limited to shared answers, the work of peers, assessments from past years, and commercially produced resources (ie. Cliff Notes).
 - iii. The invention, distortion, or misrepresentation of information, evidence, or data.
 - iv. The use of false excuses for absence in order to avoid or postpone the completion of an assessment.
- b. Plagiarism** is the use of complete thoughts, ideas, paraphrases, or word-for-word language taken from another person or resource without proper citation, as defined by the subject-area teacher.
- c. Complicity** is the knowledge of an inappropriate use of material or receipt of illicit materials (the kinds of materials described in this document) without alerting a teacher or dean.

Infractions may result in team lunch detentions, referral to the Dean's Office, after-school office detentions, suspensions, no credit for assignment/assessment or reduced credit for the submission of a corrected assignment/assessment.

PROGRESS REPORTS, REPORT CARDS, & PARENT/TEACHER CONFERENCES

Progress reports are sent home quarterly. There will be opportunities for report card conferences twice a year. If you require more frequent touchpoints about your child's academic progress, please contact your child's teachers to set up a conference.

Conferences are held with parents twice a year. We will accommodate in person (when permitted) and virtual conferences. Parents may request a conference with a teacher at any time during the school year. Parents must schedule a conference with a teacher in advance as teachers are not able to conduct conferences during instructional time. If a conference is requested by a teacher or administrator it is essential that at least one parent attend.

PROMOTION

Homer Plessy Community Schools adhere to the *Pupil Progression Plan* adopted by the New Orleans Public Schools. Students are promoted to the next grade level at the end of the school year by meeting the promotional requirements stated in the *Pupil Progression Plan* in each of the promotional subjects. The promotional subjects for each grade level are as follows:

- | | |
|---------|--|
| Grade K | Benchmark on End of DIBELS and 75% mastery of language arts, math and social development on the final (4 th quarter) report card. |
|---------|--|

Grades 1-2	Reading, Language Arts, Mathematics
Grade 3	Reading, Language Arts, Mathematics, Science, and Social Studies
Grade 4	Reading, Language Arts, Mathematics, Science, and Social Studies
Grade 5	Reading, Language Arts, Mathematics, Science, and Social Studies
Grade 6	Reading, Language Arts, Mathematics, Science, and Social Studies
Grade 7	Reading, Language Arts, Mathematics, Science, and Social Studies
Grade 8	Reading, Language Arts, Mathematics, Science, and Social Studies

At the end of any quarter, parents of students who are in danger of failing a promotional subject will attend a conference with the teachers and receive written documentation.

Attendance and tardiness will play a role in determining promotion. A student cannot be tardy or late more than five times in a semester or ten times throughout the entire school year unless those absences qualify as excused.

STATE TESTING OPT OUT POLICY

Plessy has adopted the OPSB Pupil Progression Plan which states the permaneters for which students are promoted to the next grade level, along with how performance on LEAP impacts progression. To ensure clarity around this issue Plessy has adopted the following policy on opting out of state testing.

Students who fail to meet the proficient achievement level as defined by BESE will be promoted to the next grade level based upon a review of student work and achievement showing grade level proficiency. Promotion to the next grade level would be contingent upon parental consent to remediation as outlined in our Pupil Progression Plan, as drafted by OPSB and adopted by Plessy. Failure to consent to remediation will result in the student being retained in their current grade level.

SCHOOL SERVICES

SPECIAL EDUCATION SERVICES

Plessy shall comply with all laws governing the education of students with exceptionalities in accordance with federal, state and local law (Individuals with Disabilities Education Act (IDEA), Title II of the Americans with Disabilities Act of 1990 (ADA), Louisiana’s Education of Children with Exceptionalities Act (R.S. 17:1941 et seq.)). According to the Individuals with Disabilities Act (IDEA), the term “special education” means specifically designed instruction, at no cost to parents, to meet the unique needs of a child with a disability. If a child is experiencing learning difficulties, the parent should contact their child’s special education case manager, teacher or the head of school to discuss options for accommodations that may help facilitate the child’s educational progress. At any time a parent is able to request an evaluation for special education services.

Qualifying students may receive speech services. Speech services are offered to students who qualify. Students must be referred through the Student Assistance Team and must be screened in order to qualify for services.

Homer Plessy Community Schools offers a continuum of support to meet the academic and behavioral needs of each student.

For more information regarding the rights of students with disabilities, please visit the Louisiana Department of Education website at: <https://www.louisianabelieves.com/resources/library/family-support-toolbox-library>

Least Restrictive

80-100% in
General
Education



Elementary

Full Inclusion

Middle

Full Inclusion

	Partial Inclusion	Partial Inclusion
40-79% in General Education	Resource Classes for Remediation	Resource Classes for Remediation
0- 39% in General Education	Essential Replacement Classes for Core Subjects	Essential Replacement Classes for Core Subjects
	Part Time Participation in Specialized Classroom	Part Time Participation in Specialized Classroom
	Full Time Participation in Specialized Classroom	Full Time Participation in Specialized Classroom
Most Restrictive	Homebound	Homebound

HEALTH SERVICES

Parents must provide the school with information regarding any illness, medication or medical condition that may affect the student’s behavior and/or academic performance.

MEDICATIONS

Medication cannot be administered by school personnel unless the medication is authorized by a physician. If a child has an illness (i.e. asthma, seizures, etc,) and requires prescribed medications be taken at school, the physician must complete a medication form on a yearly basis. After completion of the medical forms by the physician, the parent must meet with the designated school personnel to develop a medication plan for the student.

Students should never be in possession of medication of any kind, including, but not limited to, cough drops, aspirin or the like, antibiotics, etc. LA Act 624 (approved June 7, 2012) allows a trained school employee to administer auto-injectable epinephrine to a student who the trained school employee, in good faith, believes is having an anaphylactic reaction whether or not such student has a prescription for epinephrine.

EXTRACURRICULAR ACTIVITIES

AFTER SCHOOL PROGRAMMING

Homer Plessey Community Schools provides an after school program from 3:00 pm until 5:30 pm on Wednesday and 4:00 pm until 5:30 pm all other days. After school programming is not a drop-in service. Those who wish to participate must fill out an application. Please allow a week for the application process. Space is limited and will be filled on a first come first serve basis. Sign up will be communicated in advance. Plessey will maintain a waiting list for families interested after spots are full.

ATHLETICS

Student athletes are public representatives of the Plessey Community. Athletes are expected to be good sportspersons and conduct themselves in a manner representative of the Plessey Community. Student athletes that violate school policies during athletic events are subject to the school consequence ladder regardless if the infraction occurred on school grounds, up to and including suspension. Infractions occurring during the school day may result in ineligibility to attend practice or play in a game.

BIRTHDAY PARTIES

Students may not distribute party invitations at school unless the entire class is invited. Parents may send a treat, with the permission of the teacher, after 3:00pm to be shared by all. Due to COVID-19 treats must be store bought, pre-packaged, and individually wrapped. ALL FOODS MUST BE NUT FREE.

STUDENT CONDUCT and CULTURE

At Plessy, we practice the value of personal accountability and expect all our students to acquire a developmentally appropriate sense of personal responsibility for their choices. These expectations ensure that the culture of the school is not compromised by inappropriate and disruptive behavior. Our discipline policy emphasizes cooperation between home and school, as this results in the best possible learning environment for every child. Therefore, parents and/or guardians are expected to make sure their child knows and understands the expectations outlined in the student section of the *Home – School Compact*. The list of student behaviors listed below is not exhaustive, but contains examples of prohibited conduct and the appropriate consequences.

Homer Plessy Community Schools follows the discipline code policies and procedures that are set forth by the Orleans Parish Board.

SCHOOL BUS CONDUCT

We have a responsibility to ensure the safety of all our students. It is our job to make sure every child has a safe calm ride to school each day. A student may be suspended from riding a school bus by the CEO or her designee for any level 2 or level 3 infraction (detailed on the following pages). The CEO or her designee has the exclusive authority to suspend a student from the school bus. No other employee, including the bus driver, may suspend a student from riding the bus.

A student may be suspended from the school bus even though he or she is not suspended from school. In that case, it is the responsibility of the parent/guardian to ensure the student is transported to and from school by some other means of transportation.

UNIFORM POLICY

Tennis shoes are recommended for student safety during outdoor activities and recess for all grades. PreK and K students are encouraged to wear closed toe, non laced shoes.

In keeping with the Plessy culture, students are encouraged to express creativity through dress, while owning responsibility for dressing appropriately for a school setting.

HARASSMENT, INTIMIDATION & BULLYING

“Harassment, intimidation, or bullying” means any intentionally delivered message or image – including those that are electronically transmitted, verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics, when an act:

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

Here at Plessy:

- We will not bully others.
- We will try to help students who are bullied.
- We will try to include students who are left out.
- If we know someone is being bullied, we will tell an adult at school and an adult at home.

ELECTRONIC DEVICE POLICY

Any personal electronic devices brought to school is the sole responsibility of the student. The school and it’s staff maintain no liability for lost, stolen or damaged personal electronics. Middle school students are required to turn

in their cell phones at the start of the school day. They will be collected and safely locked away and redistributed during dismissal. Elementary students may be asked to turn in their cell phones, as necessary.

Students are only allowed to use cell phones or other personal electronic devices with the explicit permission of a staff member. Cell phones are never permitted to be used in hallways, classes, bathrooms, lunch, or during recess. Students are not to film other students or staff members without the expressed permission of the person being filmed. This includes on the school bus. Students in violation of the electronic device policy will be subject to disciplinary action including, but not limited to the following:

- Confiscation of the device
- Parent conference
- Detention
- Suspension

If a device is confiscated, it will be held with a Dean or other Administrator until a family member can come to the school to retrieve it.

DRUG POLICY

Plessy School considers alcohol/drug use at school to be a threat to the well-being of the individual student and to the entire school community. In addition, there is a deep concern for the health of each individual student. Plessy School seeks to achieve a balance between non-disciplinary and disciplinary response for the ultimate good of the entire student body.

If the school receives a report of drug/alcohol use outside of school, the situation will be referred to the School Social Worker. Both the family and student will be contacted. If necessary, the student will be referred to a school approved agency for a health intervention. There will be no disciplinary action taken if the suspected activity occurred outside of school hours and off school grounds/activity.

If the student's drug or alcohol use happens on campus, that is grounds for expulsion. We will refer the case to both the school social workers and administrative team and be in contact with the family, however, the presence of drugs or alcohol on school grounds is strictly prohibited.

CONSEQUENCE LADDER

Our students need to know, up front, what would happen if he/she were to break a rule. Helping students realize this cause and effect relationship, and that they have the power to choose the resulting "effect," is one of the many ways teachers can empower their students and help them develop self-discipline. Self-discipline involves the capacities to regulate oneself, to anticipate consequences, and to give up an immediate gratification to receive a long term goal -- this is one of the most important behavioral skills we can teach our students.

In order to help create self-discipline, one strategy we will be using is a consequence ladder throughout our classrooms for minor infractions.

ELEMENTARY SCHOOL

1st infraction	Verbal warning and model appropriate behavior	The student is given a verbal warning. A teacher/student conference might be necessary for the student to be taught the correct replacement behavior if it cannot be done immediately.
2nd infraction	Verbal warning and model appropriate behavior	The student is given a 2nd verbal warning. A teacher/student conference might be necessary for the student to be taught the correct replacement behavior if it cannot be done immediately.
3rd infraction	Think time or written reflection	The student is given independent time to reflect or reflection sheet on how to correct behavior.

4th infraction	Contact with guardian; administrator conference; possible lunch detention	Teacher contacts administrator to conference with student and a guardian will be notified..
5th infraction	Student removed from class; contact guardian; replacement behavior practice; possible further action depending on infraction.	Teacher contacts administrator to remove student from the classroom.

MIDDLE SCHOOL

In order to build a culture of accountability with adolescents, the middle school will engage in a shared creation of our school's expectations and agreements(rules) during the 21-22 School Year. Students and teachers will co-create our set of agreements the first few days of school, and they will be shared with families via email and added as an addendum to this handbook. All breeches of our agreement (rules) will be handled on a case by case basis, assuming teachers have provided the following:

- clear expectations (co-created)
- specific, clear directions
- reminders and necessary supports

The menu of behavioral infractions and consequences will also be shared the first week of school in the email and added to this handbook as an addendum. A sample is listed below:

INFRACTIONS

Students who do not follow the school's rules and expectations will receive a consequence that is appropriate to the infraction.

Level One (1) Infractions are minor behaviors that are handled by teachers.

LEVEL ONE (1) INFRACTIONS

- Horse-playing
- Habitually tardy and/or absent (NOT MINOR---supported by state law)
- Eating/drinking in class
- Dress code violations
- Not having the proper materials, supplies, and/or equipment for participation in class
- Sleeping in class
- Not having/incomplete homework
- Refusing to sit in assigned seat
- Public display of affection (holding hands, kissing, hugging, etc.)
- Talking in class
- Any other infraction that the head of school deems similar in severity to other Level One (1) Infractions.

Possible First Infraction Responses/Corrective Actions:

- Re-teach the behavioral expectations
- Have the student meaningfully apologize and make amends with those affected
- Provide a reflective activity
- Change of color on color chart (for primary grades); mark/demerit/loss of positive points for upper grades
- Loss of privilege
- Discussion during community morning meeting

Possible Corrective Actions for Repeated Infractions:

- Contact and/or conference with parent/guardian

- Implement a home/school communication system
- Use of check-in/check-out
- Loss of privilege
- Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions
- Refer to the school social worker
- Refer the student for tiered interventions through the Response to Intervention Team
- After-school detention
- Community service
- Use of in-school intervention
- Bus suspension

Level Two Infraction are serious discipline issues that warrant the attention of the assistant principal, or an administrator. All Level Two (2) major infractions must be accompanied by a written referral to the dean of students. All students who receive a written referral will receive a consequence at the administrator's discretion based upon the policy listed below.

LEVEL TWO (2) INFRACTIONS

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

Procedure for Level 2 Behaviors

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

If school leader determines that disciplinary action is warranted:

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

Possible Corrective Strategies

- Contact and/or conference with parent/legal guardian
- Implement a Home-to-School and School-to-Home Communication System
- Post, teach, and reteach school behavior expectations
- Utilize check-in/check-out

- Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions
- Intensive academic support
- Intensive social skills teaching
- Self-management program
- After School detention
- Community service
- Saturday School
- Loss of privileges
- Data-based decision making
- Refer student to RTI team
- Refer the student to the school social worker
- School bus suspension (if applicable)

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

LEVEL THREE (3) INFRACTIONS

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

IF A RECOMMENDATION OF EXPULSION IS DETERMINED

- Parent/legal guardian contact
- School level conference with mandatory parent participation
- Referral to the RTI team at the current school
- Referral to school social worker and/or professional school counselor at the current school
- Recommendation for expulsion and interim placement

- Note: Determination of whether to expel a student is made by the hearing office.

Possible Corrective Strategies (if expulsion is not recommended)

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

SUSPENSION & EXPULSION POLICY

Louisiana Revised Statute 17:416 requires that prior to any suspension, the CEO or her designee advise the student in question of the particular misconduct on which he or she is accused as well as the basis for such an accusation, and the student shall be given an opportunity at that time to explain his or her version of the facts to the CEO or his or her designee. Additionally, the CEO or her designee shall contact the parent by telephone, contact the parent in person, or send a certified letter to the address of the pupil to the parent or guardian of the student, giving notice of the suspension, the reason(s) for the suspension and establish a date and time for a conference with the CEO or her designee as a requirement of re-admitting the student.

A student whose presence in school poses a continued danger to any person or property or an ongoing threat of disruption to the academic process shall be immediately removed from the school without the benefit of the procedure described above; however, the necessary procedure shall follow as soon as is practicable.

The school is required to provide written notice of the suspension and the reasons to the parent or parents of the suspended student. Any parent, tutor, or legal guardian of the suspended student has the right to appeal the suspension. The decision on appeal is final. Parents have five business days to appeal the suspension in writing.

If the offense warrants a recommendation for expulsion, the CEO makes the recommendation. In Orleans Parish a hearing officer conducts a hearing. A determination of whether to expel the student is made by the hearing office; at the hearing a third party can represent the student.

The parent or guardian of the student may, within five (5) days after the decision to expel the student has been rendered, request the local educational governing authority, in this case, OPSB will review the findings of the hearing office. Otherwise, the decision of the hearing officer shall be final. OPSB, in reviewing the case, may affirm, modify, or reverse the action previously taken.

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

****Discipline Policies for Students with Disabilities**

Plessey will follow OPSB's policy on discipline for students with disabilities. Please visit [Exceptional Children's Services](#) on the OPSB website for more information.

Trauma Informed Schools

We believe that in order to allow our entire community of students to grow academically, behaviorally, and emotionally, the adults and caretakers in the school should use aligned language and intervention techniques that support our values of being Purposeful, Courageous, Curious, and Mindful. Plessey is participating in the Trauma Informed Schools Learning Collaborative, which is provided through a partnership with Tulane University, the Department of Public Health, and NOLA Public Schools. Through this training and collaborative Plessey staff will learn, practice, and utilize techniques designed to provide a safe and nurturing environment for all students.

Trauma informed schools:

1. **Realize** the prevalence and impact of trauma
2. **Recognize** the signs of trauma and the need for learning supports
3. **Respond** to promote healing
4. Avoid **re-traumatization**

These principles help both caregiver and child learn healthy ways of interacting so both are able to play a role in the behavioral intervention process. All staff members receive continual training in Trauma Informed techniques and mindset.

FAMILY ENGAGEMENT

We believe that strong educational services are an essential element to any thriving community. It is our goal to offer our students the best possible academic environment. There is no doubt that parental involvement in schools is necessary to enhance student achievement; accordingly, there must be a partnership between the school and the homes of our students. We encourage every parent to take as active a role as is possible in your child's education.

PARENTAL INVOLVEMENT POLICY

There are numerous ways for parents to become involved. We want each child to have a successful learning experience. For this to happen, it is important that school staff, the community, and families work together.

Plessy will:

- Provide materials and specific training to help parents work with their children.
- Host additional meetings throughout the year to provide assistance to parents in understanding the state's academic expectations and assessments.
- Send home newsletters informing parents of activities and programs, providing advance notice of upcoming events.
- Utilize 'robo-call' system to send home automated calls and emails with relevant information.
- Send home notices regarding special events.
- Have teachers engage in regular phone calls or texts with parents regarding their students' academic performance and emotional wellbeing

We welcome your suggestions to improve our school.

VOLUNTEERS

The Plessy community heavily depends and greatly appreciates community volunteers. However, due to COVID-19 safety regulations, we will be drastically limiting the type of volunteer activities permitted. In accordance with our School-Wide Plan, Plessy records and tracks the number of volunteer hours donated by families and community volunteers. **All school volunteers must pass a background check. Please speak with the office for more details.** Background checks may be obtained for a \$5 fee at 715 South Broad Street, 1st Floor, New Orleans, LA 70115. For more information please see: <http://www.nola.gov/nopd/citizen-services/records/>.

SCHOOL POLICIES

CYBER-BULLYING, BULLYING & HARASSMENT POLICY

Harassment, intimidation, bullying and cyber-bullying that originates on or off-campus and interferes with our school's educational mission are strictly prohibited. The school will implement our discipline policy to address these issues.

Harassment directed at anyone is improper and will not be tolerated. This applies to harassment of any kind, but most especially to sexual harassment. Sexual harassment has been determined to be a form of sex discrimination that is expressly prohibited by Title VII of the 1964 Civil Rights Act and will not be tolerated. Our employees and students must be allowed to work and study in an environment free from unsolicited and unwelcome intrusions. Harassment/bullying can include, but is not limited to, the following forms of unacceptable behavior:

- Verbal bullying including derogatory comments and bad names
- Bullying through social exclusion or isolation
- Physical bullying such as hitting, kicking, shoving, and spitting
- Bullying through lies and false rumors
- Having money or other things taken or damaged by students who bully
- Being threatened or forced to do things by students who bully
- Racial bullying
- Sexual bullying

Our immediate goal is to stop the offending behavior, and to restore the harm it caused.. You should report any incident of sexual harassment, or any other form of harassment, immediately to any school administrator or teacher. If the complaint involves a teacher, supervisor, fellow colleague, or contractor/vendor, the report may be filed directly with the highest school administrator or other staff person that you feel comfortable with.

You will not be penalized in any way for reporting a harassment problem. All complaints of harassment that are reported to the CEO will be handled promptly, and special efforts will be made to protect the privacy of all parties involved.

Awareness of the problem is essential to us. We cannot help resolve a harassment problem unless we know about it. Therefore, we are counting on you to bring any problems of this kind to our attention so that we can take whatever steps are necessary to correct the problem.

Title IX Investigations:

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

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

It is the intent of Plessy to maintain an environment free from sexual misconduct including sexual assault, sexual harassment of any kind, relationship violence, non-consensual sexual conduct, dating violence, stalking, and child sexual abuse. This policy commands that no student shall be subjected to sexual assault or sexual harassment by other students or Plessy staff or employees or third parties such as vendor or visitors.

This policy shall be enforced and the accompanying procedures shall be implemented regardless of whether a complaint has been filed with or an investigation has been instituted by any law enforcement agency.

Questions regarding Title IX may be referred to the U.S. Department of Education, Office of Civil Rights (OCR) or to Plessy's Title IX Coordinator: Adam Campagna, phone number: (504) 352-8320 email: adam.campagna@plessyschool.org. Plessy shall require any student complaint about another student engaging in sexual harassment reported to a teacher or counselor to be immediately reported to the Head of School. The Head of School is responsible for investigating the complaint. The right to confidentiality, both of the complaining students and of the accused student shall be respected. The principal may request assistance of the Assistant Principal or Director of Student Support in investigating student on student sexual harassment. If the act or acts involve possible criminal conduct, the appropriate police authorities should be notified. A substantiated charge

against a student shall subject that student to disciplinary action, including suspension or expulsion, consistent with the provisions of this Handbook.

If the victim of the alleged sexual harassment is a minor student and if the alleged harassment falls within the definition of abuse as found below, then all school employees with knowledge shall be considered *mandatory reporters* and the allegations must be reported to child protection or law enforcement as provided by state law. Such reporting must be made in addition to any procedures for handling sexual harassment complaints.

DEFINITION

1. *Sexual harassment* shall include, but not be limited to, unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when:
 - A. Submission to such conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, of promotion, or of a student's education; or
 - B. Submission to or rejection of such conduct or communication is used as a factor in decisions affecting an individual's employment or promotion or a student's education including any aid, benefits, services or treatment; or
 - C. Such conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's work performance or education, or creating an intimidating, hostile or offensive working or educational environment.
2. *Sexual harassment* may include but is not limited to:
 - A. verbal harassment or abuse;
 - B. uninvited letters, telephone calls, or materials of a sexual nature;
 - C. inappropriate and uninvited leaning over, cornering, patting or pinching;
 - D. uninvited sexually suggestive looks or gestures;
 - E. intentional brushing against a student's or an employee's body;
 - F. uninvited pressure for dates;
 - G. demanding sexual favors accompanied by implied or overt threats concerning an individual's employment, promotion, or educational status;
 - H. uninvited sexual teasing, jokes, remarks, or questions;
 - I. demanding sexual favors accompanied by implied or overt promises of preferential treatment with regard to an individual's employment, promotion or educational status;
 - J. any sexually motivated unwelcome touching; or
 - K. attempted or actual rape or sexual assault.

Violations

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

NON RETALIATION

Retaliation against any employee or student who brings sexual harassment charges or who assists in investigating such charges shall be prohibited. Any employee or student bringing a sexual harassment complaint or assisting in the investigation of such a complaint will not be adversely affected, discriminated against or punished because of the complaint.

GRIEVANCE POLICY

We share a common interest in resolving school-related complaints, problems or misunderstandings. Unless your concern involves harassment, discrimination, or retaliation prohibited by our non-discrimination policy, we

encourage you to attempt to first informally resolve rising concern directly with the staff member involved. But if you feel a more formal process is necessary to resolve your concern we have instituted this grievance policy.

PARENT AND STUDENT CONCERNS, COMPLAINTS AND APPEALS

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

If a student or parent has a concern or complaint regarding any matters that occurred at the school, the student or parent should first discuss their concern or complaint with the teacher, or staff member most directly involved.

If the student or parent believes that the discussion with the teacher or staff member has not led to a satisfactory conclusion, they should discuss their concerns or complaint with either the Director of Student Support Services, the Assistant Principal or the Director of the Arts in an attempt to reach a solution.

If the student or parent believes that the situation still has not been resolved, they may submit their complaint or concern to the CEO in writing via email or hard copy. The CEO will first investigate the matter to ensure that the above steps have been appropriately documented and completed. The CEO will then review the complaint report and conduct an investigation, if necessary. The CEO will issue a written response to the concern or complaint within 30 days of the day the written documentation was submitted. Should the response be issued as a result of a student complaint or concern, a copy of the written response will also be provided to the student's parent or guardian.

If the situation still has not been resolved to the satisfaction of the student or parent, they may appeal the decision of the CEO to the Plessy Board of Directors, via the chair of the Governance Committee, in writing, within 10 days of receiving the CEO's decision. The Governance Committee will only consider the information provided to the CEO and the CEO's written response. The chair of the Governance Committee will issue a written decision within 30 days of receiving the written request for appeal. The decision of the chair of the governance committee is final.

We cannot guarantee that every grievance will be resolved to your satisfaction, but you will have the opportunity to give your side of the story. Each grievance will be considered. Our objective is to provide a fair and prompt procedure to address any problems that may arise.

NO HIT SCHOOL

Plessy is a No Hit School (no corporal punishment). This means that we do not allow hitting at any time: by adults or children in order to provide a non-violent environment for students, staff and families.

SAFETY POLICY

Students have the right to expect that school will be a safe place to obtain an education. In order to ensure the safety of others, students must follow established rules and regulations and conduct themselves in accordance with the rules. The parent or guardian is responsible for providing current working telephone numbers and any change in status concerning family information. Students have a responsibility to alert teachers and school administrators about any threats made to a student, as well as any information about possible violations of the discipline policy, especially matters involving drugs and weapons.

INTERNET SAFETY POLICY

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

The use of the Internet and electronic resources is a privilege, not a right, and inappropriate use will result in disciplinary action including possible cancellation of those privileges and other disciplinary consequences.

TECHNOLOGY USAGE POLICY

Plessy School recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills. To that end, we provide access to technologies for student use.

The Acceptable Use Guidelines listed below outlines the behaviors that students are expected to follow when using technologies on school campus.

- The Plessy School network is intended for educational purposes.
- All activity over the network or using school technologies may be monitored and retained.
- Access to online content via the network may be restricted in accordance with our policies and federal regulations, such as the Children's Internet Protection Act (CIPA).
- Students are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of school resources can result in disciplinary action.
- Plessy School makes a reasonable effort to ensure students' safety and security online, but will not be held accountable for any harm or damages that result from the use of school technologies.
- Students are expected to alert a teacher or staff member immediately of any concerns for safety or security.

Students are expected to utilize school technology with care and respect. Any student who vandalizes or intentionally breaks school technology will be held accountable for that damage via our school discipline system. Families will also be notified of the incident and sent an invoice for the cost of repairs. Students who repeatedly damage school technology or engage in inappropriate usage of that technology will not be permitted to continue using it.

All 6-8 grade students are issued a chromebook for their in school educational use. Students are expected to follow the specific guidelines listed below and take any additional common sense precautions to protect the assigned chromebook. Loss or damage resulting in failure to abide by the details below may result in full-financial responsibility.

- The chromebook and its accessory equipment are the property of Homer Plessy Community Schools.
- The student is responsible for the daily care and maintenance of the laptop. Any damage or theft must be reported within one school day.
- The student is responsible for all repair/replacement charges caused intentionally through a lack of reasonable care or precaution.
- The student is responsible to return their chromebook to the mobile cart and plug in to charge. A loaner chromebook will not be given due to the lack of not plugging in securely to charge.
- Keep the chromebook locked when not attended. Do not allow another student to use your chromebook. Loss or damage that occurs when anyone else is using your assigned chromebook will be your full responsibility.
- Unattended and unlocked chromebooks, if stolen - even at school - will be the student's full financial responsibility.
- Report problems to your teacher immediately. Do not attempt to remove, add, or change the physical structure of the chromebook, including keys, memory, battery, screen, charger, ID labels, etc. Doing so will be cause for discipline and financial liability for repair.
- Carry the laptop carefully at all times and be careful to remove all objects before closing the laptop lid. Close the lid gently, and do not stack items on top of the closed laptop.

Usage Guidelines

All technologies provided by the school are intended for education purposes. All students are expected to use good judgment and to follow these guidelines as well as the spirit of it: be safe, appropriate, careful and kind; don't try to get around technological protection measures; use good common sense; and ask if you don't know.

Students should always use the Internet, network resources, and online sites in a courteous and respectful manner. Students should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Students should use trusted sources when conducting research via the Internet. Students should also remember not to post anything online that they wouldn't want parents, teachers, or future colleges or employers to see. Once something is online, it can be shared and spread in ways that were never intended.

Web Access and Security

Plessy School provides its students with access to the Internet, including web sites, resources, content, and online tools. That access will be restricted in compliance with CIPA regulations and school policies. Web browsing may be monitored and web activity records may be retained indefinitely. Students must keep in mind their use of technology will be supervised/monitored by teachers, staff members and computer programs and filters. This includes before, during, and after school hours. Students are expected to respect that the web filter is a safety precaution, and should not try to circumvent it when browsing the Web.

Email

Plessy School will provide students with filtered email accounts for the purpose of inter-school communication and virtual learning options. Availability and use may be restricted based on school policies. Personal email accounts should not be accessed using the school's network or school devices. Student email accounts should be used for school purposes only. Students should not send personal information; should not attempt to open files or follow links from unknown or untrusted origin; should use appropriate language; and should only communicate with other people as allowed by school policy or the teacher. Students are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage will be monitored and archived.

Social/Web 2.0 & Collaborative Content

Recognizing the benefits collaboration brings to education, Plessy School may provide students with access to web sites or tools that allow communication, collaboration, sharing, and messaging among students. Students are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally-identifying information. Online comments disrespectful to staff and students are unacceptable.

Security

Students are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin.

Downloads

Students should not download or attempt to download or run programs over the school network or onto school resources without express permission from their teacher. You may be able to download other file types, such as images or videos. For the security of our network, download such files only from reputable sites, and only for education purposes.

ELECTRONIC COMMUNICATION POLICY

All communication between employees and students must be appropriate and in accordance with state law. Employees may not communicate with, entertain, socialize with, or spend an excessive amount of time with students in a way that might reasonably create the impression to other students, parents, or the public that an improper relationship exists. All electronic communication between an employee and a student must be related to the educational services provided to the student and delivered by means provided or made available by Homer Plessy Community Schools for this purpose. Approved electronic communication methods include school issued email (not personal email), school-sponsored teacher websites, school websites, school-provided phones, and other electronic communication approved by Homer Plessy Community Schools. At no time shall any Plessy staff or employee communicate (this includes accepting a student as a "friend") with a student via any social media platform.

MANDATORY REPORTING

If there is cause to believe that a child's physical or mental health or welfare is endangered as a result of abuse or neglect or that neglect was a contributing factor in a child's death, all Homer Plessy Community Schools staff are required to make a report to the appropriate agency.

Plessy takes threats of suicide and/or self-harm extremely seriously. While we recognize these statements can arise from a sense of frustration or anxiety, we must take action if a student is heard by staff making any statements indicating suicidal ideation. The student will immediately be referred to the Social Worker for further assessment and intervention. All parents will be notified and must immediately pick up the student for further mental health assessment. It is the school's recommendation that a student be assessed by an independent Mental Health Professional before he/she is able to return to school.

PERSONALLY IDENTIFIABLE INFORMATION

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

- Information and educational records may be shared with employees of Homer Plessy Community Schools that have a role in providing a high quality education to your child(ren), including but not limited to teachers and administrators, to be used for designing, implementing, and evaluating educational programming and academic achievement.
- Information and educational records may be shared with high schools, postsecondary educational institutions, to be used for processing applications for admission and financial aid.
- Information and educational records may be stored on third-party computer systems for data storage and backup purposes.
- Information and educational records may be shared with the Louisiana Department of Education and third party providers when required by law to provide for special education and mental health services and evaluations.
- Information may be shared with third party providers to provide educational programming, and assessments that strengthen the educational programming we offer to your child(ren).
- Information and health information may be shared with medical professionals and third party providers to provide medical care or billing for medical care services (if applicable).
- Information may be shared with third party providers for the provision of transportation and food service.
- Samples of student work and accomplishments may be displayed in the school or published to recognize your child(ren)'s achievements.
- Your child's name may be published in programs related to school events.

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

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

- We will not be able to provide transportation to your child, because we can't share our child's name and address with our transportation partner.
- We may not be able to give your child access to computer based learning opportunities.
- We will not be able to provide a report card with your child's name on it because we can't share your child's information without Student Information Systems vendors.
- We cannot provide a transcript to any high school your child applies to. You will not be able to access your child's grades online because we won't be allowed to share their information with our technology vendors.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older certain rights with respect to the student's educational records. Those rights are:

- The right to inspect and review the student's education records within 45 days after the school receives a request for access. Requests for access should be submitted to the office manager and include what records are to be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Requests to amend records should be made to the Head of School and should clearly

identify the part of the record wished to be changed and the reason. The school will notify the parent or eligible student of its decision and the right to a hearing.

- The right to provide written consent before the school discloses personally identifiable information from the student's educational records, except to the extent that FERPA authorizes disclosure without consent. One exception is disclosure to school officials with legitimate educational interests. School officials include employees and contractors, consultants, or other individuals performing a function for which the school would otherwise use its own employees and who is under control of the school with respect to use and maintenance of educational records. Legitimate educational interests include professional responsibilities related to the student's education. The school may also disclose educational records to other schools in which a student seeks to enroll or is already enrolled.
- The right to file a complaint with the U.S. Department of Education at:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

While Plessey must obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. There are some exceptions. In addition, Plessey may disclose appropriately designated "directory information" without written consent, unless you have advised us to the contrary by completing the opt out form, available at the front desk. The primary purpose of directory information is to allow Plessey to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. [Note: These laws are Section 9528 of the ESEA (20 U.S.C. § 7908) and 10 U.S.C. § 503(c).] If you do not want Plessey to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify us by (date) by returning the attached form. Plessey has designated the following information as directory information:

- Student's name
- Address
- Telephone listing
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports

- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user
- A student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user.

Teacher Bill of Rights

Respecting the authority of teachers is essential to creating an environment conducive to learning, effective instruction in the classroom, and proper administration of city, parish, and other local public schools. To maintain and protect that authority, it is important that teachers, administrators, parents, and students are fully informed of the various rights conferred upon teachers pursuant to this Section, which are:

- (1) A teacher has the right to teach free from the fear of frivolous lawsuits, including the right to qualified immunity and to a legal defense, and to indemnification by the employing school board, pursuant to R.S. 17:416.1(C), 416.4, 416.5, and 416.11, for actions taken in the performance of duties of the teacher's employment.
- (2) A teacher has the right to appropriately discipline students in accordance with R.S. 17:223 and 416 through 416.16 and any city, parish, or other local public school board regulation.
- (3) A teacher has the right to remove any persistently disruptive student from his classroom when the student's behavior prevents the orderly instruction of other students or when the student displays impudent or defiant behavior and to place the student in the custody of the principal or his designee pursuant to R.S. 17:416(A)(1)(c).
- (4) A teacher has the right to have his or her professional judgment and discretion respected by school and district administrators in any disciplinary action taken by the teacher in accordance with school and district policy and with R.S.17:416(A)(1)(c).
- (5) A teacher has the right to teach in a safe, secure, and orderly environment that is conducive to learning and free from recognized dangers or hazards that are causing or likely to cause serious injury in accordance with R.S. 17:416.9 and 416.16.
- (6) A teacher has the right to be treated with civility and respect as provided in R.S. 17:416.12.
- (7) A teacher has the right to communicate with and to request the participation of parents in appropriate student disciplinary decisions pursuant to R.S. 17:235.1 and 416(A).
- (8) A teacher has the right to complete only paperwork that is not excessively burdensome and that, if required by law or regulation, adheres to the law or regulation and does not result in overly cumbersome interpretations of that law or regulation.

ORLEANS PARISH SCHOOL BOARD

Parent/Student Rights in Identification, Evaluation and Placement Section 504 of the Rehabilitation Act of 1973 & Title II of the American with Disabilities Act of 1990

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

You have the right to:

- Have your child take part in and receive benefits from public education programs without discrimination because of his/her disability;
- Receive notice with respect to identification, evaluation, or placement of your child;
- Provide written consent prior to your child being evaluated;
- Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate to the needs of the disabled student. It also includes the right to have the school system make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities;
- Have your child educated in facilities and receive services comparable to those provided non-disabled students;
- Have the interpretation evaluation data and placement decisions based upon a variety of information sources and placement decisions made by persons who know the student, the meaning of the evaluation data, and placement options;
- Have your child provided with an equal opportunity to participate in nonacademic and extracurricular activities offered by the system;
- Examine all relevant records relating to decisions regarding your child's identification, evaluation, education program, and placement;
- Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records;
- A response from the school to reasonable requests for explanations and interpretations of your child's records;
- Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school system refuses this request for amendment, it shall notify you within a reasonable time and advise you of the right to a hearing;
- Request and participate in a review or an impartial hearing, with counsel if desired, related to decisions or actions regarding your child's identification, evaluation, educational program or placement;
- File a local grievance. The grievance procedures are located at <http://opsb.us/departments/exceptional-childrens-services/section-504/>.

The person at the school who is responsible for Section 504/ADA compliance is the building principal. The District Section 504 Coordinator is Dr. Shayla Guidry Hilaire, 3520 General DeGaulle Drive, Suite 2060, New Orleans, LA 70114, (504) 304-4988.

Student and Employee Handbook Addendum
<http://opsb.us/departments/exceptional-childrens-services/section-504/>



Complaint Coordinator: Joni Lastrapes
Elichman Assistant Director of ECS
Director of ECS
jlastrapes@opsb.us
304-4995

Kathryn
Assistant
kathryn_elifhman@opsb.us
304-4935

Overview:

- I. EVALUATION OF THE COMPLAINT**
 - A. Determine the Sufficiency of the Complaint**
 - B. Establish a File for Each Complaint**
 - C. Acknowledge the Complaint**
 - D. Determine Whether the Allegations Are Sufficient and Timely**
 - E. Determine Whether a Waiver of Timeliness Should be Granted**
 - F. Opening the Complaint**
 - G. Determine Whether OPSB Will Administratively Close a Complaint**
- II. INVESTIGATION OF THE COMPLAINT AND ISSUANCE OF FINDINGS**
 - A. Case Planning**
 - B. Investigative Determinations: Letters of Finding**
 - (1) Insufficient Evidence Determination**
 - (2) Non-Compliance Determination**
 - C. Guidelines for Corrective Action Plans**
 - D. Data Collection and Information Gathering**
 - (1) Generally**
 - (2) OPSB Authority to Obtain Information**
 - (3) Interviews**

I. EVALUATION OF THE COMPLAINT

If OPSB determines that written information provided to OPSB is a complaint, OPSB will establish whether it has sufficient information to proceed to investigation. OPSB will provide complainants with assistance regarding the nature of their rights and of the OPSB investigation process. Additionally, OPSB staff will provide appropriate assistance to complainants who are persons with disabilities, individuals of limited English proficiency or persons whose communication skills are otherwise limited.

To investigate the complaint, OPSB may need to collect and analyze personal information. OPSB does not reveal the name or other identifying information about an individual (including individuals who file complaints or speak to OPSB) unless (1) such information would assist in the completion of an investigation or in corrective activities of OPSB in remedying violations of law; (2) such information is required to be disclosed under the Louisiana's public records laws; or (3) such information is permitted to be disclosed under the Family Educational Rights and Privacy Act and Louisiana laws concerning the confidentiality of student records and OPSB determines disclosure would further an interest of the OPSB.

However, OPSB can release certain information about complaints to the general public, including the date a complaint was filed; the type of discrimination included in a complaint; the date a complaint was resolved, dismissed or closed; the basic reasons for OPSB decision; or other related information. Any information OPSB releases to the general public will not include personally-identifiable information about the complainant or the person on whose behalf the complaint was filed except as noted in the paragraph above.

A. Determine the Sufficiency of a Complaint

A complaint is a written or electronic statement to OPSB alleging that the rights of one or more students with a disability have been violated and requesting that the OPSB take action. Complaints may be filed online as well as by mail, fax, or in person. Some correspondence that OPSB receives, even if it concerns an alleged civil rights violation, may not be a complaint. Upon receipt, OPSB will determine whether or not the correspondence is a complaint. If a complaint is filed electronically, by e-mail or fax, a signed consent form must be secured in addition to a complaint form.

The following are not complaints:

- (a) Oral allegations that are not reduced to writing;
- (b) Anonymous correspondence;
- (c) Courtesy copies of correspondence or a complaint filed with others; or
- (d) Inquiries that seek advice or information but do not seek action or intervention from OPSB.

The complaint should include a written explanation of what happened; a way to contact the complainant (if the complaint is filed by e-mail OPSB must have the complainant's actual name and address); and identification of the person or group injured by the alleged discrimination.

Complaints should be submitted to one of the NOPS complaint coordinators:

Joni Lastrapes jlastrapes@opsb.us 304-4995; Kathryn Elichman kathryn_elifman@opsb.us

B. Establish a File for Each Complaint

The case opening date is the date a complaint is received by OPSB's chief administrator or a member of OPSB's governing board. Complaints received by email or by fax after regular business hours, over a weekend, or on a holiday will be considered received on the next workday. Upon receipt by the appropriate OPSB staff, OPSB establishes a case file for each complaint. The complaint, however it was filed, must be included in the case file.

In cases of multiple complaints, the following guidelines will be applied in determining how many case numbers should be assigned:

- (a) Complaints from more than one person against OPSB that contain different allegations are treated as separate complaints.
- (b) Complaints filed by more than one person that raise substantially identical allegations against OPSB may be treated as one complaint or, if received later, incorporated into an existing complaint. If the complaints raise distinct allegations, OPSB should treat them as separate complaints.
- (c) New allegations filed by the same person against OPSB after a complaint investigation has begun are reviewed on a case-by-case basis to determine whether the allegations should be added to the open complaint or treated as a new complaint.

C. Acknowledge the Complaint

OPSB will promptly acknowledge receipt of the complaint. The complainant will be informed that the complaint will be evaluated to determine its sufficiency and that further communications about the complaint will be forthcoming. If not already provided by the complainant, a consent form will be included with OPSB's acknowledgement letter. The complainant will be informed that the complaint will be closed if written consent is not received within 20 calendar days of the date of the acknowledgement letter. The response will also include a copy of "OPSB Complaint Processing Procedures."

D. Determine Whether the Allegations Are Sufficient and Timely

For OPSB to initiate an investigation, the complaint must allege, or OPSB must be able to infer from the facts given, an allegation of: 1) discrimination based on disability or 2) retaliation for the purpose of interfering with any right or privilege secured by applicable disability rights laws or as a result of making a complaint, testifying, or participating in any manner in an disability discrimination matter before OPSB, the Louisiana Department of Education, or the United States Department of Education.

OPSB will take action only with respect to those complaint allegations that have been filed within 180 calendar days of the date of the last act of alleged discrimination unless the complainant is granted a waiver under Section I.E. Timely allegations may include those where the complainant alleges a continuing discriminatory policy or practice. The person or team evaluating the complaint allegations shall make the determination of the existence of a continuing discriminatory policy or practice.

OPSB will assist the complainant in understanding the information that OPSB's requires in order to proceed to the investigation of the complainant's allegation(s). This will include explaining OPSB investigation process and the rights of the complainant under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. OPSB will also, to the extent possible, specifically identify the information necessary for OPSB to proceed to investigation of the complainant's allegation(s). OPSB staff will provide appropriate assistance to complainants who are persons with disabilities, individuals of limited English proficiency, or persons whose communication skills are otherwise limited.

If OPSB decides not to open a complaint for investigation or to terminate an investigation for any of the reasons identified above, it will dismiss the complaint allegation.

OPSB will also dismiss an allegation for the following reasons:

- (a) The allegation fails to state a violation of Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act; or
- (b) The allegation lacks sufficient detail (i.e., who, what, where, when, how) for OPSB to infer that discrimination or retaliation may have occurred or is occurring; or
- (c) The allegation is so speculative, conclusory, or incoherent that it is not sufficiently grounded in fact for OPSB to infer that discrimination or retaliation may have occurred or is occurring.

Before dismissing a complaint allegation, OPSB will contact the complainant and explain in writing (by letter or via electronic mail) the information necessary for OPSB to proceed to investigation of the complaint allegation, ask the complainant to provide this information to OPSB within 20 calendar days of the date of the written request and advise the complainant that the complaint allegation will be dismissed if the information is not received by that date. OPSB will dismiss the complaint allegation if the requested information is not received within 20 calendar days of the date of the written request.

If a complaint allegation is dismissed, OPSB will issue a letter of dismissal to the complainant explaining the reason for the decision.

e. Determine Whether a Waiver of Timeliness Should be Granted

If a complaint allegation is not filed in a timely manner, OPSB will notify the complainant of the opportunity to request a waiver. The person or team evaluating the complaint allegations may grant a waiver of the 180-day filing requirement for good cause shown, such as under any of the following circumstances:

- (a) The complainant could not reasonably be expected to know the act was discriminatory within the 180-day period, and the complaint allegation was filed within 60 days after the complainant became aware of the alleged discrimination;
- (b) The complainant was unable to file a complaint because of incapacitating illness or other incapacitating circumstances during the 180-day period, and the complaint allegation was filed within 60 days after the period of incapacitation ended; or
- (c) Unique circumstances generated by OPSB's action have adversely affected the complainant's ability to file a complaint within the 180-day period.

If a waiver is not requested or requested but not granted, the allegation will be dismissed and the complainant informed of the decision.

F. Opening the Complaint for Investigation

When OPSB opens a case for investigation, it will issue a letter of notification to the complainant that contains, at a minimum, the following information:

- the complaint allegations;
- contact information for the OPSB staff person who will serve as the complainant's primary contact during the investigation and resolution of the complaint; and
- a copy of "OPSB Complaint Processing Procedures".

6. Determine Whether OPSB Will Administratively Close a Complaint

OPSB will close a complaint for the following reasons:

- (a) The same allegations have been filed by the complainant against the OPSB with state or federal court. An OPSB complaint may be re-filed within 60 days following termination of the court proceeding if there has been no decision on the merits or settlement of the complaint allegations. (Dismissal with prejudice is considered a decision on the merits).
- (b) The complaint allegations are foreclosed by previous decisions of the federal courts, the U.S. Secretary of Education, or the U.S. Department of Education's Civil Rights Reviewing Authority.
- (c) OPSB obtains credible information indicating that the allegations raised by the complaint have been resolved, and there are no class-wide allegations. In such a case, OPSB will attempt to ascertain the apparent resolution. If OPSB determines that there are no current allegations appropriate for further complaint resolution, the complaint will be closed.
- (d) The OPSB determines that its ability to complete the investigation is substantially impaired by the complainant's or injured party's refusal to provide information that is reasonably accessible to the complainant and is necessary for investigation of the complaint.
- (e) The OPSB determines that its ability to complete the investigation is substantially impaired by its inability to contact the complainant in order to obtain information that is necessary for investigation of the complaint. OPSB will include documentation in the case file of its efforts to contact the complainant by phone, in writing, or via electronic mail to request the necessary information. OPSB will not close the complaint until more than 20 calendar days have passed since the date of OPSB's attempt to contact the complainant.
- (f) The complaint is a continuation of a pattern of complaints previously filed by the complainant or someone other than the complainant involving the same or similar allegations against OPSB that have been found to be without merit by OPSB.
- (g) The complainant withdraws the complaint.
- (h) The death of the complainant or injured party makes it impossible to investigate the allegations fully, or when the death of the complainant or injured party forecloses the possibility of relief because the complaint involved potential relief solely for the complainant or injured party.

(i) The allegations are moot because:

1. There are no current allegations appropriate for further investigation and resolution;
2. There are no class-wide allegations; and
3. There is no need for the OPSB to change its policies or procedures in order to protect against a future violation.

If OPSB closes a complaint for any of the reasons identified above, it will issue a letter of administrative closure to the complainant explaining the reason for the decision.

II. INVESTIGATION OF THE COMPLAINT AND ISSUANCE OF FINDINGS

OPSB will ensure that investigations are legally sufficient and that they are dispositive of the allegations raised in the complaint. OPSB corrective action plans should be carefully drafted to ensure compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

A. Case Planning

Case planning will begin as early as possible, will be thorough, and will be conducted throughout the life of every case to ensure high quality decisions, prompt investigations, and efficient use of OPSB resources. Planning decisions will reflect sound legal standards and will be adjusted as necessary to take into account new information obtained during case processing.

The following essential elements of case planning will be addressed in every case and placed in the file (unless inapplicable):

- (a) Allegation(s)
- (b) Legal issue(s)
- (c) Investigation strategy (including obtaining interim relief as appropriate)
- (d) Corrective action plan

B. Investigative Determinations: Letters of Finding

Within 60 days of the receipt of a sufficient and timely complaint, OPSB will determine either that:

- there is insufficient evidence to support a conclusion of noncompliance; or
- there is sufficient evidence to support a conclusion of noncompliance.

OPSB will issue a letter of finding(s) to the complainant. All letters of finding(s) will include a statement that "The complainant may have the right to file a private suit in federal court whether or not OPSB finds a violation."

I. EVALUATION OF THE COMPLAINT

If OPSB determines that written information provided to OPSB is a complaint, OPSB will establish whether it has sufficient information to proceed to investigation. OPSB will provide complainants with assistance regarding the nature of their rights and of the OPSB investigation process. Additionally, OPSB staff will provide appropriate assistance to complainants who are persons with disabilities, individuals of limited English proficiency or persons whose communication skills are otherwise limited.

To investigate the complaint, OPSB may need to collect and analyze personal information. OPSB does not reveal the name or other identifying information about an individual (including individuals who file complaints or speak to OPSB) unless (1) such information would assist in the completion of an investigation or in corrective activities of OPSB in remedying violations of law; (2) such information is required to be disclosed under the Louisiana's public records laws; or (3) such information is permitted to be disclosed under the Family Educational Rights and Privacy Act and Louisiana laws concerning the confidentiality of student records and OPSB determines disclosure would further an interest of the OPSB.

However, OPSB can release certain information about complaints to the general public, including the date a complaint was filed; the type of discrimination included in a complaint; the date a complaint was resolved, dismissed or closed; the basic reasons for OPSB decision; or other related information. Any information OPSB releases to the general public will not include personally-identifiable information about the complainant or the person on whose behalf the complaint was filed except as noted in the paragraph above.

A. Determine the Sufficiency of a Complaint

A complaint is a written or electronic statement to OPSB alleging that the rights of one or more students with a disability have been violated and requesting that the OPSB take action. Complaints may be filed online as well as by mail, fax, or in person. Some correspondence that OPSB receives, even if it concerns an alleged civil rights violation, may not be a complaint. Upon receipt, OPSB will determine whether or not the correspondence is a complaint. If a complaint is filed electronically, by e-mail or fax, a signed consent form must be secured in addition to a complaint form.

The following are not complaints:

- (a) Oral allegations that are not reduced to writing;
- (b) Anonymous correspondence;
- (c) Courtesy copies of correspondence or a complaint filed with others; or
- (d) Inquiries that seek advice or information but do not seek action or intervention from OPSB.

The complaint should include a written explanation of what happened; a way to contact the complainant (if the complaint is filed by e-mail OPSB must have the complainant's actual name and address); and identification of the person or group injured by the alleged discrimination.

Complaints should be submitted to OPSB complaint coordinator:

(1) Generally

Generally, OPSB seeks documentary evidence, develops interview questions based upon those data and any other available information, and conducts interviews with the complainant, OPSB personnel, and others as appropriate. The exact approach taken to data/information collection will vary from case to case depending on the issues raised, the extent to which relevant data are in the control of OPSB or others, and investigation strategies. Some general practices that should be part of decision-making during data collection include:

- Obtain independent written documentation to corroborate oral statements.
- Label all evidence, documents, electronic media, and written records of contact, with information identifying the case being investigated and the circumstances under which the evidence was obtained (e.g., where and when an interview was conducted, and who provided a given document).

(2) OPSB Authority to Obtain Information

OPSB has no legal authority to require the complainant or any other individual or organization outside of OPSB control to provide information.

(3) Interviews

Interviews are an integral part of most investigations. The objective of interviews is to gain an understanding of the records and data relevant to the issues in the case; to obtain information from and assess the credibility of witnesses; and to evaluate OPSB defenses. OPSB may conduct individual interviews or focus groups as part of its investigations.

Notice – Prior to initiating an interview, OPSB should inform the witness of the following:

- (i) The general purpose of the interview, including OPSB's role, what law or laws may be pertinent to the investigation, and where appropriate, a brief explanation of what is under investigation.
- (ii) The potential uses of the information to be obtained from the witness.
- (iii) The witness's right to personal representation during the interview by a person of their choice.
- (iv) If the witness is an employee of OPSB, his or her right to refuse to have anyone else present during the interview and his or her right to refuse to reveal the content of an interview.
- (v) The regulatory provisions concerning prohibition of intimidating or retaliatory acts by OPSB.

Witnesses shall be interviewed under circumstances that assure privacy. An interpreter may be used if safeguards are taken to ensure the competence of the interpreter and to protect the witness's privacy.

Interviews with Minors (Persons Under 18) or Legally Incompetent Individuals – OPSB shall obtain written consent from a parent or guardian prior to interviewing any person under 18 years of age or otherwise adjudicated legally incompetent, for example, mentally impaired. Parental or legal guardian consent may not be required for persons under 18 if they are emancipated under state law and are therefore considered to have obtained majority. For persons under 18 who state they are emancipated, OPSB should obtain proof of emancipation.

Parental or legal guardian consent (or proof of emancipation) may not be necessary when the questions asked are of a general nature, not related to any specific events in which the minor was involved, and there are no records kept to identify the student. If parents or guardians refuse to provide consent for an interview, and OPSB determines that the child's information is critical, OPSB may attempt to secure parental or guardian consent by inviting the parent or guardian to be present during the interview. If consent is denied, OPSB will not interview the child.

Records of Interviews – A written record of both telephone and in-person interviews must be kept. Interviewers will notify interviewees if a tape recording is used and tape recording will be done only with the consent of the interviewee. If interviewers use tape recording, the tape becomes part of the case record along with the written record. Regardless of the technique used during the interview, a written record of the interview must be created.

The record of the interview to be placed in the case file must contain the following information:

- (i) case identification (name and case number);
- (ii) name and identification of the interviewee, interviewer, and any other person present (include an explanation for the presence of any other persons);
- (iii) date, time, and location of interview (including whether the interview was conducted by telephone);
- (iv) a record of whether the interviewee was informed of required notifications; and
- (v) written record reflecting the questions and responses obtained during the interview (this need not be a verbatim transcript but must accurately reflect the responses of the witness).



ORLEANS PARISH SCHOOL BOARD HOME LANGUAGE SURVEY

PLEASE PRINT or TYPE

Student _____ School Name _____ Date _____
(Last Name) (First Name) (M)

I.D. No. _____ Grade _____ Date of Birth _____ Ethnicity _____

Country of Birth _____

INSTRUCTIONS TO THE PARENT/GUARDIAN: Federal and state education agencies require schools to determine the language(s) spoken in the home of each new student enrolling in the district in order for schools to provide meaningful instruction for all students. Please help us meet this important requirement by answering the following questions. (You are required to complete this form one time only while your child is a student in the New Orleans Public School district). Please sign and date the form.

1. What language is commonly spoken in the home? _____
2. Does the student speak or understand a language other than English (unless learned in the academic setting)? _____, If yes, name of the language _____
3. What is the first language the student spoke at home? _____
4. Does the student live with someone who commonly speaks a language other than English? _____, If yes, which language? _____
5. What language does the student speak most of the time? _____
6. Other than English, in what language does the Parent/Guardian need school information? _____
7. Is your child currently in an ESL class in the Orleans Parish School Board? _____
8. Do you need translation services? NO _____ YES _____. If yes, which language? _____
9. Do you need an interpreter for concerns involving your child's education? NO _____ YES _____. If yes, which language? _____

Estudiante _____ Nombre de la Escuela _____ Fecha _____
(Apellido) (Primer Nombre) (Inicial)

de Identificación _____ Grado _____ Fecha de Nacimiento _____ Raza _____

País de Nacimiento _____

INSTRUCCIONES A LOS PADRES O ENCARGADOS: Las agencias de educación federal y estatal requieren que las escuelas determinen el idioma(s) que se habla en el hogar de cada estudiante nuevo en el distrito para que las escuelas impartan instrucción significativa para todos los estudiantes. Favor de ayudarnos en este importante requisito contestando las siguientes preguntas. (Se requiere completar esta forma solamente una vez mientras su niño/a es un estudiante en el distrito escolar de las Escuelas Públicas de Orleans). Por favor firme y escriba la fecha en esta forma.

1. ¿Qué otro idioma que no sea Inglés, normalmente se habla en el hogar? _____
2. ¿Entiende o habla el estudiante otro idioma aparte del Inglés? _____. Si contesta sí, escriba el nombre del idioma _____, (A menos que lo aprendió en una academia de idiomas).
3. ¿Cuál fue el primer idioma que el estudiante aprendió a hablar? _____
4. ¿Vive el estudiante con alguien quien normalmente habla otro idioma aparte de Inglés? _____. Si contesta sí, escriba el nombre del idioma _____.
5. ¿Qué idioma habla el estudiante la mayor parte del tiempo? _____
6. ¿En qué otra lengua que no sea el Inglés, usted necesita información escolar? _____
7. ¿Esta su hijo(a) actualmente asistiendo a una clase de ESL en las escuelas de la parroquia de Orleans? _____
8. ¿Necesita servicios de traducción? NO _____ SI _____. Si, contesta sí, que idioma? _____
9. ¿Necesita un traductor por asuntos relacionados con la educación de su hijo(a)? NO _____ SI _____. Si, contesta sí, que idioma? _____

DATE
Revised 10-7-2014

Signature of Parent/Guardian



ORLEANS PARISH SCHOOL BOARD HOME LANGUAGE SURVEY

Tên học sinh: _____ Tên Trường _____ Ngày _____
(tên họ) (tên gọi) (tên đệm)

Số I.D. _____ Lớp Ghi Danh _____ Ngày Sinh _____ Dân Tộc _____ Nơi sinh _____

LỜI HƯỚNG DẪN DÀNH CHO PHỤ HUYNH HOẶC NGƯỜI GIÁM HỘ: Hội Đồng Giáo Dục Liên và Tiểu Bang đòi hỏi trường học xác định loại ngôn ngữ mỗi học sinh sử dụng tại nhà mỗi khi điền ghi danh tại địa phương để trường có thể cung cấp phương pháp giáo dục hữu hiệu cho học sinh đó. Xin giúp nhà trường đáp ứng đòi hỏi này bằng cách trả lời những câu hỏi sau đây. (Quý vị chỉ cần điền mẫu đơn này một lần khi con em ghi danh là học sinh của trường Công Lập tại New Orleans mà thôi). Xin ký tên và điền ngay vào mẫu đơn này.

1. Ngoài Anh ngữ ra, ngôn ngữ nào được sử dụng tại nhà? _____
2. Ngoài Anh ngữ ra, học sinh có thể nói hay hiểu một ngoại ngữ nào khác không? _____, (Ngoại trừ ngôn ngữ học tại trường). Nếu có, xin kê khai?
3. Ngôn ngữ nào học sinh đã biết nói trước tiên tại nhà? _____
4. Học sinh có đang sống với người nào thường sử dụng ngôn ngữ khác ngoài Anh ngữ không? _____, Nếu có, ngôn ngữ nào? _____
5. Ngôn ngữ nào học sinh sử dụng nhiều nhất tại nhà? _____
6. Ngoài Anh ngữ ra, quý vị muốn thường dùng ngôn ngữ nào khác để thông báo các tin tức cho, quý vị? _____
7. Con của quý vị hiện có đang theo học lớp ESL thuộc trường Công Lập New Orleans không? _____
8. Phụ huynh có cần người thông dịch không? Không _____ Có _____ Nếu có ngôn ngữ nào? _____
9. Phụ huynh có cần người thông dịch cho các vấn đề liên quan đến giáo dục con em của mình không? Không _____ Có _____ Nếu có ngôn ngữ nào? _____

Elève _____ Nom de l'école _____ Date _____
(nom de famille) (prénom) (deuxième prénom)

Numéro d'identification _____ Année scolaire ou grade _____ Ethnicité _____

Lieu de naissance (pays) _____

INSTRUCTIONS POUR LES PARENTS D'ELEVES ET GARDIENS LEGAUX: Les agences d'éducation fédérales et d'Etat exigent que les écoles soient au courant de la langue parlée dans les foyers de chaque nouvel élève inscrit dans nos écoles, ceci afin de pouvoir fournir l'instruction nécessaire à tous les élèves. Aidez-nous à réaliser ceci en répondant aux questions suivantes. (Vous ne devez compléter ce document qu'une seule fois pendant la période où votre enfant est inscrit dans les écoles publiques. Veuillez signer et dater le document.

1. Quelle langue, en dehors de l'anglais, parlez-vous couramment à la maison? _____
2. L'élève parle-t-il ou comprend-il une autre langue que l'anglais? _____, Si oui, laquelle? _____
3. Quelle est la première langue que l'élève a apprise à parler? _____
4. Est-ce que l'élève vit avec quelqu'un qui parle une autre langue que l'anglais? _____, Si oui, laquelle? _____
5. Quelle langue l'élève parle-t-il la majorité du temps? _____
6. En dehors de l'anglais, en quelle langue les parents ou gardien souhaiteraient-ils avoir des informations scolaires? _____
7. Est-ce que votre enfant est actuellement dans le programme d'anglais langue étrangère? _____
8. Avez-vous besoin d'un traducteur? Non _____ Oui _____. Si oui, dans quelle langue _____?
9. Avez-vous besoin d'un interprète pour des questions relatives à l'éducation de votre enfant? Non _____ Oui _____. Si oui, dans quelle langue?

DATE _____
Revised 10-7-2014

Signature of Parent/Guardian _____

PLESSY CONSENT TO RELEASE PHOTO/IMAGE

During the school year, your child's photograph/image or schoolwork may be included in a classroom or school project that could appear in one or more of the following ways:

- used as a demonstration project/activity in educational workshops, classrooms, and/or conferences used as a sample project/activity on DVD's created by the Homer A. Plessy Community Schools
- for use in educational workshops and student classrooms
- posted on the Homer A. Plessy Community School's website
- submitted as samples to program publishers or as contest and/or grant entries to sponsors
- appear on videotape/DVD made during a student presentation or their project or in broadcasts for videotapes/DVD's demonstrating computer multimedia in general
- videotaped to appear in school-related program to be used by a local television station or school/county project
- used in printed publications, such as a newspaper, magazine, yearbook, etc.

While your child's name may accompany the photo, no last name or address will be included with your child's picture when publishing on the Internet.

There is no monetary compensation for the use of your child's work, but it will help teachers get more use out of the technology available in their classroom and show other students a good example of what can be done. Your permission grants the school district approval to publicize without prior notification and REMAINS IN EFFECT UNTIL REVOKED.

----- HOMER A.

PLESSY COMMUNITY SCHOOLS PHOTO RELEASE FORM *Please check **ONE** of the following.*

___ **Yes**, I/We DO grant permission for (child's name) _____'s photograph/image or work to be used as described above. I/We is/are willing to release this information into the public domain and understand there will be no monetary compensation given for the use of the materials.

___ **No**, I/We DO NOT grant permission for (child's name) _____'s photograph/image or work to be used as described above.

Parent/Guardian Name: _____ **Date** _____

Parent/Guardian Signature: _____

Handbook Addendum: Virtual Attendance Policy

Daily Attendance is required for virtual school. Considering the unique barriers virtual learning creates for many of our families and to aligning with our values of providing equitable opportunities for all students, Homer Plessy Community School has decided to calculate attendance in the following manner for the duration of virtual learning, and for students who opt to remain virtual for the duration of the year.

Plessy will use a mix of both virtual attendance and work completion to calculate our daily attendance. We realize some families may need to watch the recorded class and complete work assignments on their own time. All assignments are due by midnight on the due date.

Teachers will track attendance for live classes each day. Once the virtual attendance interventions have been completed, we will default to our regular attendance policy for truancy.

Teachers will track work completion for the day's assignment (due at midnight) the following day. Teachers and the Student Support Team(SST), comprised of School social workers, Deans, and Administrators will be able to track each of these scenarios and implement the corresponding interventions:

Attendance Scenario	A/P	First Intervention	Second Intervention
Students who attend synchronous learning and complete or do not complete assignments on time	Marked Present		
Students who do not attend synchronous learning but complete assignments on time	Marked Present	After 2 days: Family is contacted to ensure asynchronous option is sustainable & seek out what resources may be needed to promote synchronous learning attendance	
Students who do not attend synchronous learning and are not completing assignments on time	Marked Absent	2 consecutive days Family is contacted and reminded of school, attendance policy, and to problem solve how to promote attendance	3 consecutive days/ inability to contact family by phone SST member makes a home visit to help provide necessary resources

Plessy Home/School Contract 21-22

Please read, sign, and return this page to your homeroom teacher.

As a **student** of Homer Plessy Community Schools, I will become an active partner in my own learning process:

- I will attend school every day and arrive on time to the best of my ability.
- I will bring the necessary materials, completed assignments and homework to school every day.
- I will know and follow all school and class rules and agreements.
- I will participate in classroom activities.
- I will respect the personal rights and property of others.
- I will ask for help when needed.
- I will respect the school, staff, students and families.

As a **parent/guardian** of a Homer Plessy Community Schools student, I will encourage and support my child's learning:

- I will communicate the importance of education and learning to my child.
- I will ensure that my child attends school daily and arrives on time.
- I will regularly monitor my child's progress in school.
- I will communicate with the teacher or the school when I have a concern.
- I will participate in school activities such as decision-making and parent-teacher conferences (in person or virtual).
- I will respect the school, staff, students, and families.

The **faculty, staff, and administration** of Homer Plessy Community Schools will encourage and support learning:

- We will provide high-quality curriculum and instruction.
- We will provide a safe and supportive learning environment.
- We will provide explanations of the standards students are expected to meet to demonstrate learning progress.
- We will communicate frequently with families on their child's progress.
- We will support the well-being of the "whole child" including their physical, emotional, and cognitive development.
- We will continue to build community partnerships.
- We will respect the school, fellow staff, students, and families.

_____ Date _____ Grade
Print Student Name

Signature of Student

_____ Date
Signature of Parent/Guardian

Social Work Parent and Student Consent Form

I give permission for my son/daughter: _____ to receive services from the School

Social Worker at Homer Plessy Community School.

I understand that my permission is being given so that:

My child can receive services provided or coordinated by the School Social Worker. The services may include but are not limited to supportive guidance/counseling, educational support, tutoring, mentoring, enrichment activities, and referrals to other agencies.

The information obtained by the School Social Worker from my child or myself is confidential, unless there are concerns of abuse, neglect or intent to harm one's self or others.

This consent remains in effect until revoked by me in writing and given to the School Social Worker.

Student Name:

Parent/Guardian Name (please print):

Parent/Guardian Signature: _____ **Date:** _____