



Enrollment Discrimination Policy Guidance FOKSD Schools

Enrollment Discrimination Policy Guidance

Under Louisiana law, local school board authorized charter schools that remain under the local educational agencies (LEAs) and charter schools that are considered (LEAs) are responsible for complying with all state and federal laws concerning the education of children with disabilities.

Local educational agencies in Louisiana are prohibited from implementing enrollment policies or procedures that discriminate against qualified individuals with disabilities. Federal regulations implementing Section 504 of the Rehabilitation Act of 1973 state that "[n]o qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives Federal financial assistance." While Louisiana law does allow some charter schools to adopt "admission requirements that are consistent with the school's role, scope, and mission," it also states that those requirements "shall include a system for admission decisions which precludes exclusion of pupils based on [a pupil's] identification as a child with an exceptionality."

The prohibitions on discrimination in school enrollment extend to recruitment efforts and other pre-admission interactions between LEAs and parents. Each LEA in Louisiana must make a free appropriate public education (FAPE), including special education and related aids and services designed to meet the individual needs of children with disabilities, available to all children with disabilities enrolled in the LEA. Therefore, LEAs are prohibited from informing or suggesting to parents of students with disabilities that the parents should not enroll their child in the LEA because the LEA does not currently provide the services or placement necessary for the child or because the child's disability might be better served by another LEA.

Individuals, including school employees, who violate the anti-discrimination requirement of federal law may be subject to personal liability for non-compliance with those requirements. In a number of court cases, employees of public agencies have been found personally liable for compensatory and punitive damages when plaintiffs have been able to establish that the employee's violation was intentional or was the result of bad faith or gross misjudgment by the employee.

Relevant Regulations

Bulletin 126, § 2705. Admission Requirements

Bulletin 1706, § 210. Treatment of Charter Schools and their Students

34 C.F.R. § 104.4. Discrimination Prohibited

General Framework

The Louisiana Board of Elementary and Secondary Education (BESE), by delegation from the Louisiana State Legislature, is tasked with assigning responsibility for identifying, locating, and evaluating children with disabilities residing within Louisiana. BESE has assigned these responsibilities through the adoption of regulations outlining the child find obligations of Louisiana’s local educational agencies (LEAs). Citations to the relevant regulations are included at the end of this document.

Division of Responsibilities in Orleans Parish

Child find responsibilities in Orleans Parish for children ages 3 through 21 are split between the local educational agencies (LEA) operating within the parish.

The Orleans Parish School Board (OPSB) is responsible for providing child find services for individuals residing within or attending private schools located within the geographic area of Orleans Parish. The OPSB is an LEA comprised of direct-run schools and charter schools under the jurisdiction of the OPSB.

The remaining LEAs operating in Orleans Parish are BESE-authorized – Type 2 and Type 5 – charter schools. Those schools are responsible for conducting child find with respect to all students enrolled in the individual schools or programs operated by those schools.

The responsibility for conducting child find activities for specific groups of children within Orleans Parish is detailed in the following table:

	School/Program	Agency Responsible for Child Find
Preschool ages 3-5	OPSB-operated preschool	OPSB
	Preschool operated within a Type 2 or Type 5 Charter school	Type 2 or 5 charter
	Non-public pre-school or private day care	OPSB
	Unenrolled in any school or program	OPSB
School-age ages 5-21	OPSB-operated school or program	OPSB
	Type 2 or 5 charter school or program	Type 2 or 5 charter
	Non-public school	OPSB
	Correctional facility in New Orleans (adult or juvenile)	OPSB
	Public or private hospital, institution, or other health care facility	OPSB
	Unenrolled in any school program	OPSB

General Requirements for Special Education Evaluations

LEAs are required to conduct a comprehensive evaluation of any individual under their jurisdiction whom the LEA suspects of having a qualifying disability. In the event that the parent of an individual requests an evaluation, LEAs must either initiate an evaluation of the child or provide the parent with a written refusal that includes reasons why the LEA does not suspect that the individual has a qualifying disability. The written refusal to evaluate must be provided to the parent within a reasonable time period following the request and no later than 30 business days after the parental request.

Upon the determination that an individual is entitled to a comprehensive evaluation, LEAs must seek informed parental consent for the evaluation within a reasonable timeframe. Once an LEA has received parental consent to evaluate an individual, the evaluation must be completed within sixty business days of the receipt of consent unless the timeline is extended consistent with the requirements of state and federal law.

LEAs may not delay or deny an evaluation for an individual who is suspected of having a qualifying disability due to the individual's current or planned participation in a Response to Intervention (RtI) program. Additionally, LEAs may not refuse a comprehensive evaluation for a student suspected of having a qualifying disability under the Individuals with Disabilities Education Act (IDEA) on the sole basis that the individual has previously been evaluated or found eligible for services under Section 504 of the Rehabilitation Act of 1973. Lastly, LEAs may not refuse a comprehensive evaluation for a student suspected of having a disability under the IDEA and instead offer that student a 504 Plan or Individualized Accommodation Plan (IAP) under Section 504 of the Rehabilitation Act. If the LEA suspects the student has a disability which adversely affects the student's educational performance, then a comprehensive evaluation is required to confirm or rule out IDEA eligibility. If the evaluation does not result in the student's eligibility under the IDEA, then an LEA may evaluate the student for accommodations under Section 504.

Timely Completion of Evaluations for Transferring Students

In order to facilitate the timely completion of evaluations for transferring students, the Louisiana Department of Education maintains a centralized, state-wide special education data system. The system requires all LEAs to record information about the initiation and completion of special education evaluations. The system also allows LEAs to upload supporting documentation, including detailed information about evaluation processes, to the system and allows receiving LEAs to have access to these records upon enrollment of a student in the LEA.

In the event that a student transfers from one Orleans Parish LEA to another Orleans Parish LEA while an evaluation is in progress, the receiving LEA is responsible for completion of the in-process evaluation in compliance with relevant timelines. All Type 2 and Type 5 charter schools in Orleans Parish participate in the centralized enrollment system and receive immediate notification from the centralized enrollment system of any enrollment changes at their school. Upon notification of any new enrollment, the enrolling school ("receiving LEA") should check the Louisiana Department of Education's statewide special education data system to determine whether the student is currently in-process for evaluation.

Generally, the evaluation of a transferring student must be completed within 60 business days of the initiating LEA's receipt of parental consent for the evaluation. The receiving LEA may extend the timeline if it is "making sufficient progress to ensure a prompt completion of the evaluation, and the parent and [receiving LEA] agree to a specific time when the evaluation will be completed."

LEAs receiving students via transfer from another educational agency are required to take reasonable steps to promptly obtain the educational records for transferring students from the students' prior educational agencies. These records include, but are not limited to the following:

- Immunization records and any health plans or medical crisisplans
- Most recent report cards, transcripts, and standardized test results
- Any prior evaluations or re-evaluations, including related medical diagnosis documents or waivers
- Any prior IEPs, including transition plans, ESY documents, and interimIEPs
- Any functional behavior assessments and behavior interventionplans
- Any progress reports and relevant data, including service providerlogs
- Any notices or communications to family or guardians, including parental consent to evaluation

Sending LEAs must transfer such records, by mail or otherwise, not later than 10 business days from the date of receipt of a written request from a sending LEA. Sending LEAs are also responsible for closing services in the statewide special education data system, which should be done promptly at the time of the student's official designated "exit" date to allow the receiving LEA to pick up jurisdiction for the child upon enrollment.

Relevant Regulations

Bulletin 741 §709. Transfer of Student Records

Bulletin 1508 §103. Child Find Guidelines

Bulletin 1706 §111. Child Find

Bulletin 1706 §230. LEA Jurisdiction

Bulletin 1706 §302. Initial Evaluations

Bulletin 1706 §305. Evaluation Procedures

Bulletin 1706 §306. Additional Requirements for Evaluations and Reevaluations

Bulletin 1706 §323. When IEPs Shall Be in Effect

PARENT FAQs: SPECIAL EDUCATION IN CHARTER SCHOOLS

The Louisiana Department of Education is committed to ensuring all students in our state are ready for college or a professional career. Our students with disabilities are protected under federal and state law, and the Department is committed to ensuring that these students continue to receive a free and appropriate public education that supports the fulfillment of their post-school goals. This Frequently Asked Questions document is intended to help families understand their students' rights.



CAN MY CHILD WITH A DISABILITY ATTEND A CHARTER SCHOOL?

Yes; all public charter schools must provide all special education and related services that have been determined by a special education evaluation and IEP to be needed.

For students ages 3-21, the charter school must:

1. Identify, locate and evaluate all students who need special education and related services.
2. Provide all special and related services to students who are identified with a disability and are eligible for the services. These services may include adapted physical education, assistive technology, occupational therapy, orientation and mobility services, physical therapy, school health services, school psychological services, school social work services, speech/language pathology services, and special transportation.
3. Provide special education and related services in the least restrictive environment that meets each student's individual needs.

CAN A CHARTER SCHOOL REQUEST THAT I TAKE MY CHILD WHO NEEDS SPECIAL EDUCATION SERVICES TO ANOTHER PUBLIC SCHOOL?

No, students with disabilities may enroll in any public charter school at no cost.

Charter schools in Louisiana are prohibited from implementing enrollment policies or procedures that discriminate against students with disabilities. All schools must make a free appropriate public education, including special education and related aids and services designed to meet the individual needs of children with disabilities, available to all children with disabilities enrolled in the school. Therefore, charter schools are prohibited from informing or suggesting to parents that they should not enroll their child because (1) the school does not currently provide the services or placement necessary for the child or (2) because the child's disability might be better served by another school or district.

CAN A CHARTER SCHOOL REQUEST THAT I REMOVE MY CHILD FROM THE SCHOOL AND SEND HIM/HER TO ANOTHER PUBLIC SCHOOL BECAUSE OF BEHAVIOR PROBLEMS?

No, the public charter school must work with you as the parent. The IEP Team should meet to determine the supports that are needed for your child to be successful in the charter school.

MY CHILD NEEDS SPECIAL TRANSPORTATION TO GET TO AND FROM SCHOOL. CAN MY CHILD ATTEND A CHARTER SCHOOL?

Yes, any child with special needs can attend any public charter school, regardless of need.

MY CHILD IS IN A WHEELCHAIR. CAN HE/SHE GO TO A CHARTER SCHOOL?

Yes, all public charter schools must accept any child, regardless of the disabling condition, just as a traditional public school would.

WHAT SHOULD I DO IF I BELIEVE MY CHILD HAS BEEN DENIED ENROLLMENT BECAUSE OF A DISABILITY?

If you believe that your child has been denied enrollment because of a disability, you should contact the school's enrollment office. Each type 2 and type 5 charter provides a process for investigating complaints of alleged discrimination, including a method for parents to make complaints, timelines for the school to conduct an investigation, and the steps the school will take to address concerns. The written procedures must also include the name and contact information for the person at the school responsible for the enrollment discrimination review process.

WHAT PROTECTIONS EXIST FOR STUDENTS WITH DISABILITIES RELATED TO DISCIPLINARY REMOVAL?

A disciplinary removal is any instance in which a child with a disability is removed from his/her educational placement for disciplinary purposes, including students sent home for a portion of a school day, in-school suspensions, out-of-school suspensions, expulsions, removals by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removals by a hearing officer for likely injury to the child or others.

Students with disabilities are afforded certain disciplinary protections when they have been removed from their educational placement for more than ten days in a school year. In order to ensure that these protections are provided, it is important that schools keep accurate records of all disciplinary removals.

CAN I ACCESS MY CHILD'S DISCIPLINARY RECORDS?

Parents of students with disabilities have the right to access all educational records of their child. This right to access extends to a student's disciplinary records. Therefore, each charter school is responsible for accurately documenting every disciplinary removal experienced by a student with a disability, and parents have a right to access those documents which are related to their child.

WHAT SHOULD I DO IF I AM EXPERIENCING A CHALLENGE REGARDING SPECIAL EDUCATION AND RELATED SERVICES AT MY CHILD'S SCHOOL?

If you experience a problem regarding special education and related services, you should follow these steps:

1. Contact the principal of the school.
2. Contact the charter school board of directors.
3. Contact the Louisiana Department of Education at 1-877-453-2721. You may also e-mail the Department at louisianabelieves@la.gov.

Below are other resources that can offer assistance to you regarding your child in special education:

- Families Helping Families; please check the local phone book or contact directory assistance for the phone number of the Families Helping Families agency in your area.
- Advocacy Center; Telephone: 1-800-960-7705

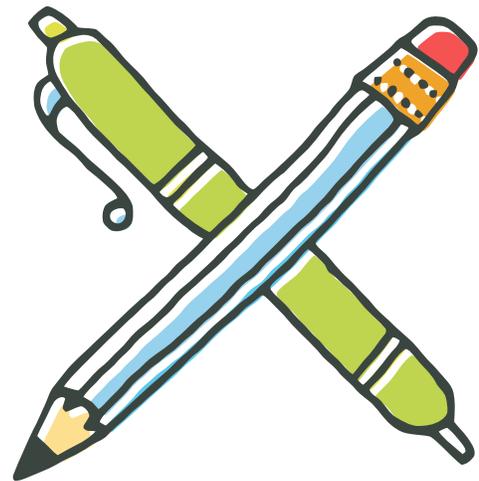
WHAT LAWS IN LOUISIANA ADDRESS THE ISSUES CONTAINED IN THIS DOCUMENT?

Charter School Demonstration Programs Law LA Revised Statute 17:3971– 4001

- A charter school established and operated in accordance with the provisions of Louisiana Charter School Law shall comply with state and federal laws and regulations otherwise applicable to public schools with respect to civil rights and individuals with disabilities.

Regulations for Students with Disabilities Louisiana Bulletin 1706

- Rights of students with disabilities. Students with disabilities who attend public charter schools and their parents retain all rights under these regulations.
- Charter Schools that are public schools of the local education agency or State must serve students with disabilities attending those charter schools in the same manner as it serves students with disabilities in its other schools, including providing supplementary and related services on site at the charter school to the same extent to which the LEA has a policy or practice of providing such services on the site of its other public schools.



Preguntas frecuentes Padres: Educación Especial en Escuelas Concertadas



El Departamento de Educación de Luisiana está comprometido a asegurarse de que todos los estudiantes en nuestro estado están listos para la universidad o para una carrera profesional. Nuestros estudiantes con discapacidades están protegidos bajo ley federal y estatal, y el Departamento está comprometido a asegurarse de que estos estudiantes continúan recibiendo una educación pública y adecuada y gratuita que apoya el cumplimiento de sus objetivos post-escolares. Este documento de preguntas frecuentes está dirigido a ayudar a las familias a entender los derechos de los estudiantes.

¿Puede mi hijo con una discapacidad asistir a una escuela concertada?

Si todas las escuelas públicas concertadas deben proporcionar toda la educación especial y servicios relacionados que hayan sido determinados como necesarios por una evaluación de educación especial y un IEP.

Para estudiantes de 3-21 años, la escuela concertada debe:

1. Identificar, localizar y evaluar a todos los estudiantes con necesidades educativas especiales y servicios relacionados.
2. Proporcionar todos los servicios especiales y relacionados que son identificados con una discapacidad y son aptos para los servicios. Estos servicios pueden incluir educación física adaptada, tecnología de apoyo, terapia ocupacional, orientación y servicios de movilidad, fisioterapia, servicios de salud escolares, servicios psicológicos escolares, trabajador social escolar, servicios de patologías del discurso/lenguaje, y transporte especial.
3. Proporcionar educación especial y servicios relacionados en el ambiente menos restrictivo que cumpla con las necesidades individuales de cada estudiante.

¿Puede una escuela concertada solicitar que mi hijo con servicios educativos especiales vaya a otra escuela?

No, estudiantes con discapacidades pueden matricularse en una escuela pública concertada sin ningún coste. Las escuelas concertadas en Luisiana tienen prohibido implementar políticas de matriculación o procedimientos que discriminen estudiantes con discapacidades. Todas las escuelas deben hacer una educación pública gratuita y apropiada, incluyendo educación especial y servicios y ayudas relacionados diseñados para cumplir con las necesidades de niños con discapacidades, disponible para todos los niños con discapacidades matriculados en la escuela. Así, las escuelas concertadas tienen prohibido informar o sugerir a los padres que no deberían matricular a su hijo porque (1) la escuela no proporciona ahora los servicios o la ubicación necesaria para el niño o (2) la discapacidad del niño puede atenderse mejor en otra escuela o distrito.

¿Puede una escuela concertada solicitar que saque a mi hijo de la escuela y le mande a otra escuela pública por problemas de comportamiento?

No, la escuela pública concertada debe trabajar contigo como padre. El equipo IEP debe reunirse para determinar el apoyo que necesita tu hijo para ser exitoso en la escuela concertada.

¿Mi hijo con necesidades especiales de transporte para ir y venir de la escuela puede ir a la escuela concertada?

Si cualquier niño con necesidades especiales puede atender cualquier escuela pública concertada, sin importar la necesidad.

Mi hijo está en silla de ruedas. ¿Puede ir a una escuela concertada?

Si todas las escuelas públicas concertadas deben aceptar cualquier niño, sin importar la condición de su discapacidad, como una escuela pública tradicional haría.

¿Qué debería hacer si creo que a hijo se le ha denegado la matriculación por una discapacidad?

Si cree que a su hijo se le ha denegado la matriculación por una discapacidad, debería contactar a la oficina de matriculación escolar. Cada concertada tipo 2 y 5 proporciona un proceso para investigar quejas por supuesta discriminación, incluyendo un método para que los padres hagan quejas, cronología para que la escuela realice una investigación, y los pasos que la escuela tomará para abordar los problemas. Los procedimientos escritos deben incluir también en nombre y la información de contacto para que la persona de la escuela responsable del proceso de discriminación en la matriculación lo revise.

¿Qué protecciones existen para estudiantes con discapacidades relacionadas con expulsiones disciplinarias?

Una expulsión disciplinaria es cualquier instancia en la que un niño con discapacidad sea sacado de su ubicación educacional por razones disciplinarias, incluyendo estudiantes mandados a casa durante una parte del día escolar, suspensiones en la escuela, fuera de ella, expulsiones, traslado por parte del personal de la escuela a un centro interno educativo alternativo debido a drogas, delito de armas o daños corporales serios, y traslados por un árbitro de audiencia debido a la posibilidad de daño al niño u otros.

A los estudiantes con discapacidades se les permiten ciertas protecciones disciplinarias cuando han sido expulsados de su ubicación educacional durante más de diez días en un año escolar. Para asegurar que se proporcionan estas protecciones, es importante que las escuelas guarden un registro riguroso de todas las expulsiones disciplinarias.

¿Puedo acceder al registro disciplinario de mi hijo?

Los padres de estudiantes con discapacidades tienen el derecho a acceder a todos los registros de su hijo. Este derecho se extiende a los registros disciplinarios del estudiante. Así, cada escuela concertada es responsable de documentar rigurosamente cada expulsión disciplinaria experimentada por un estudiante con discapacidad, y los padres tienen el derecho a acceder aquellos documentos que estén relacionados con su hijo.

¿Qué debería hacer si estoy experimentando un desafío relacionado con los servicios relacionados y la educación especial en la escuela de mi hijo?

Si experimenta un problema relacionado con la educación especial y los servicios relacionados, debería seguir los siguientes pasos:

1. Contacte con el director de la escuela.
2. Contacte con la junta de directores de la escuela concertada.
3. Contacte con el Departamento de Educación de Luisiana en el 1-877-453-2721. También puede mandar un correo electrónico al Departamento a louisianabelieves@la.gov.

Abajo hay otros recursos que ofrecen asistencia en relación con su hijo en educación especial:

- Familias Ayudando Familias; por favor compruebe la guía telefónica local o contacte la asistencia del listín para encontrar el teléfono de la agencia en su área.
- Centro de Apoyo; Teléfono: 1-800-960-7705

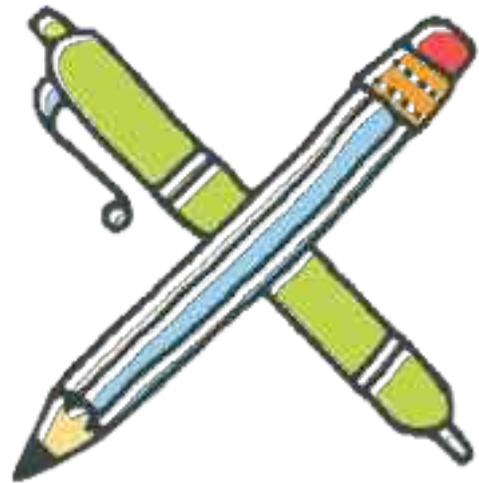
¿Qué leyes en Luisiana abordan los temas tratados en este documento?

Ley Programas Demostración de Escuelas Concertadas Estatuto Revisado de LA 17:3971— 4001

- Una escuela concertada establecida y operada en concordancia con las provisiones de la Ley de Escuelas Concertadas de Luisiana debe cumplir con las leyes y regulaciones estatales y federales de otra manera aplicable a las escuelas públicas con respeto a los derechos civiles y a los individuos con discapacidades.

Regulaciones para Estudiantes con Discapacidades Boletín de Luisiana 1706

- Los derechos de los estudiantes con discapacidades. Los estudiantes con discapacidades que asisten a una escuela pública concertada y sus padres conservan todos los derechos bajo estas regulaciones.
- Las escuelas concertadas que son escuelas públicas de la agencia educativa local o Estatal debe server a los estudiantes con discapacidades asistiendo a estas escuelas de la misma manera en que sirve a estudiantes con discapacidades en sus otras escuelas, incluyendo proporcionar servicios suplementarios y relacionados en la escuela concertada igualmente que la LEA tiene una política o práctica de proporcionar estos servicios en el edificio de sus otras escuelas públicas.





PB v White + Undocumented Suspension Guidance

Documenting Disciplinary Removals of Students with Disabilities

The Louisiana Children with Exceptionalities Act and the federal Individuals with Disabilities Education Act require local educational agencies (LEAs) to provide students with disabilities with a number of procedural safeguards prior to the implementation of certain disciplinary measures. Most notably, LEAs are prohibited from suspending a student for more than ten consecutive – and, in many cases, cumulative – days in an academic year if the behavior for which the student is being disciplined is a manifestation of the student’s disability.

Proper implementation of these protections requires that schools produce and maintain accurate records of disciplinary removals involving students with disabilities. Such records must identify the specific dates of each removal and provide details about the behavior that precipitated the removal in order to facilitate the administration of the procedural safeguards.

Proper implementation of the procedural safeguards also requires that LEA staff appropriately identify school actions that constitute a disciplinary removal. Under state and federal law, a disciplinary removal is any instance in which a child with a disability is removed from his/her educational placement for disciplinary purposes, including students sent home for a portion of a school day, in-school suspensions, out-of-school suspensions, expulsions, removals by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury, and removals by a hearing officer for likely injury to the child or others. Removals that result in a student’s absence for less than half of an academic day should be recorded as a half-day of removal; removals for more than half of a school day should be recorded as whole-day removals.

Additionally, parents of students with disabilities have the right to access all educational records of their child. This right to access extends to a student’s disciplinary records. Therefore, each charter school is responsible for accurately documenting every disciplinary removal experienced by a student with a disability, and parents have a right to access those documents which are related to their child.

Relevant Regulations

Bulletin 741 §1301. Disciplinary Regulations

Bulletin 741 §1306. Due Process for Suspensions

Bulletin 741 §1306. Guidelines for Expulsions

Bulletin 741 §1313. Discipline for Students with Disabilities

Bulletin 1706 §530. Authority of School Personnel

Bulletin 1706 §536. Change of Placement because of Disciplinary Removals

Bulletin 1706 §613. Access Rights

FOKSD Disability Discrimination Complaint Procedures

I. EVALUATION OF THE COMPLAINT

If The Friends of King School District determines that written information provided to The Friends of King School District is a complaint, The Friends of King School District will establish whether it has sufficient information to proceed to investigation. The Friends of King School District will provide complainants with assistance regarding the nature of their rights and of the The Friends of King School District investigation process. Additionally, The Friends of King School District 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, The Friends of King School District may need to collect and analyze personal information. The Friends of King School District] does not reveal the name or other identifying information about an individual (including individuals who file complaints or speak to The Friends of King School District) unless (1) such information would assist in the completion of an investigation or in corrective activities of The Friends of King School District 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 The Friends of King School District determines disclosure would further an interest of the The Friends of King School District.

However, The Friends of King School District 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 The Friends of King School District's decision; or other related information. Any information The Friends of King School District 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 The Friends of King School District alleging that the rights of one or more students with a disability have been violated and requesting that The Friends of King School District take action. Complaints may be filed online as well as by mail, fax, or in person. Some correspondence that The Friends of King School District receives, even if it concerns an alleged civil rights violation, may not be a complaint. Upon receipt, The Friends of King School District 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 The Friends of King School District.

The complaint should include a written explanation of what happened; a way to contact the complainant (if the complaint is filed by e-mail The Friends of King School District 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 The Friends of King School District's complaint coordinator: Monja Kelson, Special Education Coordinator

504 940-2243 opt 6 or mkelson@mlknola.org

FOKSD Disability Discrimination Complaint Procedures

B. Establish a File for Each Complaint

The case opening date is the date a complaint is received by The Friends of King School District's chief administrator or a member of The Friends of King School District'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 The Friends of King School District staff, The Friends of King School District 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 The Friends of King School District that contain different allegations are treated as separate complaints.

(b) Complaints filed by more than one person that raise substantially identical allegations against The Friends of King School District may be treated as one complaint or, if received later, incorporated into an existing complaint. If the complaints raise distinct allegations, The Friends of King School District should treat them as separate complaints.

(c) New allegations filed by the same person against The Friends of King School District 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

The Friends of King School District 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 The Friends of King School District'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 "The Friends of King School District Complaint Processing Procedures."

D. Determine Whether the Allegations Are Sufficient and Timely

For The Friends of King School District to initiate an investigation, the complaint must allege, or The Friends of King School District 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 The Friends of King School District, the Louisiana Department of Education, or the United States Department of Education.

The Friends of King School District 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.

The Friends of King School District will assist the complainant in understanding the information that The Friends of King School District requires in order to proceed to the investigation of the complainant's allegation(s). This will include explaining The Friends of King School District's investigation process and the rights of the complainant under Section 504

FOKSD Disability Discrimination Complaint Procedures

of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The Friends of King School District will also, to the extent possible, specifically identify the information necessary for The Friends of King School District to proceed to investigation of the complainant's allegation(s). The Friends of King School District 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 The Friends of King School District] 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.

The Friends of King School District 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 [LEA] 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 The Friends of King School District to infer that discrimination or retaliation may have occurred or is occurring.

Before dismissing a complaint allegation, The Friends of King School District will contact the complainant and explain in writing (by letter or via electronic mail) the information necessary for The Friends of King School District to proceed to investigation of the complaint allegation, ask the complainant to provide this information to The Friends of King School District 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. The Friends of King School District 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, The Friends of King School District 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, The Friends of King School District 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 The Friends of King School District'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.

FOKSD Disability Discrimination Complaint Procedures

F. Opening the Complaint for Investigation

When The Friends of King School District 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 Friends of King School District staff person who will serve as the complainant's primary contact during the investigation and resolution of the complaint; and
- a copy of "The Friends of King School District Complaint Processing Procedures".

G. Determine Whether The Friends of King School District Will Administratively Close a Complaint

The Friends of King School District will close a complaint for the following reasons:

(a) The same allegations have been filed by the complainant against The Friends of King School District with state or federal court. An The Friends of King School District 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) The Friends of King School District 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, The Friends of King School District will attempt to ascertain the apparent resolution. If The Friends of King School District determines that there are no current allegations appropriate for further complaint resolution, the complaint will be closed.

(d) The Friends of King School District 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 Friends of King School District 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. The Friends of King School District 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. The Friends of King School District will not close the complaint until more than 20 calendar days have passed since the date of The Friends of King School District'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 The Friends of King School District that have been found to be without merit by The Friends of King School District.

(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.

FOKSD Disability Discrimination Complaint Procedures

(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 Friends of King School District to change its policies or procedures in order to protect against a future violation.

If The Friends of King School District 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

The Friends of King School District will ensure that investigations are legally sufficient and that they are dispositive of the allegations raised in the complaint. The Friends of King School District 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 The Friends of King School District 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, The Friends of King School District 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.

The Friends of King School District 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 The Friends of King School District finds a violation."

(1) Insufficient Evidence Determination

When The Friends of King School District determines that the evidence does not support a conclusion that The Friends of King School District failed to comply with applicable regulations, The Friends of King School District will

FOKSD Disability Discrimination Complaint Procedures

issue a letter of finding(s) to the parties. The letter of finding(s) must include:

1. a statement of the issues raised by the complaint; and
2. clear explanation of the pertinent legal standard and factual analysis.

The case file will include an index of the evidence relied upon in making the determination.

(2) Non-Compliance Determination

When The Friends of King School District determines that a preponderance of the evidence supports a conclusion that the The Friends of King School District failed to comply with applicable regulations, The Friends of King School District will prepare a statement of the case. The statement of the case must set out the issues investigated; The Friends of King School District's basis for adopting a corrective action plan; and an explanation of how the terms of the agreement are aligned with the issues investigated and are consistent with applicable regulations. The provisions of the corrective action plan will be aligned with the identified violation(s) and will be consistent with applicable regulations.

The letter of finding(s) to the parties must include:

1. a statement of the issues raised by the complaint;
2. a clear explanation of the pertinent legal standard and factual analysis; and
3. a statement that, when fully implemented, the corrective action plan will address all of the complainant concerns. The letter will include a copy of the corrective action plan.

The case file will include an index of the evidence relied upon in making the determination.

C. Guidelines for Corrective Action Plans

The complaint will be considered resolved if The Friends of King School District adopts a corrective action plan that, when fully performed, will remedy the complaint or identified violations. A copy of the corrective action plan will be included with letter of finding(s).

Corrective action plans must be signed by a person with authority to bind the corrective action plan and must include:

- (i) specific acts or steps The Friends of King School District will take to resolve compliance issues;
- (ii) dates for implementing each act or step; and
- (iii) dates for submission of reports and documentation to the complainant verifying implementation.

D. Data Collection and Information Gathering

Investigations are guided by several fundamental principles. The Friends of King School District will undertake a robust outreach to The Friends of King School District's community to increase its access to relevant information in the conduct of an investigation, as appropriate. In addition, The Friends of King School District will determine whether it is appropriate to provide interim relief for the injured party. If interim relief is appropriate, The Friends of King School District will contact the complainant as early as possible to secure it pending the outcome of the investigation.

Relevant credible data are invaluable to The Friends of King School District in ensuring compliance with the law. As part of its investigations, The Friends of King School District will collect data resulting from any methods The Friends of King School District uses to track and evaluate their compliance with their legal responsibilities (e.g., climate surveys

FOKSD Disability Discrimination Complaint Procedures

and other self-assessment tools).

(1) Generally

Generally, The Friends of King School District seeks documentary evidence, develops interview questions based upon those data and any other available information, and conducts interviews with the complainant, The Friends of King School District 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 The Friends of King School District 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) The Friends of King School District's Authority to Obtain Information

The Friends of King School District has no legal authority to require the complainant or any other individual or organization outside of The Friends of King School District's 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 The Friends of King School District defenses. The Friends of King School District may conduct individual interviews or focus groups as part of its investigations.

Notice – Prior to initiating an interview, The Friends of King School District should inform the witness of the following:

- (i) The general purpose of the interview, including The Friends of King School District'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 The Friends of King School District, 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 The Friends of King School District.

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 – The Friends of King School District 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, The Friends of King School District should

FOKSD Disability Discrimination Complaint Procedures

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 The Friends of King School District determines that the child's information is critical, The Friends of King School District may attempt to secure parental or guardian consent by inviting the parent or guardian to be present during the interview. If consent is denied, The Friends of King School District 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).

APPENDIX A

REQUEST FOR SPECIAL EDUCATION FORMAL COMPLAINT INVESTIGATION

You may choose not to use this form to request a complaint investigation; however, requests for complaint investigations must include all of the information required by law. Requests must be signed. A checklist is on the last page of this form for you to use before mailing/faxing the completed form.

If your request for a formal complaint investigation is student-specific, you are required to provide the student's name and school district. If your request alleges systemic violations of special education law, skip the "Student Information" section and complete the rest of the form.

1. Student Information		
Name: _____	Date of Birth: ____/____/____	
Address: _____		
City: _____	State: _____	Zip: _____
Phone number: _____	Alternate phone number: _____	
Name of campus student attends/attended: _____		

2. Requestor Information		
Requestor Name: _____	Relationship to student: _____	
Address: _____		
City: _____	State: _____	Zip: _____
Phone number: _____	Alternate phone number: _____	
Fax number: _____	Email address: _____	

3. Complaint Information
<i>Your complaint must allege a violation of the Individuals with Disabilities Education Act (IDEA), its implementing regulations, and/or La. Bulletin 1706. The alleged violation must have occurred not more than one year prior to the date the complaint is received by the school district.</i>
Attach pages with additional information or allegations as needed. (Pages attached <input type="checkbox"/>)
a. What is the alleged violation? (Describe the nature of the problem.)
b. What are the facts on which the allegation is based?
c. What are significant dates and events that may be relevant to this allegation?
d. If you have a proposal for how the issue stated in (a) could be resolved, please describe your proposal.
e. What documents supporting the facts should be reviewed by the Department regarding this allegation? (Optional)

4. Notification for Complaint Investigation

By federal regulation, you must send a copy of the request for complaint investigation to the school district. Indicate below when and to whom you sent the copy of the complaint letter.

Date: ____/____/____

_____ Address

Special Education Director or Superintendent

Certified Mail Return Receipt Requested / Tracking # (if applicable)

5. Signature(s)

By federal regulation, you must sign the request for complaint investigation.

Requestor(s) Signature: _____ Date: ____/____/____

Checklist

Before mailing/faxing your request for a complaint investigation, please make sure you have completed the items listed below.

- You have provided the student's name, contact information, and name of the school district the student attends (Section 1, when requesting a due process hearing or a formal complaint investigation on behalf of one student).
- You have provided your name, address, and contact information where you can be reached (Section 2).
- You have provided detailed information about when, where, and how the alleged violation took place (Section 3).
- You have provided a proposed solution to the problem (optional) (Section 3.e.).
- You have signed your complaint (Section 5).
- You have provided a copy of your complaint to the school district. (Section 4).
- You have sent your complaint in time for it to be received by the school district and the Department no later than ONE YEAR after the last act or event of which you are complaining (Section 3.c.).

Mail, fax, or email your complaint to:

Louisiana Department of Education
 Attn: Legal Division
 1201 North 3rd Street
 Baton Rouge, LA 70802
 Fax: (225) 342-1197
 Email: DisputeResolution.DOE@la.gov

A copy of your request for formal complaint investigation must also be sent to the special education director or superintendent of the school district about which you are complaining.

Request for Special Education Mediation

You may choose to not use this form to request assistance in mediating the dispute(s) between parties. However, this form is designed to assist the Louisiana Department of Education in arranging the mediation session(s).

1. Student Information	
Name: _____	Date of Birth: ____/____/____
Address: _____	
City: _____	State: _____ Zip: _____
Phone number: _____	Alternate phone number: _____
Name of campus student attends/attended: _____	
2. Requestor Information	
<i>The requestor is the parent/legal guardian or school official requesting mediation.</i>	
Requestor Name: _____	Relationship to student: _____
Address: _____	
City: _____	State: _____ Zip: _____
Phone number: _____	Alternate phone number: _____
Fax number: _____	Email address: _____
3. Signature(s)	
Signature of Requestor: _____	Date: ____/____/____

Mail, fax, or email your complaint to:

<p>Louisiana Department of Education Attn: Legal Division 1201 North 3rd Street Baton Rouge, LA 70802 Fax: (225) 342-1197 Email: DisputeResolution.DOE@la.gov</p> <p><i>The Department will contact the other party to determine if they are willing to participate in mediation. If the other party agrees to participate, you will be contacted to schedule and arrange the mediation session(s). However, if the other party refuses to participate, the Department will notify you and inform you that the other party has refused to participate in mediation.</i></p>

REQUEST FOR SPECIAL EDUCATION DUE PROCESS HEARING

You may choose not to use this form to officially request a due process hearing; however, the law requires that due process hearing requests must include the information contained on this form. A checklist for you to use before mailing/faxing the completed form is on the last page of this form. All due process hearing requests must be signed.

Whether you decide to use this form or prepare your own hearing request, you are required by federal law and state regulations to send a copy of your request to the school district or opposing party.

1. Student Information		
Name: _____	Date of Birth: ____/____/____	
Address: _____		
City: _____	State: _____	Zip: _____
Phone number: _____	Alternate phone number: _____	
Name of campus student attends/attended: _____		

2. Requestor Information		
Requestor Name: _____	Relationship to student: _____	
Address: _____		
City: _____	State: _____	Zip: _____
Phone number: _____	Alternate phone number: _____	
Fax number: _____	Email address: _____	

3. Violation Information
<i>Your due process hearing request must allege a violation of the Individuals with Disabilities Education Act (IDEA), its implementing regulations, and/or La. Bulletin 1706. The alleged violation must have occurred not more than one year prior to the date the request is received by the school district.</i>
Attach pages with additional information or allegations as needed. (Additional pages attached <input type="checkbox"/>)
a. What is the alleged violation? (Describe the nature of the problem.)
b. What are the facts on which the allegation is based?
c. What are significant dates and events that may be relevant to this allegation?
d. If you have a proposal for how the issue stated in (a) could be resolved, please describe your proposal.
e. What documents supporting the facts should be reviewed by the Department regarding this allegation? (Optional)

4. Notification of Due Process Hearing Request

By federal regulation, you must send a copy of the request for a due process hearing to the school district. Indicate below when and to whom you sent the copy of the due process hearing request.

Date: ____/____/____

Special Education Director or
Superintendent

Address

Certified Mail Return Receipt Requested / Tracking # (if applicable)

5. Signature(s)

By federal regulation, you must sign the request for a due process hearing.

Signature of Requestor: _____ Date: ____/____/____

Checklist

Before mailing/faxing your request for a due process hearing, please make sure you have completed the items listed below.

- You have provided the student's name, contact information, and name of the school district the student attended/attends (Section 1, when requesting a due process hearing or a formal complaint investigation on behalf of one student).
- You have provided your name, address, and contact information where you can be reached (Section 2).
- You have provided detailed information about when, where, and how the alleged violation took place (Section 3).
- You have provided a proposed solution to the problem (optional) (Section 3.e.).
- You have signed your due process hearing request (Section 5).
- You have provided a copy of your hearing request to the school district or opposing party. (Section 4).
- You have sent your due process hearing request in time for it to be received by the school district and the Louisiana Department of Education no later than ONE YEAR after the last act or event of which you are complaining (Section 3.c.).

Mail, fax, or email your due process hearing request to:

Louisiana Department of Education

Attn: Legal Division
1201 North 3rd Street
Baton Rouge, LA 70802
Fax: (225) 342-1197

Email: DisputeResolution.DOE@la.gov

A copy of your request for a due process hearing must also be sent to the special education director or superintendent of the school district about which you are complaining.

Dr. Martin Luther King, Jr. Charter School Master Plan for Discipline

Positive Behavior Support

In order to assure classroom management using positive behavioral supports and effective disciplinary tools, Dr. Martin Luther King, Jr. Charter School will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SiP).

Dr. Martin Luther King, Jr. Charter School will establish and use a school-based leadership team to meet on a regularly scheduled basis to review data and guide the positive behavior process. This leadership team shall, to the extent possible, include representatives of the school administration, both regular and special education teachers, parents, guidance counselors, and school bus operators (It may also include other groups, e.g., food services workers).

The leadership team will use a decision-making process utilizing a data-management system that allows graphical representation of discipline issues. Said data system will permit regular and efficient monitoring and evaluation of the effectiveness of the implementation of a school-wide system of discipline. School data collection shall include, but not be limited to: average referrals per day per month, referrals by problem behavior, referrals by location, referrals by time, referrals by student, referrals by staff, individual student report by month and by year, and referrals by grade level. Environmental changes may be made as indicated by data. For instance, increased monitoring, schedule changes, or changes in recess structure may help to alleviate congestion or over-crowding at certain times during the day.

The team will uniformly use the two BESE-approved forms, i.e., "School Behavior Report Form" and "School Bus Behavior Report Form," to report incidents of alleged discipline violations. The referral system will be utilized consistently and appropriately.

The leadership team will review and revise any Zero Tolerance Policy of Dr. Martin Luther King, Jr. Charter School to ensure that the policy is in compliance with R. S. 17:416.15; the policy does not violate S. 17:416 (H) which prohibits disciplinary action against any pupil reasonably acting in self-defense, and that inappropriate referrals are not made to agencies serving children.

The leadership team will review and revise its policies and procedures for handling suspensions and expulsions at Dr. Martin Luther King, Jr. Charter School to ensure that suspension/expulsion policies are consistent with R. S. 17:416; suspension/expulsion policies are consistently and fairly executed; and alternative interventions, consistent with best theory and practice, to suspensions/expulsions are used including, but not be limited to, counseling, conflict resolution, social and family responsibility, peer mediation, and stress and/or anger management.

The leadership team will make referrals, as appropriate, to Alternative Education Programs that are designed to offer variations of traditional instructional programs, as well as strategies for the purpose of increasing the likelihood that students who are unmotivated or unsuccessful in traditional programs, or are disruptive in the traditional school environment, remain in and be successful in school.

The leadership team will review the current Code of Student Conduct of Dr. Martin Luther King, Jr. Charter School to assure that it is in compliance with R.S.17:415.12, R.S. 17:416.13, and all federal regulations. They will refine consequences to create a reward/incentives program for positive student and teacher behavior and ensure the delivery of consistent reinforcement. The team will define consequences for rule violations that are clear, reasonable, and consistently enforced and which support maximum time in instruction.

The leadership team will monitor, evaluate and modify the school master plan, as needed, throughout the school year.

Dr. Martin Luther King, Jr. Charter School Master Plan for Discipline

Dr. Martin Luther King, Jr. Charter School adopts the following clearly defined behavioral expectations in these five (can be less) basic rules. (Keep them simple and positive, e.g., "Keep your hands to yourself," "Respect others," "Be kind.")

1. Respect and Be Kind Others
2. Follow School Rules and Regulations
3. Walk to the Right of Hallway
4. Walk, Don't Run
5. Keep Hands and Feet to Yourself

These rules shall be posted in prominent places around the school site, e.g., hallways, cafeterias, gymnasiums, and classrooms. These rules shall be provided to parents and shall be known by all students and school staff.

Each teacher at Dr. Martin Luther King, Jr. Charter School shall develop lesson plans and teach expectations across each school setting by providing direct instruction on expected behaviors at the beginning of the school year and reinforced throughout the year for all students.

Dr. Martin Luther King, Jr. Charter School shall design programs for students with special needs so that the students are challenged and engaged in school curriculum, and are appropriately placed so they remain in school rather than being suspended/expelled or becoming drop-outs.

The principal of Dr. Martin Luther King, Jr. Charter School shall submit annual reports to the district's Discipline Policy Review Committee.

Safe School Planning

Dr. Martin Luther King, Jr. Charter School has established and shall maintain grade-appropriate programs of alcohol, drug and substance prevention, education, information and counseling as provided in R.S. 17:404.

Dr. Martin Luther King, Jr. Charter School has established a plan, in accordance with Sec. 4114, of the No Child Left Behind Act of 2001, for keeping the school safe and drug-free that includes appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and/or other drugs; has established security procedures at school and while students are on the way to and from school; has established prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments; has established a crisis management plan for responding to violent or traumatic incidents on school grounds; and has established a Code of Student Conduct (and as also required by R.S. 17:416.12 and R.S. 17:416.13) for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that allows a teacher to communicate effectively with all students in the class; allows all students in the class to learn; allows all students and school employees to be treated respectfully; has consequences that are fair and developmentally appropriate; considers the student and the circumstances of the situation; and, is enforced accordingly.

Dr. Martin Luther King, Jr. Charter School Master Plan for Discipline

Parental and Community Involvement

Dr. Martin Luther King, Jr. Charter School is committed to parental involvement and family strengthening. As set forth in R. S. 17:406.1, effective approaches to involving families more fully as partners in the process of their children's learning require the participation and coordination of numerous state and local, public and private agencies shall be encouraged. Dr. Martin Luther King, Jr. Charter School shall seek to make connections through a variety of local and culturally sensitive methods to facilitate parents/family members/access to local/regional family strengthening programs available in the community. (Programs can be specifically identified, as applicable, e.g., Families Helping Families, Regional Family Resource centers, Parent Information Resource Center, Families In Need of Services [FINs] programs and other family strengthening programs exhibiting peer to peer support systems and positive mental health initiatives).

Dr. Martin Luther King, Jr. Charter School shall seek training to facilitate mutual understanding of research-based practices promoting positive relationships between parents, LEA personnel and community service providers.

Dr. Martin Luther King, Jr. Charter School shall seek to identify the mental health needs of its students and match those needs with available local resources including public, nonpublic and/or volunteer organizations (These can be specified to the extent possible). Pending inclusion of mental health services in the Medicaid Health Services Program (School-Based), the availability of mental health services will be expanded in Dr. Martin Luther King, Jr. Charter School.

Inter-Agency Cooperation

Dr. Martin Luther King, Jr. Charter School shall seek to improve communication, coordination and collaboration between schools and agencies serving children; shall foster cooperation regarding the sharing of data about children, youth and families involved; agencies serving children; and shall work in cooperation with other schools/districts/communities/regional planning boards to facilitate the successful re-entry and transition of youth formerly in state custody into their diverse school/community settings in order to encourage the continuation of education and their access to other needed services in order to prevent recidivism.

[For correctional facilities only: N/A School/Program shall implement this Master Plan in to the extent possible and with the understanding that such facilities will adhere to all policies and procedures of the Department of Corrections/Office of Youth Development.]

Student Records

Dr. Martin Luther King, Jr. Charter School shall provide for the transfer of student education records upon written request of any authorized person on behalf of an education facility operated within any correctional or health facility or, for children in the custody of the state, an education facility operated within any other state approved facility, whether within or outside the state of Louisiana, where such student has become enrolled or is seeking enrollment. The transfer of such records, whether by mail or otherwise, shall occur not later than 10 business days from the date of receipt of the written request. If the student has been expelled, the transferred records shall include the dates of the expulsion and the reason(s) for which the student was expelled.

No education record of any student may be withheld as the result of lack of payment of any fine, debt, or other outstanding obligation.

A student or his or her parent(s) may inspect the education record of that in accordance with the federal Family Education Rights and Privacy Act.

Dr. Martin Luther King, Jr. Charter School Master Plan for Discipline

Any student seeking admission to Dr. Martin Luther King, Jr. Charter School who has been suspended or expelled from any public or nonpublic school within or outside the state of Louisiana shall provide information on the dates of any suspensions or expulsions and the reason or reasons for which the student was suspended or expelled.

Visiting Teacher/ Child Welfare and Attendance Supervisor/Families in Need of Services (FINS) Officer

It is the duty of all staff at Dr. Martin Luther King, Jr. Charter School to cooperate fully with the visiting teachers, or supervisors of child welfare and attendance. Dr. Martin Luther King, Jr. Charter School shall make available to visiting teachers, or supervisors of child welfare and attendance, FINS officers, and Truancy Assessment and Service Centers such information as will assist them in promoting the regular attendance and school adjustment of these children.

(For schools/programs housing children in state custody; It is the duty of the principals, superintendents, or heads of the training and correctional schools to notify the visiting teachers, or supervisors of child welfare and attendance, and FINS officer (if applicable) when a child is to be released and/or returned to a parish.)

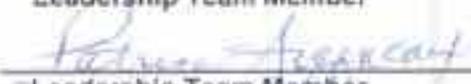
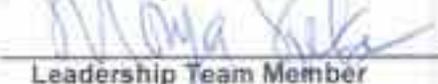
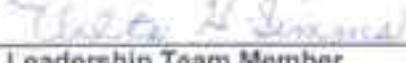
Visiting teachers, or supervisors of child welfare and attendance (pursuant to R. S. 17:235), and FINS officers, shall cooperate fully with the state departments of social services, labor, and health and hospitals, and with other state and local agencies, including interchange of confidential and privileged information; cooperate fully with juvenile and family court authorities, training and correctional schools, law enforcement officers; and make such referrals and conduct such investigations as seem necessary for the enforcement of school attendance laws, including interchange of confidential and privileged information.

Statements of compliance

Each homeroom teacher of students in grades 4-12 shall, on the first day of school each school year, provide information to and answer any questions from students relative to the statement of compliance as provided by The Friends of King School Board.

Each parent/guardian of each student in grades 4-12 shall sign a statement of compliance committing to do all of the following: ensure that his child attends school daily, except for school absences; ensure that his child arrives at school on time each day; ensure that his child completes all required homework assignments; and attend all required parent and teacher or parent and principal conferences.

Signatures:

 Principal	 Leadership Team Member
 Leadership Team Member	 Leadership Team Member
 Leadership Team Member	 Leadership Team Member
 Leadership Team Member	 Leadership Team Member

Dr. Martin Luther King, Jr. Charter School Master Plan for Discipline Worksheet

This worksheet and accompanying documentation should be kept on file with a copy of the School Master Plan for Discipline and the Student Handbook for purposes of review or monitoring.

A. School-Based Leadership Team Membership: (Complete Chart Below or Attach List)

Member's Name	Member's Title	Member's Phone	Member's E-mail
Dr. Doris R. Hicks	CEO	504-940-2243	drhicks@mlkcsd.org
Yefim Simon	Manager-Operations	504-940-2243	ysimon@mlkcsd.org
Monja Nelson	Coordinator-Special Education	504-940-2243	mlnelson@mlkcsd.org
Elaine Kewey	Chairperson- Special Education	504-940-2243	ekewey@mlkcsd.org
Edmanir Brew	Dean of Students	504-940-2243	edmanir@mlkcsd.org
Patrice Arceneaux	Primary Grade Chairperson	504-940-2243	patriceaux@mlkcsd.org
Brenda Thompson	Upper Grade Chairperson	504-940-2243	bthompson@mlkcsd.org

B. School-Level Data System Requirements:

Requirement	Collection Tool Exists (Yes/No)	If Yes, List.	If No, Suggestion(s)
Average Referrals per Day per Month	Yes	JForm	
Referrals By Problem Behavior	Yes	JForm	
Referrals by Location	Yes	JForm	
Referrals by Time	Yes	JForm	
Referrals by Student	Yes	JForm	
Referrals by Staff	Yes	JForm	
Individual Student Report by Month and by Year	Yes	JForm	
Referrals by Grade Level	Yes	JForm	
Other:	Yes	JForm	
Other:	Yes	JForm	

C. Type "Yes" or "No" in the box as applicable to the following.

- Yes 1. School consistently and uniformly utilizes the two BESE-approved forms.
If no, explain:
-
- No 2. School has addendum to two BESE-approved forms to assist with data collection.
If yes, attach a copy of the addendum with worksheet.
- No 3. School has a Zero Tolerance Policy. If Yes, go to #4. If no, go to #6.

Dr. Martin Luther King, Jr. Charter School Master Plan for Discipline Worksheet

- | | |
|------------------------------|--|
| <input type="checkbox"/> N/A | 4. Leadership Team has reviewed the Zero Tolerance Policy to ensure compliance with R.S. 17:416.15, including R.S. 17:416 (H) which prohibits disciplinary action against any pupil reasonably acting in self-defense. |
| <input type="checkbox"/> N/A | 5. Leadership Team has revised the Zero Tolerance Policy to comply with R.S. 17:416.15. |
| <input type="checkbox"/> Yes | 6. Leadership Team has reviewed policies for handling suspensions and expulsions to ensure compliance with R.S. 17:416. |
| <input type="checkbox"/> Yes | 7. Leadership Team has reviewed procedures for handling suspensions and expulsion to ensure consistent and fair execution and to ensure that alternative interventions are used. |
| <input type="checkbox"/> Yes | 8. Leadership Team has reviewed policies and procedures related to referrals to Alternative Education Programs. |
| <input type="checkbox"/> Yes | 9. Leadership Team has reviewed the current Code of Student Conduct to ensure compliance with R.S. 17:416.12, R.S. 17:416.13 and Section 4114 of the No Child Left Behind Act of 2001. |
| <input type="checkbox"/> Yes | 10. Leadership Team has refined consequences to create a reward/incentives program for positive student and teacher behavior. |
| <input type="checkbox"/> Yes | 11. Leadership Team has created a procedure/protocol to ensure the consistent delivery of the reward/incentives program. |
| <input type="checkbox"/> Yes | 12. Leadership Team has defined consequences for rule violations that are clear and reasonable, that will be consistently enforced, and that will support maximum time in instruction. |
| <input type="checkbox"/> Yes | 13. Leadership Team has identified the clearly, defined behavioral expectations in a small set of school rules (5 or fewer). |
| <input type="checkbox"/> Yes | 14. Leadership Team has worked with teachers to develop lesson plans that teach these expectations across each school setting. |
| <input type="checkbox"/> Yes | 15. Leadership Team has worked with teachers to establish a schedule for direct instruction to be provided at the beginning of the school year and reinforced throughout the school year. |
| <input type="checkbox"/> Yes | 16. Leadership Team will work with the principal to develop and submit an annual report to the district's Discipline Policy Review Committee. |
| <input type="checkbox"/> Yes | 17. Leadership Team has reviewed programs as required under R.S. 17:404. |
| <input type="checkbox"/> Yes | 18. Leadership Team has reviewed the school's Safe and Drug Free Schools and Communities plan and the Crisis Management Plan.
(Attach a copy of the Crisis Management Plan). |
| <input type="checkbox"/> Yes | 19. Leadership Team has developed a plan/continues to develop a plan to improve and strengthen parental and community involvement in the school, including the facilitation of partnerships with programs and organizations/agencies.
(Attach a list of programs and organizations/agencies with which the school is working to strengthen family and community involvement). |

Dr. Martin Luther King, Jr. Charter School Master Plan for Discipline Worksheet

20. Leadership Team has worked/continues to work with counselors, and other mental health professionals to develop a plan to identify the mental health needs of its students and to match those needs with available local resources.
21. Leadership Team is working to help improve communication, coordination, and collaboration between the school and agencies that serve children.
22. Leadership Team is working with the local youth planning boards to help meet the needs of all children.
23. Leadership Team has reviewed existing procedures/established procedures to ensure that records for transfer students are provided not later than 10 business days from the date of the receipt of the written request.
24. Leadership Team has reviewed existing procedures/established procedures to ensure that information on the dates and reasons for any suspension or expulsion is included on transferred student records.
25. Leadership Team has reviewed existing procedures/established procedures to ensure that all staff within the school cooperates fully with the visiting teachers/supervisor of child welfare and attendance. And Team is working with administration to ensure that all staff is aware of procedures.
26. Leadership Team has reviewed student and parent/guardian statements of compliance that must be disseminated and collected at the beginning of school each year.

Friends of King School District
2016-17

CRISIS Management Plan



Dr. Martin Luther King, Jr. Charter School

Safety Plan

1. Objective: To establish a school site safety team.**Strategies:****A. Who are the team members and what are their assigned roles and responsibilities?**

<u>Name</u>	<u>Responsibilities</u>
1. Doris R. Hicks	Verify crisis situation. Give specific instructions/directions.
2. Sylvia Ellison Darrin Cook	Make necessary contacts. Debrief and evaluate situation.
3. Eric Johnson Gail Kimble, Yvonne Hitts	Assist with 2 nd floor supervision, monitoring and movement, if needed
4. Enos Hicks/Sabrina Pearl	Assist with disseminating information. Administer first aid/medication.
5. Sabrina Pearl Dr. Moore	Administer needed first aid/medication.. Request any additional medical assistance.
6. Vera McFadden Sandra Davis	Answer telephone inquiries. Prepare fact sheet.
7. Charles Brooks Darryl person Iris Ponson	Assist with 1 st floor supervision, monitoring and movement, if needed.
8. Sheila Seals/Donnis Ringstaff	Arrange for counseling rooms, Make Home visits, as needed. Provide individual counseling
9. Pam Hutchinson	Security
10. Sylvia Ellison, Pam Hutchinson	General Supervision

B. Who are the backup people for key members in case of absence?

1. Mrs. Hicks / Dr. Moore
2. Sylvia Ellison / Eric Johnson
3. Darrin Cook / Joe Billingsley

II. Objectives: To prepare a communication safety/crisis plan.**Strategies;****A. Who are the district personnel to be contacted?**

- | | |
|--------------------------------|----------|
| 1. Superintendent/Principal | 427-7417 |
| 2. Friends of King (President) | 813-1511 |

B. Who are the non district personnel to be contacted?

- | | |
|--------------------------------|----------|
| 1. District Police | 821-2222 |
| 2. Fire Department | 581-3473 |
| 3. New Orleans Public Service | 367-5596 |
| 4. Office of Homeland Security | |

C. How will the staff be informed and school safety plan be activated if the crisis has occurred before or after school?

Safety team members will make grade level contracts. Radio and television stations will be contacted to convey the situation when applicable.

D. What signal/code will be used to alert personnel if there is an emergency during school hours?

1. The words "fire in the hole" will be used as a code to indicate an emergency.
2. If the building needs to be evacuated, the fire alarm will be activated.

E. What is the communication linkage between office and class (es), between classes, between cafeteria and office, and between the portable building and office (security)?

1. The communication linkage between office and class(es) will be a runner because there is no electronic device that will transmit and receive communication.
2. Between classes:
 - (a.) A runner is assigned to alert the nearest teacher.
3. Between Cafeteria and Office:
 - (b.) a runner

F. What is the mechanism for disseminating information during school hours? How will this vary with different types of emergency?

The major mechanism for disseminating during school hours is a runner. Additionally, key personnel and grade chairpersons will also be utilized to distribute information.

G. Other

III. Objective: To utilize the building/site in an efficient manner in the event of a crisis.

Strategies:

A. Where are the up-to-date floor plans and room assignment filed?

Up-to-date floor plan and room assignments are filed in the office file cabinets that are visible and unlocked. Additional plans and room assignments sheets can be found in the principal's office files and the school's emergency file.

B. Which rooms will be designated for special needs related to the crisis?

Depending on the crisis, the first floor rooms will be designated.

C. Where will the command post crisis coordination headquarters be located?

The command post crisis coordination headquarters will be located in the office.

D. Other

IV. Objective: To make provisions for special populations.

Strategies:

A. What special needs would disabled students or students with limited English proficiency have during a crisis?

N/A

B. What provisions have been made to meet these needs?

N/A

C. Other

V. Objective: To prepare school personnel to respond effectively to emergencies.

Strategies:

A. What is the strategy to train the safety and crisis team?

Strategy sessions and role playing demonstrations will be infused into regularly scheduled faculty and curriculum meetings. Members of the crisis team have CPR training.

B. How will the full staff receive orientation to the safety and crisis plan?

Faculty inservice will be provided to all faculty and staff. Our major focus will be on "conflict resolution" as a means of stopping violence along with other important topics.

VI. Objective: To maintain a safe environment through prevention

measures.

Strategies:

A. Identify physical barriers and suggestions for altering the facility that would improve safety.

N/A

B. What safety measures are in place or planned to limit access to the building and school yard to establish an identification system and to improve communication?

Safety measures in place to limit access to the building and school yard are:

1. The exterior doors are locked after the last bus load of students have arrived. All visitors must enter the school through on entrance.
2. The school gate remains closed during school hours and this area is monitored closely.

C. What arrangements are in place or planned for dispute mediation and conflict management between individuals or groups?

Most cases of dispute mediation and conflict management between individuals or groups are handled by the principal. After the principal meets with the individuals or groups the following strategies are implemented.

1. Schedule sessions with the social worker.
2. Group and individual counseling sessions with the guidance counselor.
3. Presentations by community resource persons.

D. List safety topics addressed at faculty meetings or staff development. What safety training has faculty received?

Safety topics addressed at faculty meetings:

1. Review local crisis management plan.
2. Implementing Student/Parent safety councils.

Some faculty members have received CPR training.

E. What efforts are being made or planned to address youth violence and gang activity?

NOPD – People Fighting Crime Unit
Children's Bureau
GREAT Program

Institute of Mental Health
 LSUMC – New Orleans Violence and Children’s Intervention Project
 Tulane School of Medicine / The Children Health Fund
 New Orleans Children health Program

F. What suicide prevention measures are in place or planned?

with students and parents when indicated.

G. What educational efforts have been made or planned to assist faculty in recognizing abuse or other forms of victimization?

H. Is instruction in violence reduction included in the school curricula? Yes No If yes
 Which curriculum is used? PBS – Life Skills

I. What is the evacuation plan in case of emergency? What system will be followed to reunite young children with parents?

J. What efforts have been made or are planned to involve parents in cooperative efforts to reduce the potential for crisis?

K. List any additional safety strategies.

VII. Objective: To utilize community resources and parents to prevent and resolve crisis in school.

Strategies:

A. Who are the community leaders who will assist schools in creating and maintaining a physically safe and emotionally positive school environment?

B. Who are the parents who will assist schools in creating and maintaining a physically safe and emotionally positive school environment?
 2nd Cup Parents

C. What are the community resources available to assist schools in creating and maintaining a physically safe and emotionally positive school environment?

Family Services of GNO/ Children Bureau/ LA Spirit

Tulane School of Medicine & The Children Health Fund; New Orleans Children’s Health Project
 Communities and School
 Children’s Defense Fund

N/A

Safety measures in place to limit access to the building and school yard are:

1. the exterior doors are locked after the last bus load of students have
2. The school gate remains closed during school hours and this area is

1. Scheduled sessions with the social worker.
2. Group and individual counseling sessions with the guidance teacher.
3. Presentations by community resource persons.

D. List safety topics addressed at faculty meetings or staff development. What safety training has faculty received?

Safety topics addressed at faculty meetings.

1. review local crisis management plan
2. Implementing Student/Parent safety councils.

1. Resources persons will be contracted to set up workshops.

Suicide prevention is addressed by the Social Worker, an alternate will be Designated and trained to act in her absence.

Community agencies are utilized to Psychiatric Assessments and follow-up.

Faculty and staff members have been given information to assist students by knowing whom to contact when a student is at risk for suicide, abuse or victimization. If for some reason consultation is needed the designated resources person will assist them in making the correct decision. Telephone numbers for appropriate agencies will be given to each teacher.

New Orleans Violence and Children's Intervention Project Institute of
Mental Health
NOPD – People Fighting Crime Unit

Students will be maintained in a centralized location. Parents will be contacted using information from emergency file. Parents will be contacted by telephone whenever possible. If a major incident occurs, radio and television stations will be contacted to convey information.

Parent forums have been held in the past. We will organize additional Parent Training Workshop utilizing community resources.

Councilperson	Jon D. Johnson
Representative	Charmaine Marchand
President (FOKS)	Hilda Young

Tracy Love	Parent Liaison
Mrs. Sylvia Ellison	- PTO President

Institute of Mental Health
LSUMC – New Orleans violence and Children’s Intervention Project
NORD – People Fighting Crime Unit
Children’s Bureau

SECTION II - SCHOOL SAFETY PLAN

- I. School safety committee
 1. Principal
 2. Teachers
 3. PTA President
 4. Additional Parents
 5. Building Committee Representative
 6. Custodian

- II. Principal’s Responsibility
The principal has the responsibility of maintaining security and safety in the school by implementing appropriate procedures, providing safe conditions, facilities, supervision of staff, and taking action against those who threaten the safety of the school.

- III. General Security

- A. A special code utilizing the word "fire in the hole" will alert teachers that an intruder is in the building or that an emergency situation exists. The procedure to follow is to lock the classroom doors and allow no children out of the room.
- B. Strangers in the halls are to be reported to the office the fastest way possible since there is no public address system and/or paging intercom telephone lines.
- C. A designee will be assigned by the principal to maintain safety in her absence.

IV. Door and Building Security

- A. All doors will remain in working order at all times. Regular periodic Checks will be made to insure that they are locked. Defective or damaged doors must be reported by the custodians.
- B. All doors must be locked to the outside when they are not being used to admit or dismiss children exclusive of the main door.
- C. The custodial staff will assist in morning and afternoon rounds to check building security to ensure that doors are closed, locked from the outside and free from any objects that might keep the ajar.
- D. Teachers housed in classrooms near entrances will be requested to check doors periodically during the day.
- E. Bathrooms will be checked periodically as part of the custodial schedules and by other additional staff persons.

V. Visitors

- A. A sign will be posted at the front entrance that states, "All persons entering the school must report to the office, sign the visitor's book and get a pass.
- B. All visitors in the building must have a visitor's pass.
- C. Visitor's can not visit a class unless the teacher is on planning so that instructional program is not interrupted.
- D. Classroom teachers will notify their neighbors or buddy of difficulty or suspicion of an intruder.
- D. Visitor's must sign out and exit through the main door.

VI. Safe School Atmosphere

- A. When the school alert is given teacher aides, teachers or planning, support staff and custodians will check for children in halls, auditorium, bathrooms, and yard and bring children to the nearest classroom. A second notification will give the "all clear" signal.
- B. Classes going to the yard will lock the door behind them. They will re-enter the building via a specified entrance.
- C. No child is permitted out of the class without a pass. students should go in pairs.
- D. The following classroom precautions should be taken:
 - 1. Never leave money in school.
 - 2. Do not give keys to children. They can be easily lost and then used by an intruder.
 - 3. Keep records, audiovisual equipment and other valuable items locked in the teacher's file cabinet.
 - 4. Do not leave any personal items on the desks such as pocketbooks and wallets.
 - 5.
- E. Substitutes should be acquainted with regular and emergency safety procedures.
- F. Students will be acquainted with safety program information.
- G. Alarm systems should be periodically tested.

Disaster Preparedness

For Financial Records

Dr. Martin Luther King, Jr. Charter School is committed to maintaining a vigilant state of preparedness for the financial records of the school. Enlightened self-interest tells us that to be prepared is the greatest weapon against disaster. In recognition of the possibility, of both small and large disasters, the Disaster preparedness Committee devised the following plan to ensure that appropriate actions are taken to secure financial records in the event of a disaster.

- The school has saved all financial records on CD which is kept in a secure file saved in Quick Books.
- The school has a partnership with a school in Hattiesburg, Mississippi to locate actual financial records.
- The records are also kept on a school laptop for easy access away from the school.



Dr. Doris R. Hicks, CEO

Community Programs, Organizations/ Agencies

The following is a list of programs and organizations/agencies that the Friends of King School District is working with to strengthen family and community involvement

1. Common Ground (Lower Ninth Ward)
2. Goodwill Industries
3. Dillard University
4. Xavier University
5. Silverbacks
6. Fatherhood Roundtable
7. Mu Lambda Kappa Mentoring Program
8. Kappa Pi Kappa Mentoring Program
9. StemNOLA
10. Starbase-Jackson Barracks
11. Lower Ninth Ward Neighborhood Council
12. Toys Give Away- Mr. Dan Williams and Aphonse Martin
13. Office of Juvenile Justice
14. Family In Need of Services (FINS)
15. Second Harvest



Friends of King School District
SPLC Charter School Leader Requirements – Type 3B

In compliance with the Consent Judgment agreement in Civil Case No. 2:10-cv-04049, I, Dr. Doris R. Hicks, School Leader of The Friends /Dr. Martin Luther King Jr. Charter School, attest to the following:

1. Special Education Program Description - In compliance with the Consent Judgment agreement in Civil Case No. 2:10-cv-04049, I certify that the approved Special Education Program Description will be available to parents and the public via the school website. **I am including the updated Special Education Program Description for review by the Independent Monitor (IM).**

2. Disability Discrimination Complaint Procedures - In compliance with the Consent Judgment agreement in Civil Case No. 2:10-cv-04049, I certify that I will:

- continue to use the approved 2017-2018 Disability Complaint Procedures, with **no** modifications, and **I am including the compliant procedures for review by the IM**
- adopt a different set of complaint procedures, and **I am including the compliant procedures for review by the IM.**

3. Disability Discrimination Complaint Procedures Distribution Plan - In compliance with the Consent Judgment agreement in Civil Case No. 2:10-cv-04049, I certify that I will distribute the approved disability complaint procedures to all parents via the following methods:

- 1. News Letter
- 2. Websites
- 3. SSAT Meetings
- 4. Parent Meetings

4. Special Education Discipline Policy and Procedures - In compliance with the Consent Judgment agreement in Civil Case No. 2:10-cv-04049, I verify that the special education discipline policy and procedures used during the 2017-2018 school year:

- will **not** be modified. They will remain the same for the 2017-2018 school year, and I will abide by the policies and procedures.
- will be modified, and **I am including the modified policy and procedures for review by the IM.** Once approved, we will abide by the policies and procedures.



Friends of King School District
SPLC Charter School Leader Requirements – Independent LEA Status

5. **School Master Plan for Discipline** - In compliance with the Consent Judgment agreement in Civil Case No. 2:10-cv-04049, I certify that the School Master Plan for Discipline will be adhered to and kept on file for purposes of review and monitoring, in accordance with La. Rev. Stat §17:251-252. I am including the completed School Master Plan for Discipline for review by the IM.

6. **Enrollment Guidance** – In compliance with the Consent Judgment agreement in Civil Case No. 2:10-cv-04049, I certify that I have thoroughly reviewed the Enrollment Discrimination Policy Guidance provided by the Orleans Parish School Board, and I understand the content of the materials concerning the enrollment of students with disabilities.

7. **Child Find Guidance** - In compliance the Consent Judgment agreement in Civil Case No. 2:10-cv-04049, I certify that I have thoroughly reviewed the Child Find Written Guidance document provided by the Orleans Parish School Board, and I understand the content of the materials concerning the legal requirements of Child Find.

8. **Undocumented Suspension Guidance** - In compliance the Consent Judgment agreement in Civil Case No. 2:10-cv-04049, I certify that I have thoroughly reviewed the Undocumented Suspension Guidance Document, and I understand the content of the materials concerning the legal requirements for discipline of students with disabilities.

9. **FAQ: SPED in Charter Schools** - In compliance the Consent Judgment agreement in Civil Case No. 2:10-cv-04049, I certify that I will ensure that the FAQ: SPED in Charter Schools Document is sent home to every parent at the beginning of the 2017-2018 school year via the following method: Orientation, First Day of School Correspondences

Louis Roche-Thick

School Leader Signature

Date

Please direct all questions to FOKS @ 940-2243

Upon completion of the above tasks, you must sign, scan, and return this form, attaching supporting documentation, to the OPSB Exceptional Children’s Services Office via email to ecs@opsb.us no later than **June 9, 2018**. Please retain the original, signed form for you records.