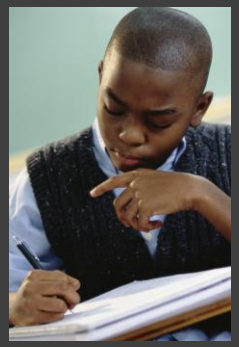
RECOVERY SCHOOL DISTRICT – NEW ORLEANS
TRADITIONAL PUBLIC AND CHARTER SCHOOLS



Be Safe
Be Responsible
Be Respectful

Creating Positive School Culture

Student Code of Conduct

2010-2011

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Revised 06/11/10

Welcome to the 2010-2011school year. The Recovery School District – New Orleans Traditional Public and Charter Schools Student Code of Conduct, herein referred to as Student Code of Conduct, is dedicated to making sure all students are in school and engaged in learning. The Student Code of Conduct partners with *Positive Behavior Support (PBS)* to foster student academic and behavioral success. The key to academic and behavioral success is ensuring that each student has exemplary attendance. In addition, all members of the school community need to respect each other in order for our schools to provide positive learning environments for children.

The information in the Student Code of Conduct outlines consistent expectations for student's behavior in school, describes appropriate interventions, outlines consequences for students who engage in inappropriate behavior, and explains the rights and responsibilities of members of the school community. The Student Code of Conduct applies to the actions of students during school hours, on the way to and from school, on school property, in *Local Education Agency (LEA)* sponsored vehicles, and attending all school sponsored events. The following representatives from the *LEA* in the Greater New Orleans Area endorse the Student Code of Conduct:

RSD Direct Run Schools

N.O. Charter Science and Math High School

University of New Orleans

Algiers Charter Schools Association

Please take the time to read this document and discuss it with your child. The staff of the Office of School Management is available to answer any questions you have about the Student Code of Conduct. Please call (504) 373-6200 extension 20018 or 20022 with any questions.

NOTE: State law requires that the Student Code of Conduct be shared with parents/legal guardians, students, and teachers and be reasonably and consistently enforced.

Recovery School District – New Orleans Traditional Public and Charter Schools
Student Code of Conduct

2010-2011

Student and Parent(s)/Legal Guardian(s) Acknowledgement

The Recovery School District – New Orleans Traditional Public and Charter Schools Student Code of Conduct is in place to help students gain the greatest possible benefit from their educational opportunities. We encourage parents/legal guardians and students to review this Student Code of Conduct together and talk about the importance of being safe, responsible, and respectful at school and in everyday life.

When you have read this document with your child, please sign below and return this sheet to your child's school.

I have received, reviewed, and understand the Recovery School District – New Orleans Traditional Public and Charter Student Code of Conduct.

_____	_____	_____
Print Student Name	**Student Signature**	**Date**
_____	_____	_____
Print Parent/Legal Guardian Name	**Parent/Legal Guardian Signature**	**Date**

Mission of the Louisiana Department of Education

The mission of the Louisiana Department of Education is to:

- Ensure Higher Academic Achievement for all Students
- Eliminate all Achievement Gaps
- Prepare Students to be Effective Citizens in a Global Market

Purpose of the Student Code of Conduct

- Create a consistent set of expectations for student behavior
- Reinforce positive behavior and provide students with opportunities to develop appropriate social skills
- Outline the interventions and consequences for students who engage in inappropriate behavior
- Explain the rights and responsibilities of all members of the school community
- Engage students in a safe, positive, and supportive learning environment

Definition of Discipline

Discipline is defined as the steps, action, or training teachers, administrators, support staff, and parents/legal guardians implement to enhance student academic, social, moral, and mental improvement.

Student Pledge

- I pledge to be in attendance and on time for class every day
- I pledge to be safe, responsible, and respectful
- I pledge to be a problem-solver
- I pledge to work hard, do my best, and be proud of myself

Behavioral Expectations and Responsibilities

Responsibilities of the school community:

- BE SAFE: Understand the Student Code of Conduct and what is expected of you
- BE RESPONSIBLE: Encourage and assist others
- BE RESPECTFUL: Respect the rights of students, parents/legal guardians, faculty, staff, and visitors

Responsibilities of District Administrators

- Provide appropriate training and resources as needed to implement *PBS* and non-violent Crisis Prevention Intervention (*CPI*) at each school-site
- Require each school to have a crisis team trained in the *CPI* procedures
- Assist parents/legal guardians who are unable to resolve issues at the school-level
- Review and revise (if needed) the Student Code of Conduct annually
- Conduct *expulsion* hearings
- Review *suspension/expulsion* appeals
- Review attendance and discipline data to determine district-level decisions

Responsibilities of School Administrators

- Distribute the Student Code of Conduct to students, parents/legal guardians, and all school personnel
- Implement the Student Code of Conduct in a fair and consistent manner
- Based on school data, identify appropriate training and resources as needed to implement *PBS*
- Require a team of at least three (3) staff be trained in *CPI* procedures. These team-members are the only personnel permitted to use the full continuum of *CPI* Non-violent Crisis Intervention procedures in situations that warrant use of physical restraint.
- Use research-based practices to prevent minor incidents from becoming major challenges
- Ensure accurate and timely entry of *discipline* referrals into the Student Information System (*SIS*) and maintain compliance (e.g. students with disabilities and qualified 504 students ten (10) day removal rule)
- Review discipline referrals and determine appropriate intervention(s) or consequence(s)

Responsibilities of Students

- Be in attendance **EVERY** school day scheduled by the *LEA*
- Follow the Student Code of Conduct
- Follow the school's expectations and rules
- Follow the school's dress code
- Respect school property and the property of others
- Work hard and do your best
- Ask teachers, School Social Work Specialists, Professional School Counselors, parents/legal guardians, school administrators, and other adults for help to solve problems

Responsibilities of Parents/Legal Guardians

- Read the Student Code of Conduct
- Support your child in following the Student Code of Conduct
- Understand your child's rights and responsibilities
- Teach your child to respect the rights of others
- Make sure your child comes to school everyday on time and ready to learn
- Teach your child to respect school property and the property of others
- Recognize that school personnel must enforce the Student Code of Conduct
- Seek available resources to assist and support your child within the school and the community

Responsibilities of the Recovery School District (RSD) Public Safety Officers

- Help school officials cope with the growing incidence of school violence
- Assist in creating a safe and conducive learning environment in our schools
- Work in conjunction with the *PBS* mandates and *CPI* protocol
- Provide schools with on-site security and a direct link to local law enforcement agencies
- Collaborate with local law enforcement officers, Professional School Counselors, School Social Work Specialists, and school administrators

Responsibilities of Teachers

- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Teach and positively reinforce the Student Code of Conduct
- Address infractions through a variety of interventions such as *PBS* and *Response to Intervention* (*RTI*), including alternatives to *suspension* and *expulsion*
- Provide corrective instruction to students who demonstrate challenging behavior
- Use professional judgment to prevent minor incidents from becoming major challenges
- Request additional professional staff development and/or training as needed

Scope of the Student Code of Conduct

The Student Code of Conduct is intended to outline a range of appropriate responses for inappropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct must not be used to *discipline* students for poor academic achievement or failure to complete assignments.

- Parents/legal guardians refusal to appropriately support their child's education cannot be considered misconduct on the part of the child.

- The Student Code of Conduct applies to all students. However, *discipline* for students with disabilities shall be administered in accordance with federal and state law **(see page 26)**.

- The Student Code of Conduct applies to actions of students during school, **ON THE WAY TO AND FROM SCHOOL**, while on school property, while traveling in vehicles sponsored by the school district and during all school-sponsored events.

Dress Code Expectations

Each school site shall develop a Dress Code Policy in partnership with students, parents/legal guardians, and school personnel. Each Dress Code Policy will support a positive school culture by identifying attire that promotes school safety and student health. In all cases the school principal or designee shall inform the student, parent(s)/legal guardian(s), and school community of the school Dress Code Policy. All students and parents/legal guardians are expected to follow the written policy.

Questions concerning the school Dress Code Policy should be referred first to the school principal or designee. Individuals who have further questions about a school's Dress Code Policy can contact the *LEA* where the student is enrolled.

Procedures for Correcting Inappropriate Attire:

School principals and staff should uniformly apply the following procedures for occurrences in which students wear inappropriate attire. **Principals and staff must not remove the student from the instructional process or send a student home for inappropriate attire or for not having an identification card. Staff will direct students to correct inappropriate attire that can be immediately corrected with no further action.**

If the inappropriate attire cannot be corrected immediately, staff will take the following steps:

1st Occurrence: The student will be returned to class with a letter of reminder regarding inappropriate attire to the parent(s)/legal guardian(s) from the principal or designee to be signed and returned the following day.

2nd Occurrence: The student will be returned to class with a letter of reminder regarding inappropriate attire to the parent(s)/legal guardian(s) from the principal or designee to be signed and returned the following day. The parent(s)/legal guardian(s) will be called for a conference with the principal or designee or other school personnel. School personnel will determine if the School Social Work Specialist is needed to assist the child in obtaining a uniform.

3rd and Subsequent Occurrence: The student will be returned to class with a letter of reminder regarding inappropriate attire to the parent(s)/legal guardian(s) from the principal or designee to be signed and returned the following day. The parent(s)/legal guardian(s) will be called for a conference with the principal or designee or other school personnel. School personnel will determine if the School Social Work Specialist is needed to assist the child in obtaining a uniform and/or address related needs. If appropriate, administrator may refer to Level 1 Infraction (1.32).

Attendance Expectations

In compliance with Bulletin 741 – Louisiana Handbook for School Administrators (R.S. 17:221), all students between the ages of seven and eighteen are required to attend a public or private day school unless the child graduates from high school prior to his/her eighteenth birthday. Any child below the age of seven who legally enrolls in school is also subject to Bulletin 741 – Louisiana Handbook for School Administrators (R.S. 17:221).

Attendance Policy for Elementary and Middle School Students

Elementary and middle school students must be in attendance a minimum of 60,120 minutes (167 days) a school year.

Attendance Policy for High School Students

High school students must be present 30,060 minutes (equivalent to 83.5 six hour school days), per semester or 60,120 minutes (equivalent to 167 six hour school days) a school year for schools not operating on a semester basis.

"The only exception to the attendance regulation shall be the enumerated extenuating circumstances that are verified by the Supervisor of Child Welfare and Attendance. Students shall be temporarily excused from the attendance regulation for the following reasons:

1. extended personal, physical, or emotional illness. Each *LEA* shall adopt policies regarding the requirement of a certificate from a physician or nurse practitioner licensed in the state in substantiation of the absence;
2. extended hospital stay as verified by a physician or dentist;
3. extended recuperation from an accident as verified by a physician, dentist, or nurse practitioner;
4. extended contagious disease within the family as verified by a physician or dentist; or
5. observance of special and recognized holidays of the student's own faith.

For any other extenuating circumstances, the student's parent(s)/legal guardian(s) must make a formal appeal in accordance with the due process procedures established by the *LEA*.

The only other exception to the attendance regulations shall be other absences that are verified by the principal or his/her designee as stated below:

1. prior school system-approved travel for education;
2. death in the family (not to exceed one week); or
3. natural catastrophe and/or disaster."

Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades, shall not receive those grades if they are unable to complete make-up work or pass the course.

Students participating in school-approved field trips or other instructional activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.

The days absent for elementary and secondary school students shall include temporarily excused absences, unexcused absences, and *suspensions*.

Students shall be considered temporarily excused from school for personal illness, serious illness in the family, death in the family (not to exceed one week), or for recognized religious holidays of the student's own faith and shall be given the opportunity to make up work.

Students shall not be excused for any absences other than those listed above, shall be given failing grades in those subjects for those days missed, and shall not be given an opportunity to make up work.

Students shall not be excused from school to work on any job, including agriculture and domestic services, even in their own homes or for their own parents or tutors, unless it is part of an approved instructional program.

Students absent from school as a result of any *suspension* shall be counted as absent, shall be given failing grades for those days suspended, and shall not be given an opportunity to make up work."

The decision of the superintendent on the merit of the case, as well as the term of suspension, shall be final, reserving the right to the superintendent to remit any portion of the time of suspension.

Visitors to Campus

To provide safe and orderly learning environments, **ALL** visitors must report to the school office **IMMEDIATELY** upon entering the school to request authorization from the school principal or designee.

School Bus Conduct

Students must comply with the Student Code of Conduct while traveling on a school bus to and from their homes or school-sponsored activities. If a student commits an infraction covered in the Student Code of Conduct on a school bus, the school bus driver/monitor will complete the "The School Bus Behavior Report" and give a copy of the form to the principal or designee, parent(s)/legal guardian(s), and the student.

If the principal or designee decides a conference is necessary, the principal or designee will notify the parent(s)/legal guardian(s) the same day or the following school day. The parent conference with the principal or designee will be held in person or by phone before the student is allowed to ride the bus again.

A *school bus suspension* does not necessarily mean a *suspension* from school. If a child is suspended from the school bus, it is the parent(s)/legal guardian(s)' responsibility to ensure that the child arrives at school on time.

If a student with disabilities is suspended or expelled from the bus, the school is required to provide alternate transportation to the student if transportation is documented on the *Individual Education Plan* (*IEP*). Should transportation not be documented on the *IEP*, it is the parent(s)/legal guardian(s)' responsibility to ensure that the child gets to school on time.

Classifying Infractions

Discipline incidents will be classified as Level 1, Level 2, and Level 3 Infractions.

Level 1 Infractions – *Discipline* incidents that can be handled by the teacher and do not warrant a *discipline* referral to the principal or designee. Any behavior that is of low level intensity, passive in nature and/or of a non-threatening manner is a Level 1 Infraction.

Level 2 Infractions – *Discipline* incidents that interfere with anyone's safety and learning, are of a threatening or harmful nature, legal violations and warrant administrative interventions. Such behaviors should be considered Level 2 Infractions.

Level 3 Infractions – *Discipline* incidents that severely interfere with anyone's safety and learning, are of a threatening or harmful nature, are legal violations and warrant immediate response from administration, crisis team, entire staff, and/or community support are Level 3 Infractions.

OSM

Corrective Strategies: Alternatives to Suspension and Expulsion

Academic success is directly correlated with instructional time received by the student.

In the effort to fully implement *PBS* and reduce the loss of instructional time due to *out-of-school suspension* and *expulsion*, each school should utilize a wide variety of preventive and *corrective strategies* that incorporate a *PBS* systems approach.

PBS is a school systems approach to creating and maintaining a climate of safety and learning in our schools. All intervention techniques used in *PBS* are evidenced-based and have been shown to be effective in reducing school *discipline* violations and creating effective learning environments. Intervention techniques are divided into three categories or systems of support: Universal, Selected, and Targeted. The effectiveness of the strategies in creating safe learning climates is directly related to the support and reinforcement by all staff in school buildings at all times. Consistency and common language in school rules and expectations from all staff creates a predictable school environment for students.

Universal Strategies are the most prevalent and affect the most students. These strategies are for all students and are usually the most easily identified because they are observed school-wide, in the common areas of the school and in classrooms. *Corrective Strategies* may include but are not limited to:

- effective academic instruction;
- social skills teaching;
- effective classroom management;
- posting, teaching, and re-teaching school behavior expectations;
- positive reinforcement for all students;
- active supervision and monitoring by all staff;
- firm, fair, and corrective *discipline*; and
- data-based decision making.

Selected Strategies are for students who are at-risk and include classroom and small group strategies. Students in the at-risk group benefit from the universal strategies, but may need extra support to be successful. *Corrective Strategies* may include but are not limited to:

- intensive social skills teaching;
- self-management programs;
- school-based adult mentors; and
- alternatives to *out-of-school suspension*.

Targeted Strategies are for students who are at high-risk and include individual interventions. Students who are in this group benefit from the Universal and Selected Strategies, but will need extra support in order to remain in school. *Corrective Strategies* may include but are not limited to:

- intensive academic support;
- functional assessment;
- individual behavior management plans;
- parent training and collaboration;
- multi-agency collaboration, alternatives to *suspension* and *expulsion*; and
- community service.

Additional *Corrective Strategies*, also known as alternatives to *suspension* and *expulsion*, may include but are not limited to:

- Contact and/or conference with parent(s)/legal guardian(s)
- *Behavior Contract*
- *Behavior Intervention Plans*
- *Home-to-School* and *School- to-Home Communication System*
- *Reflective Activity*
- Loss of privilege
- Schedule adjustment (if possible)
- Referral to the School Social Work Specialist
- Referral to a community-based agency for intensive/long term counseling
- Referral to the Professional School Counselor
- Referral to the *RTI* team
- *After-school detention*
- *Saturday School*
- *School Bus Suspension (see School Bus Conduct* pg. 12)

Level 1 Infractions: Corrective Strategies

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Level 1 Infractions	Corrective Strategies **Multiple strategies may be used depending on individual student's needs.** ***Corrective Strategies* may include but are not limited to:**
BE SAFE	Remain in assigned areas.	1.23 Boarding and deboarding school transportation at incorrect stop 1.42 *Horseplaying* 1.43 Violates off-limits/restricted area	**<u>First Infraction:</u>** • Use of the Student Code of Conduct to reinforce positive behavior and present the student with opportunities to develop appropriate social skills • Posting, teaching, and re-teaching school behavior expectations • Having the student apologize and making amends with those affected **<u>Repeated Infractions</u>:** • Contact and/or confer with parent(s)/legal guardian(s) • Implement a *Home-to-School* and *School-to-Home Communication System* • Utilize *Check-In/Check-Out* • Implement a *behavior contract* that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions • Firm, fair, and corrective *discipline* • Use of *Positive Behavior Intervention Support Services (PBISS)* • *After-school detention* • *Saturday School* • Loss of privilege • Data-based decision making • Refer the student to the *RTI* team • Refer the student to the School Social Work Specialist • Refer the student to the Professional School Counselor
BE RESPONSIBLE	Arrive to class on time and participate in class.	1.19 Is habitually tardy and/or absent 1.25 Eating/drinking/littering 1.26 Skipping class/school 1.32 Habitual dress code violation 1.39 Not having proper materials, supplies, and/or equipment for class participation 1.40 Not participating in class 1.47 Not dressing out for physical education class 1.48 Sleeping in class 1.49 Not having/incomplete homework 1.65 ID violation (if provided)	
BE RESPECTFUL	Follow the teacher's directions and use positive language with peers.	1.03 Making an unfounded charge against authority 1.04 Using profane and/or obscene language 1.35 Refusing to sit in assigned seat 1.37 Public display of affection (holding hands, kissing, hugging, etc.) 1.50 Talking in class	

		1.99 Any other infraction that the principal or designee deems similar in severity to other Level 1 Infractions	• *School Bus Suspension* (if applicable)

Level 2 Infractions: Corrective Strategies

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Level 2 Infractions	Corrective Strategies **Multiple strategies may be used depending on individual student's needs.** ***Corrective Strategies* may include but are not limited to:**
BE SAFE	Solve problems peacefully.	2.08 Using/possessing tobacco and/or lighter 2.17 Violating traffic and safety regulations 2.22 Leaving school bus without permission 2.34 Using inappropriate objects (i.e. the use of an object to harm others or damage property) 2.52 Physical assault without serious bodily injury	1. **MANDATORY** parent(s)/legal guardian(s) contact to inform parent(s)/legal guardian(s) of accusation and status of investigation. Parent(s)/legal guardian(s) will be given the option to attend the student conference. 2. **MANDATORY** school-level investigation and student conference **If the principal determines that disciplinary action is warranted:** 3. **MANDATORY** school-level conference with student, parent(s)/legal guardian(s), principal or designee and staff member(s) involved to determine and implement appropriate *corrective strategies* 4. **MANDATORY** complete and /or review and revise a *Functional Behavior Assessment (FBA)* and *Behavior Intervention Plan (BIP)* after the 3rd and subsequent occurrence(s) in conjunction with the *RTI* team 5. **MANDATORY** (use as appropriate) *Corrective Strategies* • Contact and/or confer with parent(s)/legal guardian(s)
BE RESPONSIBLE	Respect school property and ask before borrowing other's property.	2.11 Cutting, defacing, damaging school/*vandalism* 2.18 Leaving school campus and/or traditional classroom without permission 2.20 Guilty of stealing (less than $100.00) 2.28 Gambling 2.31 Habitual violations of school/class rules 2.33 Failing to attend *detention* or *in-school suspension* 2.51 Using computer without	

		permission/improper use of computer (e.g. viewing unauthorized websites, overriding district filter) 2.60 *Extortion* (less than $100.00)	• • Implement a *Home-to-School* and *School-to-Home Communication System* • Post, teach, and re-teach school behavior expectations • Utilize *Check-In/Check-Out* • Implement a *behavior contract* that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Firm, fair, and corrective *discipline* • Use of *PBISS* • *After-school detention* • *Saturday School* • Loss of privilege • Data-based decision making • Refer the student to the *RTI* team • Refer the student to the School Social Work Specialist • Refer the student to the Professional School Counselor • *School Bus Suspension* (if applicable)
BE RESPECTFUL	Consider other's feelings and respect personal space.	2.01 Willful disobedience 2.02 Treating an authority with disrespect (includes profanity towards an authority figure) 2.10 Disturbing the school/habitually violating rules (one-on-one fight) 2.12 Writing or drawing obscene /profane language/pictures 2.36 Treating another student(s) with disrespect 2.99 Any other infraction that the principal deems to be similar in severity to other Level 2 Infractions	

Level 3 Infractions: Corrective Strategies

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Level 3 Infractions	Corrective Strategies **Multiple strategies will be used depending on individual student's needs.** ***Corrective Strategies* may include but are not limited to:**
BE SAFE	Ask for help if you do not feel safe.	3.06 Conduct or habits injurious to others (peers/authority) 3.07 Using/possessing controlled dangerous substances that cause significant impairment (e.g. falling asleep, lethargic, slurred speech, decreased motor coordination) including unauthorized use of prescribed drugs 3.09 Using/possessing alcoholic beverages 3.13 Using/possessing weapons prohibited under federal law (e.g. handguns, automatics, etc.) 3.14 Using/possessing weapons not federally prohibited (e.g. bb/air/paint guns, knife, box cutter, mace, etc.) 3.15 Throwing missiles liable to injure others 3.16 Instigating or participating in fights (e.g. interference in a fight) 3.21 Committing any other serious offense 3.27 Threatening/intimidating students/faculty 3.29 Possessing/shooting fireworks 3.45 *Bullying* and *Cyberbullying*	**For infractions involving possession, use, or concealment of illegal drugs and firearms, the following steps must be implemented:** 1. **MANDATORY** student conference and school-level investigation **If the principal determines that a recommendation for *expulsion* is warranted:** 2. **MANDATORY** parent(s)/legal guardian(s) contact 3. **MANDATORY** school-level conference 4. **MANDATORY** referral to the *RTI* team at the current school for *case coordination* 5. **MANDATORY** referral to School Social Work Specialist and/or Professional School Counselor at the current school for *case coordination* 6. **MANDATORY** recommendation for *expulsion* and interim placement **<u>For all other Level 3 Infractions, the following steps must be implemented:</u>** 1. **MANDATORY** student conference and school-level investigation **If the principal determines that a recommendation for *expulsion* is warranted:**

		(e.g. harassing, intimidating, making threats, etc.) 3.53 Physical assault with serious bodily injury 3.54 *Aggravated assault* to another student 3.55 *Aggravated assault* to a school district employee 3.56 Rape/*sexual assault/battery* 3.57 Arson (starting a fire) 3.58 Using any object or substance to harm, frighten, or intimidate others 3.59 Causing a false fire alarm or making bomb threats 3.63 Group fighting; two (2) or more students involved in a fight does not necessitate an automatic recommendation for expulsion UNLESS serious bodily injury occurs.	2. **MANDATORY** parent(s)/legal guardian(s) contact 3. **MANDATORY** school-level conference with School Social Work Specialist and Professional School Counselor present 4. **MANDATORY** complete and /or review and revise a *FBA* and *BIP* after the 3rd and subsequent occurrence(s) in conjuction with the *RTI* team 5. **MANDATORY** referral to School Social Work Specialist for an assessment and, if necessary, implementation of school-based treatment plan, or referral to a mental health facility upon re-entry to school. *Corrective Strategies*: • Contact and/or confer with parent(s)/legal guardian(s) • Implement a *Home-to-School* and *School-to-Home Communication System* • Parent training and collaboration • Posting, teaching, and re-teaching school behavior expectations • Utilize *Check-In/Check-Out* • Implement a *behavior contract* that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions • Intensive academic support • Intensive social skills teaching • Self-management program • Community service • Firm, fair, and corrective *discipline* • Use of *PBISS* • *After-school detention* • *Saturday School*
BE RESPONSIBLE	Be cooperative in the event of an emergency.	3.00 4th *Suspension* **3.18 Leaving alternative school campus without permission** 3.20 Guilty of stealing ($100.00 or more) 3.24 Defacing school bus or destroying property 3.30 Major disturbance in classroom/school campus (e.g. food fight) or school bus 3.41 Dishonesty (forging signature, grades or cheating) 3.44 Cell phone violation (videoing *sexting*, inappropriate texting, use with intent to harm others) 3.60 *Extortion* ($100.00 or more) 3.64 School probation violation	

BE RESPECTFUL	Understand when the answer given to you is, "No."	3.05 Guilty of immoral or vicious practices (inappropriate bodily contact, sexual intercourse) 3.38 Sexual harassment 3.46 Bodily contact without consent (rape, sexual *battery*) 3.51 Improper use of computer (viewing pornographic websites) *3.61 Burglary* 3.62 *Robbery* 3.99 Any other infraction that the principal deems to be similar in severity to other Level 3 Infractions	• Loss of privilege • Data-based decision making • Refer the student to the *RTI* team • Refer the student to the School Social Work Specialist • Multi-agency collaboration • Refer the student to the Professional School Counselor • *School Bus Suspension* (if applicable)

Suspension

A *suspension*, in which the student is not allowed to attend school for a designated period of time, is a *corrective strategy* a school may utilize if a student commits a Level 2 or 3 Infraction.

When a student is suspended for a second time within one school year, the principal or designee may require that a counseling session be held with the parent(s)/legal guardian(s) and student by the Professional School Counselor.

Responsibilities of the school and the parent(s)/legal guardian(s) when a *suspension* is given are explained below in the section entitled, "Due Process Procedures for *Suspensions*."

Due Process Procedures for Suspension

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any *suspension* or *expulsion*. For Student Code of Conduct infractions that may warrant a *suspension* or recommendation for *expulsion*:

1. The principal or designee must conduct a student conference and school-level investigation within a 24 hour period.*

2. Prior to any *suspension*, the school principal or designee must advise the student in question of the particular misconduct of which he or she is accused as well as the basis for such accusation, and the student shall be given an opportunity at that time to explain his or her version of the facts to the school principal or designee.**

3. The principal or designee, must contact by telephone or send a certified letter to the parent(s)/legal guardian(s) of the student, to give notice of the *suspension*, to provide the reason for the *suspension*, and to establish a date and time for a conference with the principal or designee as a requirement for readmitting the student. **

   a. If the parent(s)/legal guardian(s) fails to attend the required conference within five (5) school days of mailing the certified letter or other contact with the parent(s)/legal guardian(s), the Louisiana Compulsory Attendance Law (R.S. 17:221) shall shall become effective and the case will be referred to the School Social Work Specialist. Title 17, Section 221 of the Louisiana Revised Statutes states:

      "All children between the ages of 7 and 18 (from the seventh to the eighteenth birthday) must attend a public or private day school, unless the child graduates from high school prior to his/her eighteenth birthday. Any child below the age of seven, who legally enrolls in school, shall also be subject to the provision of this subpart. Every parent residing within the state of Louisiana must assure the attendance of their children in regularly assigned classes during regular school hours as established by the school board."

   b. On not more than one occasion each school year when the parent(s)/legal guardian(s) refuses to respond, the principal or designee may determine whether readmitting the student is in the best interest of the student.

   c. On any subsequent occasion in the same year, the student shall not be readmitted unless the parent(s)/legal guardian(s), or other appointed representative responds. The School Social Work Specialist will continue to monitor the case.

4. **THE STUDENT SHALL REMAIN IN SCHOOL UNTIL THE END OF THE SCHOOL DAY UNLESS RELEASED INTO THE CARE OF HIS/HER PARENT(S)/LEGAL GUARDIAN(S).** A student whose presence in a school poses a continued danger to any person or property or an ongoing threat of disruption to the academic process shall be immediately removed from the school premises under the supervision of the crisis prevention team or appropriate legal authority without the benefit of the procedure described above. However, the necessary procedure shall follow as soon as possible. **NO STUDENT SHALL BE SENT HOME WITHOUT PROPER DOCUMENTATION OF THE PARTICULAR MISCONDUCT AND REASON FOR THE *SUSPENSION*.**

OSM

5. Any parent(s)/legal guardian(s) of a suspended student shall have the right to appeal a *suspension* to the *LEA* School Board, superintendent or superintendent's designee, who shall conduct a student hearing on the merits of the case.

6. In all cases of *suspensions*, the parent(s)/legal guardian(s), the *LEA* School Board, superintendent or superintendent's designee, and/or the Supervisor of Child Welfare and Attendance must be notified in writing of the facts concerning each *suspension*, including the reasons and terms of the *suspension*.

7. The decision of the *LEA* School Board, superintendent or superintendent's designee on the merit of the case, as well as the term of *suspension*, is final. The superintendent has the right to pardon any portion of the time of the *suspension*.

All students have the right to fair and reasonable treatment during disciplinary proceedings. **Your child has a right to bring a representative of his/her choice to all disciplinary proceedings.**

If you encounter a problem with *discipline* procedures or you feel that your child has not been treated fairly in resolving *discipline* issues, please contact the *LEA* where the student is enrolled.

*RSD Policy
**Louisiana State Law

Appeal of Suspension

Any parent, tutor, or legal guardian of a suspended student shall have the right to appeal to the superintendent or to a designee of the superintendent, who shall conduct a hearing on the merits of the case.

The parent(s)/legal guardian(s) of student(s) with disabilities who disagrees with any long-term removal of the student for disciplinary reasons has the right to request a *due process hearing* (See "Discipline of Students with Disabilities" pg 26).

To appeal a *suspension*:

1. Submit a written statement of appeal request within five (5) days after the beginning date of the *suspension* to the Student Hearing Office with a copy of the disciplinary action form (Notification of *Suspension*).

After formal notification of the request, the Student Hearing Officer will assess the merits of the case. The decision of the Student earing Officer shall be final.

Expulsion

Expulsion is "any denial of school attendance for the remainder of the school year, for a time designated during the current or next school year, or permanently."

A student who has completed his/her expulsion term at an Alternative Education Setting and transitions to a Traditional School Setting is **not automatically on probation**.

Any expelled student attending an alternative education program and exhibiting disorderly conduct shall be dismissed from the alternative education program and shall not be permitted to return to the alternative education program until his/her period of *expulsion* has ended (La. R.S. 17:416.2).

Any student who has been suspended on three occasions for committing any of the infractions set forth in La. R.S. 17:416, during the same school year, shall on committing the fourth such infraction, be expelled from all public schools of the parish or city school system where he/she resides until the beginning of the next regular school year, subject to the review and approval of the *LEA*.

Any student, after being suspended for committing a Level 3 Infraction, may be expelled upon recommendation by the school principal or designee. The principal or designee shall immediately suspend and recommend for *expulsion* a student who is found guilty of possessing any of the following on school property, on a school bus, or at a school sponsored event:

- a firearm,
- a knife (the blade of which equals or exceeds two inches in length),
- any other dangerous instrument, or
- any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, in any form (including any student who distributes, sells, gives, or loans one of these substances).

The principal or designee shall immediately recommend the student's *expulsion* in accordance with Louisiana Revised Statutes (La. R.S. 17:416) except in the case of a student in kindergarten through grade five who is found carrying or possessing a knife as described above, the principal may, but shall not be required to, recommend the student's *expulsion* in accordance with La. R.S. 17:416.

Note: No student who has been expelled shall be admitted to any public school in any other parish or city school system in the state except upon the review and approval of the governing authority of the school system to which he seeks admittance.

Due Process Procedures for Expulsion

A principal cannot expel a student. A principal can recommend a student for *expulsion*. If a principal recommends a student for *expulsion* the student will be suspended pending a student hearing for a recommendation for *expulsion*. The student will have an *expulsion* hearing, in which the Student Hearing Officer will determine if the recommendation for *expulsion* is upheld, modified, or reversed.

The due process procedures for recommendations for *expulsion* and expulsion hearings are as follows:

1. The principal or designee must conduct a student conference and school-level investigation within a 24-hour period.* Within 24 hours of completing the investigation, the appropriate paperwork must be submitted to the Student Hearing Office. If the paperwork is not submitted to the Student Hearing Office within 24 hours, the student will be allowed to return to school.(excluding *special circumstances*).

2. A hearing is conducted by the *LEA* School Board, superintendent, or the superintendent's designee within ten (10) days.

3. A determination of whether to expel the student is made by the local education governing authority or his or her designee.

4. The principal and teacher as well as the student may be represented by someone of their choice at this hearing.

5. The student shall remain on *suspension* until the hearing takes place.

6. The parent(s)/legal guardian(s) of the student, may, within five (5) days after the decision to expel the student has been made, request the local educational governing authority to review the findings of the *LEA* School Board, superintendent or superintendent's designee. Otherwise the decision of the superintendent or superintendent's designee shall be final.

7. The local educational governing authority, in reviewing the case, may uphold, modify, or reverse the superintendent's decision.

8. If the local educational governing authority upholds the decision of the *LEA* School Board, superintendent, or the superintendent's designee, the parent(s)/legal guardian(s) of the student may, within ten (10) days, appeal to the parish court in which the student's school is located. The parish court may reverse the ruling of the local educational governing authority. **

*RSD Policy
**Louisiana State Law

Hearing by LEA School Board, Superintendent, or Superintendent's Designee

A hearing shall be conducted by the *LEA* School Board, superintendent, or superintendent's designee at the request of the principal or designee for all recommendations for *expulsion*. This hearing will determine the facts of the conduct warranting the recommendation for *expulsion* and establish a finding of whether the student is guilty or not-guilty.

The student will be informed of the particular misconduct of which he or she is accused and will be given the opportunity to defend his or her actions. The student may be represented by a person of the student's choice (parental consent is required). The victim shall be permitted to attend the hearing and shall be permitted to present relevant information. (If the victim is a minor, parental consent is required.) It is the responsibility of the principal or his or her designee to notify the victim of the date and time of the student hearing.

Until the date of the student hearing, the student shall remain suspended from school and all school related activities.

A hearing shall be held for students with special needs when misconduct is not a manifestation of the student's disability. The relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner, except that a *Free Appropriate Public Education* (FAPE) must be provided after the tenth (10th) day of removal, consecutive or cumulative (See "Discipline of Students with Disabilities" pg 26).

Upon conclusion of the student hearing, the *LEA* School Board, superintendent, or superintendent's designee shall determine whether such student shall be expelled or if other corrective or disciplinary action shall be taken. Disciplinary records shall be maintained in the student hearing office and shall be made available upon request.

NOTE: Student must be dressed in his/her school uniform when attending a hearing.

Direct Expulsion and Admission of Students from Juvenile Institutions

The conviction of any student for a felony or the incarceration of any student in a juvenile institution for an act which, had it been committed by an adult, would have constituted a felony, may be cause for *expulsion* of the student for a period of time as determined by the school board or designee. The *expulsion* shall require the vote of two-thirds of the elected members of the school board or designee.

OSM

The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act whether committed in this state or outside this state, which had it been committed by an adult would have constituted a felony in this state may be sufficient cause for any public school system superintendent to refuse admission of the student to any school except upon review and approval of a majority of the elected members of the school board or designee when request for admission is made to the board or designee.

Appeal of Expulsion

Parents/legal guardians may request the *Board of Elementary and Secondary Education* (*BESE*) or its designee to review the findings of the *LEA* School Board, superintendent, or superintendent's designee at a time set by the board. Otherwise, the decision of the superintendent or superintendent's designee will be final.

To appeal an *expulsion*:

1. Submit a written statement of appeal request to *BESE* within five (5) days after an *expulsion* decision is rendered.
2. The time for the student hearing shall be set by the *LEA*.

After formal notification of the request and after reviewing the findings of the superintendent or superintendent's designee, *BESE* or its designee may uphold, modify, or reverse the superintendent's decision.

If the local educational governing authority upholds the decision of the superintendent, the parent(s)/legal guardian(s) of the student may, within ten (10) days, appeal to the district court for the parish in which the student's school is located. The court may reverse the ruling of the local educational governing authority.

Discipline for Students with Disabilities

Individuals with Disabilities Education Improvement Act 2004 (IDEIA 2004)

Students with disabilities may not be out of school for more than a total of ten (10) school days per school year as a result of disciplinary action.

OSM

Students with disabilities are subject to the same rules as other students, but with limitations. After the removal of a student with a disability for more than ten (10) school days (consecutive or cumulative) for any reason, the school MUST continue to provide the student with a *FAPE*.

If a school district removes a students with a disability from the student's current educational placement for ten (10) school days in a school year, consecutively or cumulatively (regardless of the circumstances) beginning on the eleventh (11th) school day, the student MUST continue to receive all services related to his/her *FAPE* including, but not limited to:

1 access to the general curriculum;

2 implementation of the student's *IE;P*

3 access to statewide test/LEAP 21/GEE 21 preparation and/or remediation equal to those services provided to general education students; and

4 services, accommodations, and modifications designed to prevent the behavior from recurring especially if the behavior involves drugs, weapons, or behavior causing serious injury to the student or others.

- **The following policy and procedures may be altered to ensure individualization of programming as required by federal mandate.** On the 11th day of out of school suspension the IDEIA mandates that *FAPE* must be provided. The *Manifestation Determination Review* (*MDR*) Committee must conduct a review to determine whether the behavior is related or not related to the student's disability. At least one person on the committee must know the student and one other must be knowledgeable of the student's disability. The parent(s)/legal guardian(s) must be notified of the review and every effort must be made to have the parent(s)/legal guardian(s) participate in the decision. If the parent(s)/legal guardian(s) does not participate, documentation of such must be included.

SUSPENSION

After the **first *suspension*** the school should:

1) Conduct a conference with parent(s)/legal guardian(s)
2) Conduct a *FBA* if the student has a history of challenging behaviors
3) Develop and implement an individual *BIP* to address the behavior that resulted in *suspension*

After the **second *suspension***, the school should:

1) Reconvene the *IEP Team* to discuss/review the academic, social, and behavioral needs of the student
2) Conduct a *FBA* and develop/implement an individual *BIP* only if the behavior exhibited is a new behavior. If the behavior is a repeated behavior, review/revise the *BIP* to address the suspendible behavior

OSM

3) Discuss, review, and revise the *IEP*, as needed, to address the behavior resulting in the *suspension*.

SECTION 504

Section 504 of the Rehabilitation Act of 1973 is a civil law that prohibits discrimination against any person with a disability by any federally funded agency or organization. It requires states to provide programs for eligible students with disabilities that are equal to those for students without disabilities.

A school may suspend a student who qualifies for Section 504 services provided the district follows procedures for ensuring the student receives *FAPE*. In the student's current placement, he/she may be suspended for no more than ten (10) consecutive days or a series of suspensions that create a pattern of exclusion totaling ten (10) school days before a significant change of placement occurs.

Before a significant change in a student's placement occurs, the school district must conduct a re-evaluation. The school district must also convene a *MDR Committee* that meets Section 504 requirements to determine whether the behavior is a direct manifestation of the student's disability. The decision must be based upon evaluation procedures that conform to Section 504 regulations.

If the behavior is a direct manifestation of the student's disability, the student may **NOT** be suspended and an appropriate Individual Accommodation Plan (*IAP*) must be developed. Parents/legal guardians have a right to request a due process hearing. If the behavior **IS NOT** a direct manifestation of the student's disability, the student may be excluded from school in the same manner that similarly situated students without disabilities are excluded; however, if the student has exhausted ten (10) days out-of-school due to disciplinary reasons, the student must "*stay put*." Again parents/legal guardians have the right to request a due process hearing.

An exception of Section 504 states that schools may take disciplinary action in situations where students who qualify for Section 504 services are "currently engaging in the illegal use of drugs or in the use of alcohol to the same extent that such disciplinary action is taken against non-disabled student." **In such cases, RSD discipline policy requires a *MDR* for compliance.**

It is appropriate for the *RTI* and/or *MDR Committee* to consider adding a *BIP* to the *IAP* for some qualified students. A *BIP* is required for students who exhibit recurring behavior difficulties. District personnel are responsible for implementing all aspects of behavior plans developed on the student's behalf.

NOTE: The parent(s)/legal guardian(s) of students with disabilities, whether qualifying under *IDEIA* or Section 504, have the right to a due process hearing and representation by counsel. Parents/legal guardians also have the right to review the decision of the hearing officer.

LEAs have an obligation to take appropriate action to prevent teacher and student harassment and/or retaliation.

OSM

EXPULSION (LEVEL 3 INFRACTIONS/NOT-RELATED)

1) Students with disabilities may be recommended for *expulsion* when a Level 3 Infraction occurs.

2) When a student with a disability commits a Level 3 Infraction that involves guns, other weapons, drugs, and/or presents a danger to self and/or others, the school is not prohibited from contacting law enforcement agencies.

3) All documentation submitted for any request for *expulsion* must be compliant. **Non-compliant Disciplinary Action packets will not be processed for a student hearing.** The student must be returned to the referring school and the recommendation for *expulsion* will be terminated due to non-compliance. **A student may not be excluded from school during this period if the total number of days the student has been excluded for the year totals ten (10) school days.** Should the school pursue the Recommendation for *Expulsion*, the *stay put* provision remains in effect, *FAPE* continues to be provided, and the Student Hearing Officer will consider the recommendation on a case-by-case basis.

4) Following the behavior for which *expulsion* is being considered a Manifestation Determination decision must be made as to whether the behavior is **RELATED** or **NOT RELATED** to the student's disability. This decision must be made by a *MDR* Committee consisting of at least one person who knows the student and one person familiar with the student's *exceptionality*. **NOTE:** Every effort must be made to include parents/legal guardians in this decision. If parents/legal guardians do not participate, all efforts to include them must be documented. The decision must be documented on the *MDR* Summary Form and the committee has a right to make a determination without the parent(s)/legal guardian(s) ONLY if the parent(s)/legal guardian(s) has not participated by the tenth (10th) school day after the incident occurred.

5) If the *MDR Committee* determines the behavior is **RELATED** to the student's disability, the student shall **NOT** be recommended for *expulsion*. An Official Notice of Disciplinary Action Form (Form 474) must be completed, signed by the *MDR Committee* and submitted to the Student Hearing Office along with a copy of the *MDR* Summary Form.

6) If the *MDR Committee* determines the behavior is **NOT RELATED** to the student's disability, an Official Notice of Disciplinary Action Form, along with the *MDR* Summary Form, must be submitted to the Student Hearing Office within 24 hours. The student's current *IEP*, *Multi-Disciplinary Evaluation* (*MDE*), *BIP*, police report (if applicable), security report, and other pertinent information must be attached. A *BIP* must be developed and submitted. A *BIP* must be submitted on all students classified as Emotional Disturbance and on all students who have been suspended prior to the recommendation for *expulsion*. It is also recommended that students with disabilities who have no prior incidents or who are first time offenders have a *BIP* developed during the *MDR* to address the behavior for which the expulsion was recommended. It is recommended that a *BIP* be developed and implemented at all times for students with disabilities who are classified as Other Health Impaired (OHI) due to Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiant Disorder (ODD), and Intermittent Explosive Disorder (IED).

NOTE: Neither the principal nor the authority figure involved in the incident with the student may serve as a member of the *MDR Committee*. However, they may participate in the *MDR* for informational purposes.

7) If the Manifestation Determination decision was **NOT RELATED**, a student hearing will be scheduled by the Student Hearing Office. **A student hearing <u>will not be</u> scheduled until all required documents are received by the Special Education Discipline Office. A student may not be excluded from school during this period if the total number of days the student has been excluded for the year exceeds ten (10) school days.** The *stay put* provision and *FAPE* continues until a hearing can be scheduled. A current *IEP* (developed within the last thirty [30] school days) must be presented at the time of the student hearing to assist in making program/*placement* decisions.

8) If the Student Hearing Officer renders a **NOT-GUILTY** decision, the student will be returned to a traditional school setting by the Student Hearing Officer.

9) If the Student Hearing Officer renders a **GUILTY** decision, the length of the *expulsion* period will be determined by the Student Hearing Officer. The student will be placed, through the Student Hearing Office, in an appropriate *Interim Alternative Educational Setting (IAES)* for up to forty-five (45) school days (9 weeks or 1 quarter) proving that maintaining the student in the current placement is substantially likely to result in injury to the student or others (§1415(K) (2) (A)). In such cases, the Student Hearing Officer has found that the student represents a real danger and that the school system has "made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services." Any *IAES* for up to forty-five (45) days must provide *FAPE*. Accordingly, it must be designed to "enable the student to continue to participate in the general curriculum" and continue to receive services, accommodations, and modifications, including those documented in the *IEP*/*IAP*, "that will enable the student to meet the goals set out in that *IEP*/IAP" (§1415(K) (3) (B)). The placement must also include services to address the behavior for which the student is being excluded in the first place.

10) An expelled student who fails to register at the *IAES* within three (3) school days will be reported to the Department of School Social Work Services and the Louisiana School Compulsory Attendance Law will become effective (Title 17, Section 221 of the Louisiana Revised Statutes; see pg. 21).

11) **STUDENT MUST SERVE HIS/HER FULL PERIOD OF *EXPULSION*.**
NOTE: Students who exit the system immediately following their *expulsion*, and attempt to re-enter after the *expulsion* has expired, will be required to serve the full length of their *expulsion* after re-entry. Since a *placement* letter is required for re-entry, the student is referred to the Director of Multiple Pathways at 504-373-6200, extension 20022, before re-entering.

GLOSSARY OF TERMS

Accommodations - changes in how a test is administered that do not substantially alter what the test measures; includes changes in presentation format, response format, test setting or test timing. Appropriate *accommodations* are made to level the playing field, i.e., to provide equal opportunity to demonstrate knowledge.

Aggravated Assault – an assault committed with a *dangerous weapon* (La. R.S. 14:37). A *dangerous weapon* includes any gas, liquid, or other substance or instrumentality, which, in the manner used, is calculated or likely to produce death or great bodily harm.[La. R.S. 14:2 (A)(3)].

Battery – the unlawful beating or other use of violent force on another person.

Behavior Contract – a written document between the teacher, student, and parent(s)/legal guardian(s) which specifies: expected behavior(s), positive and negative consequences, and time frame of the contract with review date.

Behavior Intervention Plan (BIP) – a plan that is the result of a *FBA*. *BIP*s are written documents that describe the inappropriate behavior to be changed as well as strategies or interventions implemented to address the target behavior. *BIP*s are developed by either the classroom teacher or a team of school personnel who assist the teacher in proactively, consistently, and effectively addressing inappropriate behavior. *BIP*s aid in communicating behavioral expectations to individual students or an entire classroom and also communicate the consequences of achieving the goal or objective. In addition, *BIP*s allow frequent feedback regarding the effectiveness of the management strategies being employed, assist in documentation of student or class progress and provide useful guidelines for interacting with students.

Bullying – the act of intentionally causing harm to others through verbal or physical threats and/or demands with regard to race, color, national origin, gender, disability, sexual orientation, religion, or any other distinguishing characteristics that adversely affect the ability of a student to participate in or benefit from the school's educational programs or activities by placing the student in reasonable fear of physical harm.

Burglary – the act of entering a building or other premises with the intent to steal.

Case Coordination – monitoring, communication, and support between family, school(s), and outside community agencies.

Change of Placement – occurs when either the school removes the student from his or her educational placement for more than ten (10) consecutive school days or the school removes the student from his or her educational placement on several occasions that constitute a pattern and add up to more than ten (10) school days.

OSM

Charter School – an independent school that is publicly funded. Under Louisiana law, private groups may apply for a charter which allows them to operate an independent school using public money. There are various types of charter schools. Some are chartered by the state Board of Elementary and Secondary Education (*BESE*), while others are chartered either by the Orleans Parish School Board or the Recovery School District. ***Charter schools* MUST follow the same state law regarding *discipline* and the same state and federal law regarding special education.**

Check-In/Check-Out (CICO) – a positive behavioral support for students who demonstrate moderate behavior problems. It is intended to provide frequent reinforcement for compliance with behavioral goals. Each of the behavioral goals should be defined in clear behavioral terms. The goals are set and altered by the CICO coordinator (e.g., School Social Work Specialist, Professional School Counselor) with the support of the *Response to Intervention* (*RTI*) team. The CICO coordinator meets twice daily with the student to individually provide social skills training related to each of the designated behavioral goals. The student will review the goals each morning with the CICO coordinator in order to completely understand the behavioral expectations.

Corrective Strategies – a list of strategies to be used as alternatives to *suspension* and *expulsion*.

Crisis Prevention Institute (CPI) – a training organization that specializes in non-violent crisis interventions.

Cyberbullying - the transmission of any electronic textual, visual, written, or oral communication with the intent to coerce, abuse, torment, intimidate, harass, embarrass, or cause emotional distress to a person; or harassment, intimidation, or bullying of a student on school property by another student or harassment, intimidation, or bullying of a student while off school property by another student using such means when the action(s) are intended to have an effect on the student when the student is on school property.

Day – means calendar day unless otherwise indicated as school day or business day.

Dangerous Weapon – a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than two and a half (2 ½) inches in length.

Detention – a form of *discipline* in which a student is required to spend extra time in school. A *detention* may take place before or after the school day, on the weekend (traditionally known as ***Saturday School***), and during breaks in the school day, such as lunch. *Detention* is usually considered one of the milder forms of disciplinary action available to a school.

Discipline – the steps, action, or training teachers, administrators, support staff, and parents/legal guardians implement to enhance student academic, social, moral, or mental improvement.

Due Process Hearing – a formal hearing to resolve special education disputes between parents and schools. *IDEIA 2004* includes rules of procedure for resolving such disputes. These rules include mediation, *due process hearing*s and appeals to state or federal court. A *due process hearing* is usually a formal, contested trial.

OSM

Exceptionality – a student's special learning needs identified through the Multi-Disciplinary Evaluation process. There are several types of exceptionalities, including Autism/Asperger's Syndrome, Emotional Disturbance, Gifted and Talented, Specific Learning Disability and Mental Disability.

Expulsion – any denial of school attendance for the remainder of the school year, for a time designated during the current or next school year, or permanently.

Extortion – the communication of threats to another in order to obtain money, property or services.

Free and Appropriate Public Education (FAPE) – the standard of education that schools must provide to children with special needs or exceptionalities. The school must create a specific plan to address the child's learning needs, place them in the appropriate educational setting for their needs, and deliver special education and *related services* required for the child to learn. *FAPE* differs for each student and ensures that all students with disabilities receive an appropriate public education at no expense to the family.

Functional Behavior Assessment (FBA) – a process of examining the function that a particular behavior serves for a student that includes an analysis of the frequency, intensity and duration of a behavior. The end result of the *FBA* is a *BIP*.

Group Fight – a severe attack of several students engaging in the use of physical force or the unlawful beating of others with the intent to harm or cause injury with or without the use of weapons or other objects (including, but not limited to guns, knives, brass knuckles, razor blades, batons, mace, pepper spray, etc.)

Horseplay – rowdy, rough, or boisterous play.

Home-to-School and School-to-Home Communication System – communication with families regarding school programs and student progress through effective *home-to-school and school-to-home communications*.

Individualized Accommodation Plan (IAP) – a written plan developed by a group of individuals who have knowledge of a student's disability, knowledge of the student that addresses the student's disability and documents specific accommodations and modifications to be provided in school so that the student benefits educationally.

Individualized Accommodation Plan (IAP) Committee – a group of individuals who review and discuss all relevant student data that results in the development of an *IAP*.

Individuals with Disabilities Education Improvement Act 2004 (IDEIA 2004) – federal law governing how states and public agencies provide all children with disabilities a *FAPE* that emphasizes early intervention, special education, and *related services* designed to meet their unique needs and prepare them for employment and independent living. *IDEIA 2004* provides funds to assist states in addressing the educational needs and rights of children with disabilities from birth to 26 and addresses 13 specified categories of disability.

OSM

Individualized Education Plan (IEP) – a written plan developed by school staff, parents/legal guardians, and the student that outlines the student's abilities, goals and objectives, how progress will be measured, and how the team will work together to meet these goals.

IEP Team – a group of individuals who are responsible for developing, reviewing, and revising the *IEP* for a student with special needs. The *IEP Team* must review each student's progress, as needed, to determine current progress and future needs. The review should also consider whether annual goals for the student are being achieved, staff and parental concerns regarding the student's progress, the results of any *re-evaluation* conducted, and any changes that need to be made. By law, the *IEP Team* must include the following individuals:

- At least one general education teacher, if the student is (or will be) participating in the general education environment
- At least one special education teacher or provider
- A representative of the *LEA* who is knowledgeable about specially designed instruction for students with disabilities, the general curriculum, and the availability of *LEA* resources
- Parent(s)/legal guardian(s)
- The student, as appropriate
- Someone who is able to interpret the instructional implications of evaluation results
- Other individuals whom the parent(s)/legal guardian(s) or the school choose to invite

In-School Suspension – the temporary removal of a student from his/her assigned classes and the placement of a student in an approved "time-out" program, usually at the same school.

Interim Alternative Educational Setting – any public or private elementary or secondary school offering a more structured program of study than a traditional school. Under Louisiana law, children who are expelled must be offered alternative education.

Least Restrictive Environment (LRE) – federal law (*IDEIA 2004*) mandates that students with disabilities must be educated with their non-disabled peers to the maximum extent appropriate based on the student's needs. This is known as the *Least Restrictive Environment* (LRE). The *IEP Team* (including the parent) determines the placement that the student needs to provide the services on the student's *IEP* and the team must choose the *LRE* able to provide those services. This means the student should attend the school he or she would attend if non-disabled, unless the team determines that the nature of the student's disability will not allow that student to have a successful educational experience in that environment.

Local Education Agency (LEA) – a public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district or other political sub-division.

Manifestation Determination Review (MDR) – a safeguard to ensure that students are not being punished because of their exceptionalities. An *MDR* examines the child's behavior and previously documented information about the student in an effort to determine whether the behavior for which the student is being disciplined is not a manifestation of the student's disability. The *MDR*

C*ommittee* consists of the parent and at least two individuals, one who is familiar with the student's behavioral patterns and one who is knowledgeable of the student's *exceptionality*.

Manifestation Determination Review (MDR) Committee – a group of individuals who meet to determine if the behavior for which disciplinary action is taken is or is not a manifestation of the student' disability; every effort must be made by the school to have the parent/legal guardian participate in the decision.

Modifications – substantial changes in what the student is expected to demonstrate; includes changes in instructional level, content, performance criteria, and alternate assessments; may include changes in test form or format.

Multi-Disciplinary Evaluation (MDE) – an assessment of a student's current functioning levels, strengths, and educational needs. Federal and state regulations require that a comprehensive evaluation be conducted to determine if a student has a disabling condition which qualifies him/her to receive special education services. A *re-evaluation* should occur at least every three (3) years.

Out-of-School Suspension – the temporary removal of a student from school. *Suspensions* are limited in time and the student should be able to return to school after the term of *suspension* is completed. During the *suspension* period, students are not allowed on any school property.

Placement - if a student is receiving special education or *related services* under *IDEIA 2004*, the student's placement is the educational setting that the *IEP Team* determines is best for the student, as reflected in his/her written *IEP*. *Placement* does not mean the room the student is in, but the program and services most appropriate for him/her as stated in the *IEP*.

Positive Behavior Support (PBS) – a school system's approach to creating and maintaining a climate of safety and learning in our schools. Use of *PBS* is a "best practice" that decreases the need for more intrusive or aversive interventions (i.e., *suspension*) and can lead to both systemic as well as individualized change.

Probationary Status – a process of being re-admitted to school on terms and conditions stipulated by the Student Hearing Officer and agreed to in writing by the student and the student's parent or legal guardian responsible for the student's attendance.

Probation Violation – the act of a student breaking or breaching the written contractual agreement among the student, parent/legal guardian, and school which was previously accepted by all parties upon conclusion of the student's hearing.

Re-evaluation – the process of determining whether a student continues to have a disability and continues to require special education and *related services*. A *re-evaluation* is conducted to 1) identify how the student is functioning in school, 2) identify the student's educational needs, and 3) identify any changes in the student's *IEP* to assist in meeting the annual goals and objectives included in the *IEP* and participating, as appropriate, in the general curriculum.

Reflective Activity – an assignment designed to give the student an opportunity to think critically about an instance in which he/she broke a rule. The assignment should guide the student towards determining an appropriate behavior for the given situation instead of

the behavior that broke a school rule. An example of a *reflective activity* given to a student: "Write a paragraph answering these two questions: 1) What caused you to walk out of the classroom?; and 2) What you could have done differently when you started to feel like you wanted to walk out of the classroom?" Another *reflective activity* would include asking the student to fill out a self-evaluation that the teacher then reviews with the student. After discussing the self-evaluation, the teacher and student could develop a plan to help address the student's areas of weakness.

Related Services – developmental, corrective, and other supportive services that assist a student with a disability. *Related services* include: speech-language pathology and audiology services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluation purposes; school health services; social work services in schools; parent/legal guardian counseling and training; and transportation.

Response to Intervention (RTI) – a process that provides high-quality research-based instruction and interventions that are matched to a student's needs. This process incorporates data developed to examine the student's learning rate over time to make appropriate educational and instructional decisions regarding assistance to at-risk students. In the *RTI* process, students with academic delays and/or behavioral deficits are given one or more research-validated interventions. The student's academic and behavior progress is monitored frequently to see if the interventions are sufficient to assist the student in reaching the instructional level of his or her grade. If collected data indicates that the student does not demonstrate adequate progress despite several implemented research-based interventions, consideration for special education may be warranted.

Robbery – an act or instance of illegally taking another's property by the use of intimidation or violence.

Saturday School – see listing for "*Detention*"

School Bus Suspension – a *corrective strategy* in which a student is not allowed to ride the school bus for a specified period of time. This strategy can be used if a student commits an infraction addressed in the Student Code of Conduct on a school bus after other *corrective strategies* have been implemented.

School day – a day when children attend school for instructional purposes.

Section 504 – a civil rights law that prohibits discrimination against individuals with disabilities. *Section 504* ensures that the student with a disability has equal access to an education. The student may receive accommodations and modifications.

Sexting – transmitting pictures, written material, text and/or voice messages, and emails that are sexual in nature using the internet, cell phones, or any other electronically-related device (includes Internet chat rooms and online messaging services).

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Sexual Assault – conduct of a sexual or indecent nature toward another person that is accompanied by actual or threatened physical force that induces fear, shame, or mental suffering.

Social Networking – transmitting pictures and/or written materials, via My Space, Facebook, Twitter, You Tube, LinkedIn or any similar social networking website, with the intent to harm others.

Special Circumstances – IDEIA defines special circumstances as follows: use of illegal drugs, weapons, and behavior causing serious bodily injury.

State Education Agency (SEA) – the agency primarily responsible for the supervision of the state's public elementary and secondary schools. In Louisiana, the *SEA* is the Louisiana Department of Education.

"Stay Put" – the term used referring to a student's right to remain in the current educational placement pending a disciplinary hearing (expulsion recommendation or request for a change of school setting) or a parent(s)/legal guardian(s)' appeal to challenge a placement, manifestation determination, suspension, or expulsion; this right ensures that the student continues to receive *FAPE* in the *LRE*.

Student Information System (SIS) – data management for student information

Suspension – *see* listing for "*In-School Suspension*" and "*Out-of-School Suspension*".

Vandalism – willful or malicious destruction of public or private property.

Recovery School District
Office of School Management
Multiple Pathways Network
Contact Information

Main Office: (504) 373-6200

Name	Position	Extension
Sandra Johnson	Director of Multiple Pathways	20082
Carolyn Trask	Transition Coordinator	20137
Bridget Rey	Transition Interventionist Coordinator	20117
James Moore	Student Hearing Officer	20098
Bessie Porter	Compliance Specialist	20109
Larnette Smith	Compliance Specialist	20126/20109

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