# **CODE OF CONDUCT**

#### POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS)

**Purpose**: **To Motivate** the students of Lawrence D. Crocker Arts and Technology School to succeed and have respect for self and for others; **To Teach** students how to be disciplined, committed, responsible citizens; **To Validate** good conduct, academic gains and attendance; **To Promote** positive expectations. **Benefit:** The school will see a decrease in undesired behaviors and an increase in **Positive Behaviors**.

School Wide Expectations						
Come Prepared	Act Respectfully	Think Responsibly	Show Self Control			
Arrive on time; have all school supplies; complete class/home assignments; wear the complete uniform.	Be respectful/courteous to others; use materials appropriately; do not cause class disruptions;	Follow directions the first time they are given; think before you act or speak; follow the school's dress code.	Keep hands and feet to self; use a controlled tone and voice; make the right choices.			

The purpose of the Student Code of Conduct is to create a safe, student-centered environment, in which students take ownership of their actions and parents support and have a presence in the school. Additionally, we want to reinforce positive behavior and outline consequences for inappropriate behavior.

All students are expected to conduct themselves appropriately at all times while at school as well as when they are in transit to and from school. *Respect for all adults and fellow students are mandatory.* It is expected that students will accept responsibility for their actions. It is also expected that students will:

- > Students will show respect for people and for property
- > Students will follow directions the first time they are given
- > Students will not do anything to prevent teaching and learning
- > Students will come to school prepared with completed assignments and materials
- > Students will not bring any items which interfere with learning
- > Students will not use profanity or participate in name-calling
- > Students will keep hands, feet, and other belongings to themselves
- > Students will walk quietly on the right side of the hall and upstairs and down the left side of the hall and down stairs obeying teachers who are supervising the hallways
- > Students will not run, trip others, or push in the halls or on stairs
- > Students will not knock on classroom doors or look into classrooms while passing

This code is applicable to student actions during school, at all school functions and on all school transportation.

# **Corrective Strategies: Alternatives to Suspension and Expulsion**

"Discipline" is defined as the steps or actions which teachers, administrators, support staff, parents, and students follow to enhance student academic and social success.

Academic success is directly correlated with instructional time received by the student. In the effort to fully implement our Positive Behavior Support Program and reduce the loss of instructional time due to out-of-school suspension and expulsion, Crocker Arts and Technology School will utilize a variety of corrective strategies that do not remove children from school.

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

- ➤ Contact and /or conference with parent /guardian
- ➤ Behavior contracts
- ➤ Behavior Tracking Form
- ➤ Home /school communication
- > Reflective activity
- ➤ Loss of privilege
- > Schedule adjustment
- > Referral to the school social worker
- ➤ In-school detention/supervised work assignment
- ➤ Bus Suspension
- Classroom Consequences
- Detention

At CATS we believe that the discipline policy will insure that our students are educated in a safe, effective learning community. 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. The Student Code of Conduct applies to actions of students during school, on the way to and from school, on school property, on the school bus and at school related activities.

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

#### **Infractions**

Level 1 (minor) Infractions – Discipline incidents that can be handled by the teacher and do not warrant a discipline referral to the office. Any behavior that is of low level intensity, passive in nature and /or of a non-threatening manner is a Level 1 behavior. These behaviors include boarding school bus at incorrect stop, horseplay, violates off-limits/restricted area, habitual tardy and/or absence, skipping class/school, habitual dress code violations, not having proper materials/supplies, and/or equipment for class participation, not participating in class, not dressing out for physical education class, sleeping in class, not having homework or incomplete Homework, making an unfounded charge against authority, using profane and/or obscene Language, refusing to sit in assigned seat, public display of affection (holding hands, kissing, hugging, etc.), talking in class, any other infraction that the principal deems similar in severity to other Level 1 infractions.

Level 2 (major) Infractions – Discipline incidents that severely interfere with others' safety and learning are of a threatening or harmful nature and /or are legal violations and warrant administrative interventions should be considered Level 2 behaviors. Using/possessing tobacco and/or lighter violating traffic and safety regulations leaving school bus without permission Using inappropriate objects (i.e. the use of an object to harm others or damage property) Physical assault without serious bodily injury, cutting, defacing, damaging the school/vandalism, leaving school or classroom without permission, guilty of stealing, habitual violations of school/class rules, failing to attend detention or in-school suspension, using computer without permission/improper use of computer (e.g. viewing unauthorized websites, overriding district filter), extortion (less than \$100.00), willful disobedience, treating an authority with disrespect (includes profanity towards an authority figure), disturbing the school/habitually violating rules, writing or drawing obscene /profane language/pictures, treating another student(s) with disrespect, any other infraction that the principal deems to be similar in severity to other Level 2 infractions.

**Level 3 (severe) Infractions** – Discipline incidents that require immediate response from administration, crisis team, entire staff and /or community support are Level 3 behaviors. These behaviors include carrying a firearm, a knife (the blade of which equals or exceeds two inches in length), any other dangerous instrument, 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) and fighting with the deliberate intent of hurting others, threatening/intimidating students/faculty, possessing/shooting fireworks, bullying (harassing, intimidating, cyber bullying), physically assaulting with serious bodily injury, aggravated assault to another student, aggravated assault to a school district employee, rape/sexual assault/battery, arson (starting a fire), using any object or substance to harm, frighten, or intimidate others, causing a false fire alarm or making bomb threats, group fighting.

#### **Level 1 Infractions: Corrective Strategies**

Level I corrective strategies may include reteaching the behavioral expectations; have student apologize and make amends with those affected; provide a reflective activity; recess detention. If a student repeats Level I Infractions, corrective strategies may include contact and /or conference with parent/guardian; utilization of Check-in/Check-out form; loss of privilege; bus suspension; referral to social worker; after school detention; implementation of a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions; in school suspension; implementation of a Home to School and School to Home Communication System; use of Positive Behavior Intervention Support (PBIS), referral to the Response to Intervention Team.

#### **Level 2 Infractions:/ Corrective Strategies**

For Level 2 infractions there are mandatory corrective strategies which include; parent contact to schedule a parent/teacher conference. If the principal determines that discipline action is warranted, a school level conference with student, parent, principal or designee and staff member(s) involved will be held to determine and implement appropriate corrective strategies. If needed, referral to the RTI Team to complete a Functional Behavioral Analysis (FBA) and Implement Behavioral Intervention Plan (BIP).

# **Level 3 Infractions: Corrective Strategies**

For all other level 3 infractions an administrative conference and school level investigation into the infraction will be held. In addition, a referral will be made to the Response to Intervention Team to complete FBA and a referral to school social worker. Based on the results of the investigation, the principal may determine that a recommendation for suspension or expulsion is warranted.

During a suspension, the student receives an unexcused absence and is not allowed to participate in any school activities.

CATS will follow the expulsion policy and procedures as stated in the **Model Expulsion Policy for Type 5 Charter Schools** handed down by The State Board of Elementary and Secondary Education (BESE) and the recovery School district (RSD). Parents interested in receiving a copy of the expulsion policy can request one from the school.

#### **Due Process**

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*:

- The principal or his or her designee must conduct a student conference and school-level investigation within a 24 hour period.
- Prior to any *suspension*, the school principal or the principal's 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 his or her designee.
- The principal, or the principal's designee, must contact by telephone or send a certified letter to the parent or legal guardian 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 his or her designee as a requirement for readmitting the student. If the parent or legal guardian fails to attend the required conference within five (5) school days of mailing the certified letter or other contact with the parent or legal guardian, the Louisiana Compulsory Attendance Law (R.S. 17:221 and 232) shall become effective. 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

THE STUDENT SHALL REMAIN IN SCHOOL UNTIL THE END OF THE SCHOOL DAY UNLESS RELEASED INTO THE CARE OF A PARENT OR LEGAL GUARDIAN. 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 without the benefit of the procedure described above; however, the necessary procedure shall follow as soon as possible.

# STUDENTS WILL NOT BE SENT HOME WITHOUT PROPER DOCUMENTATION OF THE PARTICULAR MISCONDUCT AND REASON FOR THE SUSPENSION.

The school must give the parent or legal guardian of the suspended student notice in writing of the *suspension* and the reason for the *suspension*. Any parent or legal guardian of a suspended student shall have the right to appeal a *suspension* to the governing board of Crocker, who shall conduct a student hearing on the merits of the case. In all cases of *suspensions*, the parent or legal guardian, the LEA School Board, superintendent or the 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*. The decision of the LEA School Board, superintendent, or the 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.

# STUDENTS HAVE A RIGHT TO BRING A REPRESENTATIVE OF HIS/HER CHOICE TO ALL DISCIPLINARY PROCEEDINGS.

If you feel that your child has not been treated fairly in resolving discipline matters, you may contact Crocker's governing board, Advocacy for the Arts and Technology in New Orleans, Louisiana, Inc., P.O. Box 15378, New Orleans, LA 70175.

# **Appeal for Suspension**

Any parent/legal guardian of a suspended student shall have the right to appeal a suspension to Crocker's School Board. A student hearing will be conducted to review the suspension, based on the merits of the case. The decision of the School Board shall be final. The parent/legal guardian of students with disabilities who disagrees with any long-term removal for disciplinary reasons has the right to request a Due Process Hearing.

# **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." 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 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 or she resides until the beginning of the next regular school year, subject to the review and approval of the local educational governing authority.

Any student, after being suspended for committing a Level 3 Infraction, **MAY** be expelled upon recommendation by the school principal. The principal **SHALL** immediately suspend and recommend for expulsion a student who is found guilty of possessing 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 her 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. A principal cannot expel a student.

# **Due Process Procedures for Expulsions**

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:

- The principal or his or her designee must conduct a student conference and school-level investigation within a 24-hour period.\*
- A hearing is conducted by the LEA School Board.
- A determination of whether to expel the student is made by the local education governing authority.
- The principal and teacher as well as the student **MAY** be represented by someone of his or her choice at this hearing.
- The student **SHALL** remain on suspension until the hearing takes place.
- The parent or legal guardian 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. Otherwise the decision of the LEA shall be final.
- The local educational governing authority, in reviewing the case, **MAY** uphold, modify, or reverse the LEA's decision.
- If the local educational governing authority upholds the decision of the LEA School Board, the parent or legal guardian 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. \*\*

#### **Appeals Process for Expulsion**

To appeal an expulsion, submit a written statement of appeal request to BESE within five (5) days after an expulsion decision is rendered. After formal notification of the request and after reviewing the findings of the school board, BESE or its designee may uphold, modify, or reverse the decision. If the decision for expulsion is upheld, the parent/legal guardian of the student **MAY**, within ten (10) days, appeal to the district court for the parish in which the student's school is located. The court **MAY** reverse the ruling of the local educational governing authority.

#### DISCIPLINE POLICY FOR STUDENTS WITH DISABILITIES

A student with a disability 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. Special education students are subject to the same rules as other students, but with limitations. After the removal of a special education student for more than ten (10) school days (consecutive or cumulative) for any reason, the student must be provided with procedural safeguards. Procedural safeguards are a set of technical state and federal laws that override all other state laws to the contrary. If a student with disability is removed 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, all students must be offered education services, including access to the general curriculum; implementation of the student's Individualized Education Plan (IEP), access to statewide test/LEAP 21, preparation and/or remediation equal to those services provided to general education students, and services and modifications designed to prevent the behavior from recurring if the behavior involves drugs, weapons or behavior substantially likely to cause injury to the student or others.

The following policy and procedures may be altered to insure individualization of programming as required by federal mandate.

#### **SUSPENSION**

After the first suspension a conference with parent or legal guardian will be held to develop a Functional Behavior Assessment and develop and implement an individual Behavior Intervention Plan to address the behavior that resulted in suspension. After the second suspension, the IEP team will reconvene to discuss/review the academic, social, and behavioral needs of the student, develop a Functional Behavior Assessment and develop/implement an individual Behavior Intervention Plan. This will occur only if the behavior exhibited is a new behavior. If the behavior is a repeated behavior, the Behavior Intervention Plan will be reviewed to address the suspendable behavior and to discuss, review, and revise the Individualized Education Plan, as needed, to address the behavior resulting in the suspension. After the third and subsequent suspensions, the Manifestation Determination Review (MDR) Committee will convene and 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 or legal guardian must be notified of the review and every effort must be made to have the parent or legal guardian participate in the decision. If the parent or legal guardian does not participate, documentation of such must be included.

#### EXPULSION (LEVEL 3 INFRACTIONS/NOT-RELATED)

A student may be recommended for expulsion when a LEVEL 3 Infraction occurs. When a student commits a LEVEL 3 Infraction that involves guns, other weapons, drugs, and/or presents a danger to self or others, the school is not prohibited from contacting law enforcement agencies. All documentation submitted for any request for expulsion must be compliant. 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.

Should the school pursue the Recommendation for Expulsion, the student remains in school and the Student Hearing Officer will consider the recommendation on a case-by-case basis. 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 exceptionality. This decision must be made by a Manifestation Determination Review Committee consisting of at least one person who knows the student and one person familiar with the student's exceptionality. Every effort must be made to include parents in this decision. If parents do not participate, then all efforts to include the parent(s) or legal guardian must be documented. The decision must be documented on the Manifestation Determination Review Summary Form. If the Manifestation Determination Review 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 must be completed, signed by the Manifestation Determination Review Committee and submitted to the Student Hearing Office along with a copy of the Manifestation Determination Review Summary. If the Manifestation Determination Review Committee determines the behavior is **NOT RELATED** to the student's disability, an Official Notice of Disciplinary Action Form, along with the Manifestation Determination Review Summary must be submitted to the Student Hearing Office within 24 hours. The student's current IEP, Multi-Disciplinary Evaluation (MDE), Behavior Intervention Plan, police report (if applicable), security report, and other pertinent information must be attached. A BIP must be developed and submitted. A Behavior Intervention Plan must be submitted on all students classified as Emotional Disturbance and on all students who have been suspended prior to the recommendation for expulsion.

Neither the principal nor the authority figure involved in the incident with the student may serve as a member of the Manifestation Determination Review Committee. However, they may participate in the Manifestation Determination Review for informational purposes.

If the Manifestation Determination decision was **NOT RELATED**, a student hearing will be scheduled by the Student Hearing Office. A student hearing will not be 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. 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. 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. 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 for up to forty-five (45) school days. During the forty-five (45) day period, appropriate interventions will be developed and implemented to address the behavior(s) for which the expulsion is being recommended. An expelled student who fails to register at the Interim Appropriate Educational Setting within three (3) school days will be reported to the Department of School Social Work Services and the Louisiana School Compulsary Attendance Law will become effective (Title 17, Section 221 of the Louisiana Revised Statutes).

Students who exit the school system immediately following their expulsion, and attempt to reenter after the expulsion has expired, will be required to serve the full length of their expulsion after re-entry.

#### **GLOSSARY OF TERMS**

**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** – an agreement between the child and teacher and, often, the student's parent(s). The behavior contract is a written agreement that indicates how the individual will behave, the appropriate consequence should the student not behave according to the contract, and the reinforcement(s) to be utilized for

successful compliance. The behavior contract is intended to provide the student with structure and self-management.

**Behavior Intervention Plan (BIP)** – a plan that is the result of a Functional Behavior Assessment (FBA). Behavior Intervention Plans are written documents that describe the inappropriate behavior to be changed as well as strategies or interventions implemented to address the target behavior. Behavior Intervention

Plans 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. Behavior Intervention Plans 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, Behavior Intervention Plans 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.

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.

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 School Social Worker with the support of the Response to Intervention (RTI) team.

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

**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  $(2 \frac{1}{2})$  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. Detention is usually considered one of the milder forms of disciplinary action available to a school.

**Discipline** – the steps, action, or training that teachers, administrators, support staff, and parents 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. The Individuals with Disabilities Education Improvement Act includes rules of procedure for resolving such disputes. These rules include mediation, due process hearings and appeals to state or federal court. A due process hearing is usually a formal, contested trial.

**Exceptionality** – a student's special learning need 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. Identifying a student's exceptionality is the first step in determining the appropriate academic classroom placement for that student.

**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 Behavior Intervention Plan (BIP). A Behavior Intervention Plan is used to implement interventions for the specific behaviors as identified. **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 school-to-home and home-to-school communications.

**Individuals with Disabilities Education Improvement Act** – federal law governing how states and public agencies provide all children with disabilities a free and appropriate public education (FAPE) that emphasizes early intervention, special education, and related services designed to meet their unique needs and prepare them for employment and independent living. IDEA 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.

**Individualized Education Plan (IEP)** – a specific written plan for educating children with special needs. Under federal special education law (IDEIA 2004), all children identified as having special learning needs must have an IEP.

**IEP Team** – a group of individuals who are responsible for developing, reviewing, and revising the Individualized Education Plan (IEP) for a student with special needs. The IEP team must review each student's progress yearly 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 local educational agency (LEA) who is knowledgeable about specially designed instruction for students with disabilities, the general curriculum, and the availability of LEA resources
- The parent/legal guardian
- The student, as appropriate
- Someone who is able to interpret the instructional implications of evaluation results
- Other individuals whom the parent/legal guardian or the school chooses 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 least restrictive environment 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 Committee 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.

**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, 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 Intervention Support (PBIS)** – a school system's approach to creating and maintaining a climate of safety and learning in our schools. Use of PBIS 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.

**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.

**Related Services** – developmental, corrective, and other supportive services that assist a child with a disability to benefit from special education. 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 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.

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

**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. **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.

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

# **Crocker Arts and Technology School**

# Arts Integrated, Technology Driven

A. Charmaine Robertson, Principal

Shauntel J. Butler, Assistant Principal

# Receipt and Acknowledgment of CATS Student/Parent Handbook

Please read the following, sign below and return to the school's secretary for placement in your child(ren's) school file.

# Understanding and Acknowledging Receipt of CATS Student/Parent Handbook

I acknowledge that my child and I have received, read, and understand the policies outlined in the Crocker Arts and Technology School (CATS) Student/Parent Handbook. I agree to conform to the rules and regulations of CATS and follow the Code of Conduct as described in the handbook, which is intended as a guide to policies and procedures of the school. I understand that CATS has the right to change the handbook without notice. It is understood that future changes in policies and procedures will supersede or eliminate those found in this book, and that students and parents will be notified of such changes through normal communication channels.

My signature below indicates that I have reviewed and discussed this handbook in its entirety with my child(ren). My signature also indicates that I have read, understand and agree with the policies and procedures within this handbook and will adhere to all mandates.

Parent/Guardian's Signature	Student's Signature		
/			
Date			

<sup>\*</sup>RSD Policy

<sup>\*\*</sup>Louisiana State Law