

# **FIRSTLINE SCHOOLS**

## **FAMILY HANDBOOK 2011 - 2012**

### **ARTHUR ASHE CHARTER SCHOOL**

**3649 LAUREL STREET  
NEW ORLEANS, LA 70115  
PHONE: 504-373-6267  
FAX: 504-896-4003**

**[WWW.ASHECHARTERSCHOOL.ORG](http://WWW.ASHECHARTERSCHOOL.ORG)**

**SCHOLARSHIP    INTEGRITY    COMMUNITY**

**[WWW.FIRSTLINESCHOOLS.ORG](http://WWW.FIRSTLINESCHOOLS.ORG)**

**ARTHUR ASHE CHARTER SCHOOL**

**FAMILY HANDBOOK**

**2011 – 2012**

**PARENT/STUDENT AGREEMENT**

**I HAVE RECEIVED AND READ A COPY OF ARTHUR ASHE’S FAMILY HANDBOOK. I HAVE DISCUSSED THE POLICIES WITH MY CHILD. I AGREE TO ABIDE BY THE POLICIES SET FORTH IN THE SCHOOL HANDBOOK.**

\_\_\_\_\_ **PARENT SIGNATURE**  
\_\_\_\_\_ **DATE**

**I HAVE RECEIVED AND READ A COPY OF ARTHUR ASHE’S FAMILY HANDBOOK WITH MY PARENT. I UNDERSTAND THE POLICIES AND AGREE TO ABIDE BY THE POLICIES SET FORTH IN THE SCHOOL HANDBOOK.**

\_\_\_\_\_ **STUDENT SIGNATURE**  
\_\_\_\_\_ **DATE**

<b>TABLE OF CONTENTS</b>	<b>PAGE</b>
PARENT/STUDENT/SCHOOL COMPACT	2
PRINCIPAL’S MESSAGE	4
SCHOOL HISTORY	5
FIRSTLINE / SCHOOL MISSION & VISION	6 - 7

<b>ACADEMIC &amp; ACTIVITY CALENDAR</b>	<b>8</b>
<b>STUDENT ADMISSIONS PROCESS</b>	<b>9</b>
<b>SCHOOL COLORS, MOTTO, &amp; MASCOT</b>	<b>9</b>
<b>OUR CORE VALUE</b>	<b>10</b>
<b>DAILY SCHOOL ROUTINE AND TIMES</b>	<b>11 - 12</b>
<b>SCHOOL PROCEDURES</b>	<b>12 - 15</b>
<b>SCHOOL CURRICULUM</b>	<b>16 - 17</b>
<b>COURSE GRADING &amp; REPORT CARDS</b>	<b>18 - 19</b>
<b>STUDENT RECOGNITION</b>	<b>20</b>
<b>STUDENT SUPPORT</b>	<b>20</b>
<b>STUDENT PROMOTION</b>	<b>21 - 22</b>
<b>STUDENT ATTENDANCE</b>	<b>23 - 24</b>
<b>HEALTH SERVICES / CHILD NUTRITION</b>	<b>25</b>
<b>TRANSPORTATION</b>	<b>26</b>
<b>PARENT INVOLVEMENT</b>	<b>27</b>
<b>PARENT COMPLAINT PROCESS</b>	<b>28 - 30</b>
<b>SCHOOL DRESS CODE</b>	<b>31 - 34</b>
<b>STUDENT DISCIPLINE</b>	<b>35 - 51</b>
<b>NO HARASSMENT POLICY</b>	<b>51 - 52</b>
<b>NO BULLYING/CYBER-BULLYING POLICY</b>	<b>52 - 53</b>
<b>CORPORAL PUNISHMENT POLICY</b>	<b>53</b>

**AUGUST 2011**

**DEAR PARENTS AND STUDENTS,**

**WELCOME BACK TO AN EXCITING SCHOOL YEAR AT ARTHUR ASHE CHARTER SCHOOL!**

**WE WILL CONTINUE OUR FOCUS ON MAKING OUR CLASSROOMS ACADEMICALLY RIGOROUS AND ENGAGING FOR STUDENTS. WE ARE VERY EXCITED TO ANNOUNCE OUR BLENDED LEARNING INITIATIVE, WHERE ALL STUDENTS WILL BE EXPOSED TO ACADEMIC SUPPORT THROUGH TECHNOLOGY. STUDENTS WILL GO TO THE COMPUTER LAB EACH DAY TO RECEIVE COMPUTER-ASSISTED LEARNING SUPPORT. ALSO, ADDITIONAL TEACHERS WILL PROVIDE SMALL GROUP INSTRUCTION CUSTOMIZED TO THE DIFFERENT SKILL LEVELS OF OUR**

STUDENTS. THE REPORT CARD AND REGULAR PROGRESS REPORTS WILL GIVE YOU AN ONGOING LOOK AT THE SKILLS YOUR CHILD HAS MASTERED AND WILL HELP YOU SUPPORT HIM OR HER AT HOME.

IN ADDITION, WE HAVE THE HIGHEST EXPECTATIONS FOR STUDENT BEHAVIOR SO THAT STUDENTS AND TEACHERS CAN FOCUS ON THEIR MOST IMPORTANT GOAL: STUDENT ACHIEVEMENT. WE HAVE CREATED A SCHOOL THAT IS POSITIVE, WARM AND INSPIRING FOR STUDENTS WHILE BEING CALM AND ORDERLY SO LEARNING AND TEACHING CAN THRIVE. OUR SCHOOL CULTURE IS DEFINED BY CORE VALUES. THE VALUES THAT WE EXPECT STUDENTS TO DEMONSTRATE ARE **PERSEVERANCE, HONESTY, GRATITUDE, RESULTS-DRIVEN, RESPONSIBILITY, RESPECT, AND FORGIVENESS**. EACH WEEK YOUR STUDENT WILL BE EXPECTED TO WORK ON GOALS ASSOCIATED WITH OUR CORE VALUES.

ADDITIONALLY, WE WILL PROVIDE A VARIETY OF ACTIVITIES THROUGH OUR CORE ACADEMIC PROGRAM AND THROUGH OUR EXPANDED ENRICHMENT PROGRAM TO PROVIDE OPPORTUNITIES FOR STUDENTS TO EXPLORE THE WORLD AROUND THEM AND MATURE INTO YOUNG ADULTS.

THIS PARENT/STUDENT HANDBOOK IS A GUIDE TO HELP YOU UNDERSTAND OUR EXPECTATIONS OF STUDENTS SO THAT WE CAN PROVIDE THE BEST EDUCATION POSSIBLE. THE HANDBOOK WILL ALSO PROVIDE GENERAL INFORMATION ABOUT THE SCHOOL AND ANSWER MANY OF YOUR SPECIFIC QUESTIONS. FOR EXAMPLE, IT OUTLINES THE SCHOOL CALENDAR, DESCRIBES THE DAILY SCHOOL ROUTINE THAT STUDENTS FOLLOW AND DESCRIBES HOW STUDENTS' WORK IS GRADED. THE HANDBOOK ALSO DISCUSSES IN DETAIL THE SCHOOL'S DRESS CODE AND OUR APPROACH TO MANAGING STUDENT'S BEHAVIOR AS THEY GROW AND MATURE.

WE HAVE A GREAT YEAR PLANNED FOR YOUR CHILD AND LOOK FORWARD TO OUR PARTNERSHIP.

SINCERELY,

SABRINA PENCE  
SCHOOL DIRECTOR, ARTHUR ASHE CHARTER SCHOOL

### **HISTORY OF FIRSTLINE SCHOOLS**

THE ROOTS OF FIRSTLINE SCHOOLS GO BACK TO THE FIRST CHARTER SCHOOL IN NEW ORLEANS. TEN YEARS AGO, A SMALL NON-PROFIT ORGANIZATION CALLED MIDDLE SCHOOL ADVOCATES (MSA) OPENED THE FIRST CHARTER SCHOOL IN THE CITY, NEW ORLEANS CHARTER MIDDLE SCHOOL (NOCMS). NOCMS BECAME THE HIGHEST PERFORMING OPEN ADMISSIONS MIDDLE SCHOOL IN NEW ORLEANS, DEMONSTRATING THE POTENTIAL OF CHARTER SCHOOLS TO PROVIDE AN OUTSTANDING PUBLIC EDUCATION TO ALL STUDENTS.

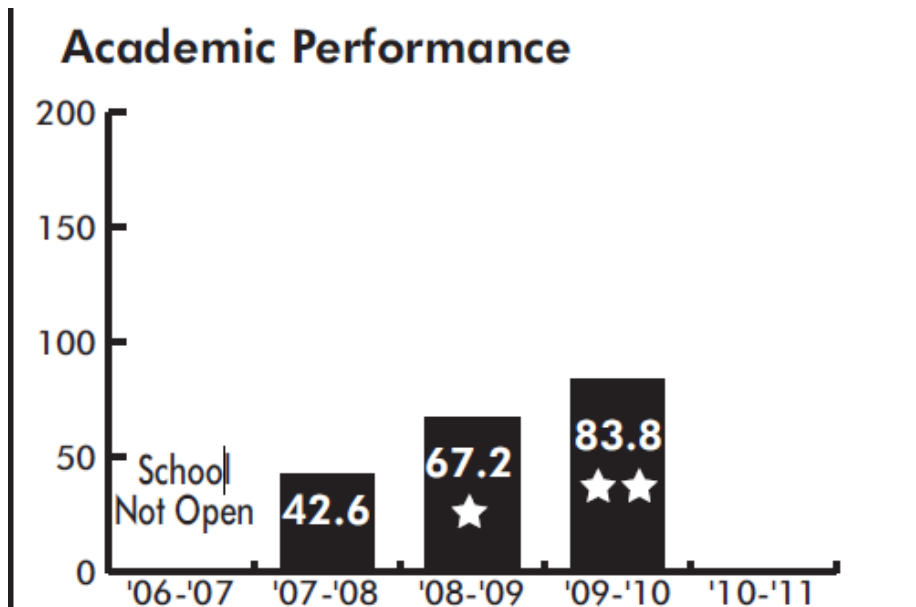
### **SAMUEL J. GREEN AND ARTHUR ASHE CHARTER SCHOOLS**

IN AUGUST 2005 AT THE REQUEST OF THE STATE, MSA TOOK OVER THE LONG-STRUGGLING SAMUEL J. GREEN MIDDLE SCHOOL, CONVERTING IT TO A KINDERGARTEN THROUGH EIGHTH GRADE SCHOOL. AFTER THE DESTRUCTION OF NOCMS IN HURRICANE KATRINA, MSA USED THE NOCMS CHARTER TO

OPEN A SECOND CAMPUS, ARTHUR ASHE CHARTER SCHOOL IN 2007. NOW OPERATING TWO KINDERGARTEN THROUGH EIGHTH GRADE SCHOOLS, THE BOARD OF MIDDLE SCHOOL ADVOCATES RENAMED THE ORGANIZATION FIRSTLINE SCHOOLS.

ARTHUR ASHE BEGAN AS A 4 – 6<sup>TH</sup> GRADE SCHOOL IN 2007, ADDED K-1 AND 7<sup>TH</sup> IN 2008 AND BECAME A FULL K-8 IN 2009. DURING THE 2010 – 2011 SCHOOL YEAR, WE ADDED A SECTION OF 1<sup>ST</sup> – 4<sup>TH</sup>, AND WE ARE ADDING ONE SECTION OF K AND 5<sup>TH</sup> IN THIS SCHOOL YEAR. OUR GOAL IS TO HAVE TWO SECTIONS OF EACH GRADE-LEVEL BY 2015. WE ARE ALSO EXCITED TO ANNOUNCE THAT WE WILL BE MOVING TO A NEW, STATE OF THE ART FACILITY IN THE 2012-2013 SCHOOL YEAR IN THE GENTILLY AREA.

ASHE MADE THE LARGEST TEST SCORE GAINS IN NEW ORLEANS IN 2008-9 AND 2009 – 10 AND HAD THE FIFTH HIGHEST TEST SCORES OF ALL CHARTER AND NON-CHARTER SCHOOLS IN THE RECOVERY SCHOOL DISTRICT.



**MISSION**

*Source: Louisiana Department of Education*

~~THE MISSION OF FIRSTLINE SCHOOLS IS TO CREATE AND INSPIRE GREAT PUBLIC SCHOOLS IN NEW ORLEANS. OUR SCHOOLS WILL AIM TO PREPARE STUDENTS FOR HIGHER EDUCATION AND FULFILLING CAREERS BY:~~

- ENSURING HIGH ACHIEVEMENT FOR ALL STUDENTS.
- PROVIDING A RICH VARIETY OF EDUCATIONAL EXPERIENCES TO NURTURE STUDENTS' SOCIAL AND EMOTIONAL DEVELOPMENT, A LOVE OF LEARNING, AND A STRONG SENSE OF ASPIRATION TO ACHIEVE THEIR EDUCATIONAL AND CAREER GOALS.
- DEVELOPING THE SKILLFULNESS OF OUR STAFF AND CREATING SUSTAINABLE WORKING CONDITIONS THAT FACILITATE THEIR SUCCESS.

**FIRSTLINE SCHOOLS BOARD OF DIRECTORS**

MIDDLE SCHOOL ADVOCATES, INC. (NOW FIRSTLINE SCHOOLS), A LOUISIANA NON-PROFIT CORPORATION, HAS BEEN IN OPERATION SINCE 1998. THE ORGANIZATION WAS ESTABLISHED TO CREATE CHARTER SCHOOLS IN AN ATTEMPT TO IMPROVE PUBLIC EDUCATION BY INCREASING THE QUALITY OF EDUCATIONAL OPPORTUNITIES AVAILABLE TO CHILDREN AND THEIR FAMILIES IN NEW ORLEANS. THE INDIVIDUALS SERVING ON THE BOARD OVERSEE THE SCHOOL'S OPERATIONS.

THE CURRENT MEMBERS OF THE FIRSTLINE SCHOOLS BOARD OF DIRECTORS ARE:

- DANA PETERSON, CHAIRMAN
- STEPHEN R. ROSENTHAL, TREASURER
- CATHERINE D. PIERSON, SECRETARY
- LAWRENCE S. KULLMAN
- CHARLEEN D. BLACHE
- BRIAN P. EGANA
- ALISON HARTMAN, PHD
- JEROME JUPITER
- DARLEENE D. PETERS
- GREGORY ST. ETIENNE

**THE MISSION OF ARTHUR ASHE CHARTER SCHOOL IS TO:**

PREPARE ALL STUDENTS ACADEMICALLY WHILE DEVELOPING THEIR CHARACTER SO THEY WILL EXCEL AT A HIGH SCHOOL WITH RIGOROUS ACADEMICS AND GRADUATE FROM A FOUR-YEAR COLLEGE.

**OUR VISION**

**STAFF**

STAFF AT ASHE WILL WORK COLLABORATIVELY TO CREATE A RIGOROUS, ALIGNED CURRICULUM TO CHALLENGE AND ENRICH STUDENTS FROM THE DAY THEY ENTER KINDERGARTEN TO THE DAY THEY GRADUATE FROM 8<sup>TH</sup> GRADE. WE WILL IMPLEMENT OUR CURRICULUM BY USING DATA-DRIVEN INSTRUCTION TO PUSH ALL STUDENTS TO MASTERY AND BEYOND IN EVERY SUBJECT. TEACHERS WILL CREATE A WARM, NURTURING ENVIRONMENT DEFINED BY OUR SCHOOL'S CORE VALUES: RESPECT, RESPONSIBILITY, HONESTY, GRATITUDE, FORGIVENESS, PERSEVERANCE, AND RESULTS-DRIVEN. AS A RESULT, ASHE WILL FOSTER POSITIVE, COLLEGE BOUND YOUNG ADULTS WHO WILL BE LEADERS IN THEIR COMMUNITIES, PROFESSIONAL FIELDS AND THE CITY OF NEW ORLEANS.

## **STUDENTS**

ASHE STUDENTS ARE SELF MOTIVATED BECAUSE OF WHAT THEY WILL ACCOMPLISH: ADMISSION TO A COLLEGE BOUND HIGH SCHOOL, GRADUATION FROM A FOUR-YEAR COLLEGE AND SUCCESS AS PROFESSIONALS AND COMMUNITY LEADERS. ALL STUDENTS AT OUR SCHOOL ARE EXCITED TO LEARN AND WILL WORK RELENTLESSLY TO ACHIEVE THEIR FULL ACADEMIC POTENTIAL. EACH AND EVERY STUDENT WILL ALSO EMBRACE AND LIVE BY OUR CORE VALUES, HOLDING THEMSELVES ACCOUNTABLE TO THEM AND INSPIRING THEIR PEERS AND THEIR COMMUNITY TO DO THE SAME.

## **PARENTS**

PARENTS WILL PLAY AN ACTIVE ROLE AT ASHE IN EVERY PART OF THE COLLEGE BOUND EXPERIENCE BY WORKING IN PARTNERSHIP WITH TEACHERS TO SUPPORT THE NEEDS OF THEIR CHILDREN AND THE SCHOOL. BY WORKING IN COLLABORATION WITH THE STAFF, PARENTS WILL PLAY A KEY ROLE IN DEVELOPING THEIR CHILD'S CORE VALUES, ACADEMIC SKILLS, AND LOVE OF LEARNING. UPON GRADUATION FROM ASHE, PARENTS WILL CONTINUE TO INSTILL OUR SCHOOL'S LESSONS, VALUES, AND ATTITUDES IN ORDER TO ENSURE CONTINUED ACADEMIC EXCELLENCE AND SUCCESS FOR THE ENTIRETY OF THEIR CHILD'S EDUCATION.

## **STUDENT ADMISSIONS PROCESS**

STUDENT ENROLLMENT FOR ARTHUR ASHE CHARTER SCHOOL IS BASED ON AN OPEN ADMISSIONS PROCESS. ALL FIRSTLINE SCHOOLS SHARE THE COMMON APPLICATION PROCESS WITH THE RECOVERY SCHOOL DISTRICT. STUDENTS WHO APPLY BEFORE THE APPLICATION DEADLINE WILL BE ADMITTED AS LONG AS THE GRADE LEVEL IS NOT OVERENROLLED. THE SCHOOL WILL HOLD A LOTTERY FOR GRADE LEVELS THAT ARE OVERENROLLED. STUDENTS WHO APPLY AFTER THE APPLICATION DEADLINE WILL BE ADMITTED IF THERE ARE AVAILABLE PLACES IN THE GRADE LEVEL TO WHICH THEY HAVE APPLIED. IF ALL PLACES ARE FILLED IN A PARTICULAR GRADE LEVEL, STUDENTS WILL BE PLACED ON A WAITLIST IN THE ORDER IN WHICH THEIR APPLICATIONS ARE RECEIVED.

THE ADMISSIONS PROCESS IS DESIGNED TO ENSURE EQUAL ACCESS FOR ALL STUDENTS REGARDLESS OF INTELLECTUAL ABILITY, RACE, RELIGION, GENDER, ETHNICITY, NATIONAL ORIGIN, OR IDENTIFICATION AS AN EXCEPTIONAL CHILD.

### **ENROLLED STUDENTS**

STUDENTS WHO ARE ALREADY ENROLLED IN THE SCHOOL DO NOT HAVE TO APPLY FOR RE-ADMISSION. PARENTS ARE, HOWEVER, ASKED TO COMPLETE A RE-ENROLLMENT FORM TO CONFIRM THAT THEIR CHILD WILL BE RETURNING TO THE SCHOOL. IF A PARENT SENDS BACK THE RE-ENROLLMENT FORM CONFIRMING THAT THE CHILD IS **NOT RETURNING** TO ARTHUR ASHE, THE CHILD IS TAKEN OFF OF THE RE-ENROLLMENT LIST.

### **SIBLING PREFERENCE**

PREFERENTIAL ADMISSION IS GIVEN TO SIBLINGS OF STUDENTS WHO ARE CURRENTLY ENROLLED. APPLICANTS LIVING IN THE SAME HOUSEHOLD, BUT WHO ARE NOT SIBLINGS, MUST APPLY FOR ADMISSION THROUGH THE LOTTERY.

#### **IMMUNIZATIONS**

LOUISIANA HAS PASSED A LAW STATING THAT ALL CHILDREN 11-12 YEARS OLD MUST RECEIVE A SECOND MEASLES, MUMPS AND RUBELLA (MMR) SHOT. PARENTS SHOULD SEND THE SCHOOL NURSE AN UPDATED COPY OF THE IMMUNIZATION RECORD.

**SCHOOL COLORS:** BLUE AND WHITE

**SCHOOL MOTTO:** 100%, ALL THE TIME, EVERYDAY!

**SCHOOL MASCOT:** HORNET

#### **OUR CORE VALUES**

ARTHUR ASHE CHARTER SCHOOL STRIVES TO ENSURE THAT STUDENTS DEVELOP POSITIVE PERSONAL VALUES THAT CONTRIBUTE TO THEIR OWN WELL-BEING AND THE WELL-BEING OF OTHERS. THE CORE VALUES OF ARTHUR ASHE ARE:

##### **HONESTY**

- TELL THE TRUTH EVEN WHEN YOU WILL HAVE CONSEQUENCES.
- TELL AN ADULT WHEN YOUR TEAMMATES VIOLATES OUR SCHOOL VALUES.

##### **RESPECT**

- KEEP YOUR ENVIRONMENT CLEAN AND PRETTY.
- CONTROL YOUR TEMPER (ACTIONS, WORDS, AND BODY LANGUAGE).

##### **RESPONSIBILITY**

- COME TO SCHOOL PREPARED FOR LEARNING.
- DO YOUR HOMEWORK EVERY NIGHT (EVEN WHEN IT IS CHALLENGING).

##### **GRATITUDE**

- BE MINDFUL OF OTHER PEOPLE'S FEELINGS AND EXPRESS YOUR THANKS FOR THE THINGS THEY DO.

##### **FORGIVENESS**

- FORGIVE YOUR TEAMMATES WHEN YOU ARE ANGRY WITH THEM.
- FORGIVE YOUR TEACHERS BECAUSE THEY ARE HUMAN TOO.

##### **PERSEVERANCE**

- **WORK HARD ON ALL OF YOUR ACADEMIC WORK EVEN WHEN IT IS CHALLENGING.**

#### **RESULTS**

- **ALWAYS KNOW WHERE YOU ARE AND WHERE YOU ARE GOING ACADEMICALLY AND WITH YOUR BEHAVIOR GOALS.**
- **YOU ARE NOT ACCOUNTABLE JUST FOR YOURSELF BUT ALSO YOUR TEAM'S SUCCESS.**

IN ADDITION TO THE VALUES, THE ACTIVITIES THAT STUDENTS EXPERIENCE EACH YEAR ARE DESIGNED TO HELP THEM DEVELOP HABITS (BOTH MENTALLY AND PHYSICALLY) THAT WILL ENSURE THEIR SUCCESS IN MIDDLE SCHOOL AND LATER IN HIGH SCHOOL AND BEYOND. EACH YEAR IN SCHOOL SHOULD BE A UNIQUE EXPERIENCE FOR THE STUDENTS. THE "GRADE LEVEL EXPERIENCE" IS DESIGNED TO COMMUNICATE THE ACADEMIC WORK AND BEHAVIORAL EXPECTATIONS THAT ARE ESSENTIAL TO EACH GRADE LEVEL.

#### **DAILY SCHOOL ROUTINES**

FOR THE 2011-2012 SCHOOL YEAR, SCHOOL WILL LET IN AT 8:30 A.M. EACH DAY. TEACHERS BEGIN DUTY AT 8:30 A.M. STUDENTS ARRIVING AFTER 8:45 A.M. WILL BE MARKED TARDY.

SCHOOL DISMISSAL TIME IS 4:30 P.M. EACH DAY MONDAY THROUGH THURSDAY. FRIDAY DISMISSAL IS 2:15 P.M. STUDENTS IN AFTER-SCHOOL DETENTION TUESDAY – THURSDAY WILL HAVE DETENTION FROM 4:30 – 5:30 P.M. STUDENTS IN FRIDAY DETENTION MAY BE AT SCHOOL AS LATE AS 5:15 P.M. ANY STUDENT IN DETENTION AFTER-SCHOOL OR FRIDAY EXTENDED DETENTION WILL NEED TO HAVE TRANSPORTATION HOME ARRANGED BY PARENTS. IF A STUDENT PARTICIPATES IN THE AFTER-SCHOOL PROGRAM, SCHOOL WILL DISMISS AT 6:00 P.M. EACH DAY MONDAY THROUGH THURSDAY.

**EACH DAY STUDENTS ARE REQUIRED TO FOLLOW THE ROUTINE DESCRIBED BELOW:**

#### **ARRIVAL AT SCHOOL**

STUDENTS ARRIVE AT SCHOOL ON FOOT, BY CAR, ON THE RTA BUS, AND ON THE SCHOOL BUS. SCHOOL BUS DRIVERS WILL NOT RELEASE STUDENTS ONTO THE SCHOOLYARD UNTIL 8:30 A.M.

STUDENTS WHO ARRIVE AT SCHOOL BEFORE 8:30 A.M. MUST PARTICIPATE IN THE MORNING CARE PROGRAM. A PARENT MUST ESCORT THE STUDENT IN THE BUILDING. ANY STUDENT WHO ARRIVES PRIOR TO 8:30 A.M. AND DOES NOT PARTICIPATE IN MORNING CARE IS CONSIDERED UNSUPERVISED AND WILL SERVE DETENTION.

#### **OPENING OF THE SCHOOL BUILDING**

#### **MORNING CARE & AFTER-CARE**

THE SCHOOL BUILDING WILL BE OPENED FOR STUDENTS PARTICIPATING IN THE MORNING CARE PROGRAM AT 6:30 A.M. STUDENTS SHOULD ENTER THROUGH THE FRONT DOOR AND REPORT TO THE ASSIGNED MORNING CARE AREA TO CHECK-IN. **PARENTS WHOSE STUDENTS ARE NOT IN MORNING CARE SHOULD NOT BRING OR DROP-OFF STUDENTS BEFORE 8:30 A.M.** THERE IS A COST OF \$3 PER SESSION MORNING CARE. PLEASE SEE SCHOOL LEADERS FOR MORE INFORMATION, AS YOU MUST SIGN YOUR CHILD UP FOR THE PROGRAM.

STUDENTS WHO ARRIVE EARLIER THAN 8:30 A.M. WILL ONLY BE ALLOWED IN THE BUILDING IF THEY ARE REGISTERED FOR THE MORNING CARE PROGRAM. **STUDENTS THAT ARE NOT REGISTERED IN MORNING CARE ARE NOT ALLOWED ON THE SCHOOL GROUNDS BEFORE 8:30 A.M.**

AFTER-CARE IS ALSO AVAILABLE FOR STUDENTS UNTIL 6:30 P.M. **FOR STUDENTS NOT PICKED UP AT 6:30 P.M., THERE WILL BE AN ADDITIONAL FEE.** ANY STUDENT IN THE BUILDING AFTER 4:30 P.M. IS EXPECTED TO PARTICIPATE IN THE AFTER-SCHOOL PROGRAM OR AFTER-CARE AT A \$3/CHILD COST.

PARENTS MUST PAY FOR MORNING AND AFTER-CARE ON A DAY BY DAY BASIS OR IN ADVANCE. IF A STUDENT ACCRUES MORE THAN A \$20.00 BILL FOR MORNING/AFTER-CARE, THE STUDENT WILL NO LONGER BE ALLOWED TO ATTEND THE PROGRAM.

**REGULAR DAY: MORNING ROUTINE**

THE SCHOOL BUILDING OPENS AT 8:30 A.M. TEACHERS BEGIN THEIR MORNING DUTY AT THIS TIME.

STUDENTS ARE NOT ALLOWED TO LEAVE THE SCHOOL GROUNDS ONCE THEY HAVE ARRIVED. UPON ARRIVAL, ALL STUDENTS LINE UP IN THEIR HOMEROOM LINE ON THE AMELIA STREET SIDE OF THE BUILDING. BUS STUDENTS WILL ENTER THE BUILDING FROM THE AMELIA STREET SIDE, WHILE WALKERS AND CAR RIDERS WILL ENTER FROM THE ANTONINE GATE. STUDENTS ARE EXPECTED TO WALK OUTSIDE IN THE BREEZEWAY TO GET TO THE AMELIA STREET SIDE TO LINE UP WITH THEIR CLASS. STUDENTS MAY NOT ENTER THE BUILDING THROUGH THE FRONT DOORWAY FROM 8:30 – 8:45 A.M. STUDENTS ARE EXPECTED TO ASK FOR PERMISSION TO ENTER THE BUILDING FOR ANY REASON.

RUNNING AROUND AND PLAYING BALL GAMES ARE NOT ALLOWED IN THE MORNING.

STUDENTS ARE NOT ALLOWED TO EAT FOOD ON THE SCHOOLYARD (I.E. CANDY, GUM, COOKIES, SOFT DRINKS, AND OTHER SNACKS). STUDENTS WHO BRING BREAKFAST FOOD TO SCHOOL MUST EAT IT IN THE CAFETERIA.

**RAINY DAYS**

ON RAINY AND COLD DAYS, A COLD WEATHER ROUTINE GOES INTO EFFECT. ALL OUTDOOR CLASSES ARE ASSIGNED TO SPECIFIC INDOOR SPACES. IN THE MORNING, GRADES K-8 TEACHERS WILL ESCORT STUDENTS IN THE BUILDING WITHOUT LINING UP.

**BREAKFAST**

BREAKFAST IS SERVED BETWEEN 8:30 – 8:50 A.M. FOR 4 – 8 STUDENTS AND 9:00 - 9:30 A.M. FOR K – 3 STUDENTS.

## **HOMEROOM**

THE HOMEROOM TEACHERS TAKE ATTENDANCE, HAVE A MORNING MEETING OR ADVISORY TO BUILD COMMUNITY AND PROVIDE STUDENTS WITH INFORMATION FOR THE DAY.

## **CHANGING CLASSES DURING THE DAY AND HALL PASSES**

STUDENTS ARE EXPECTED TO FOLLOW THE ESTABLISHED ROUTE OF TRAFFIC IN THE HALLWAYS. THEY ARE ALSO EXPECTED TO MOVE QUIETLY BETWEEN CLASSES. STUDENTS MUST GET PERMISSION FROM THEIR TEACHERS TO LEAVE CLASS AND TAKE A PASS WITH THEM TO THEIR DESTINATIONS. **STUDENTS WHO DO NOT HAVE PERMISSION TO BE IN THE HALLWAYS WILL RECEIVE AN AUTOMATIC AFTERSCHOOL DETENTION.**

## **OTHER SPECIFIC SCHOOL PROCEDURES**

### **SIGNING IN & OUT OF SCHOOL**

IF A STUDENT ARRIVES AT SCHOOL AFTER 8:45 A.M., HE/SHE MUST SIGN IN AT THE OFFICE AND RECEIVE AN ADMIT PASS.

STUDENTS ARE NOT ALLOWED TO LEAVE THE BUILDING DURING THE DAY WITHOUT BEING IN THE PRESENCE OF A FAMILY MEMBER OR OTHER PERSON DESIGNATED BY THE PARENT TO CHECK THE STUDENT OUT OF SCHOOL. WHENEVER POSSIBLE, THE OFFICE SHOULD BE NOTIFIED IN ADVANCE WHEN A STUDENT WILL BE CHECKED OUT BEFORE SCHOOL IS OVER. **STUDENTS MAY NOT BE CHECKED OUT OF SCHOOL AFTER 4:10 P.M.**

STUDENTS WHO BECOME ILL AT SCHOOL ARE TO REPORT TO THE OFFICE. THE PARENT WILL BE CONTACTED BY PHONE AND ARRANGEMENTS MADE FOR THE STUDENT TO BE PICKED UP FROM SCHOOL.

### **VISITORS**

ALL VISITORS MUST REPORT DIRECTLY TO THE MAIN OFFICE AND DISCUSS THE PURPOSE OF THE VISIT WITH OFFICE STAFF. ONLY VISITORS WHO HAVE LEGITIMATE BUSINESS IN THE SCHOOL WILL BE PERMITTED. WHILE PARENTS ARE ALWAYS WELCOME, THEY ARE ENCOURAGED TO MAKE APPOINTMENTS WITH TEACHERS OR ADMINISTRATORS. ALL VISITORS MUST OBTAIN A VISITOR'S PASS AT THE FRONT OFFICE.

### **CLASSROOMS AND OFFICES**

STUDENTS ARE NOT ALLOWED TO ENTER CLASSROOMS OR OFFICES WITHOUT AN ADULT'S PERMISSION OR WITHOUT AN ADULT BEING PRESENT.

### **TELEPHONE USE**

PARENTS ARE ASKED TO SEND A NOTE TO SCHOOL IF THEY NEED THEIR CHILD TO CONTACT THEM DURING THE DAY. OTHERWISE STUDENTS WILL NOT BE

ALLOWED TO USE THE TELEPHONE. STUDENTS MAY NOT CALL HOME TO CHECK ON THEIR AFTER-SCHOOL TRANSPORTATION UNLESS A PARENT NOTE IS PROVIDED. EXCEPTIONS WILL BE MADE ONLY IN EMERGENCY SITUATIONS.

IF YOU NEED TO SEND A MESSAGE TO YOUR CHILD DURING THE DAY, PLEASE CALL THE MAIN OFFICE AT (504) 373-6267. OUR FRONT OFFICE ADMINISTRATORS WILL TAKE A WRITTEN MESSAGE TO YOUR CHILD AND/OR YOUR CHILD'S TEACHER PRIOR TO THE END OF THE SCHOOL DAY. UNFORTUNATELY, WE CANNOT ACCOMMODATE REQUESTS TO SPEAK TO CHILDREN ON THE PHONE DURING THE DAY UNLESS THERE IS AN EMERGENCY.

#### **CELL PHONE USE**

CELL PHONES ARE NOT ALLOWED AT SCHOOL. IF YOUR STUDENT NEEDS TO USE THE SCHOOL PHONE TO REACH A FAMILY MEMBER, THE PARENT MUST SEND A NOTE WITH THE STUDENT. IF A PHONE IS SEEN, IT WILL BE TAKEN FROM THE STUDENT, AND A PARENT WILL BE REQUIRED TO PICK IT UP. AFTER THE FIRST INSTANCE OF A CELL PHONE BEING TAKEN BY A SCHOOL STAFF MEMBER, THE PARENT WILL BE ASKED TO SIGN A LETTER THAT S/HE UNDERSTANDS THAT THE NEXT TIME IT WILL BE KEPT BY THE SCHOOL. IF THE STUDENT HAS A CELL PHONE TAKEN FOR THE SECOND TIME, THE CELL PHONE WILL BE KEPT BY SCHOOL ADMINISTRATION UNTIL JUNE 1, 2012. STUDENTS WILL ALSO RECEIVE A MARK FOR HAVING A PROHIBITED ELECTRONIC ITEM. THE SCHOOL WILL NOT BE RESPONSIBLE FOR BROKEN, LOST, OR STOLEN PHONES (EVEN IF IT IS BEING HELD BY A MEMBER OF THE SCHOOL STAFF).

#### **ACCIDENTS**

ALL ACCIDENTS WHICH OCCUR ON SCHOOL GROUNDS OR AT SCHOOL EVENTS MUST BE REPORTED IMMEDIATELY TO THE TEACHER ON DUTY. SCHOOL PERSONNEL MAY ADMINISTER FIRST AID WHEN NECESSARY. PARENTS SHALL BE NOTIFIED IN CASE OF AN ACCIDENT AND ARE EXPECTED TO COME TO THE SCHOOL IMMEDIATELY IF REQUESTED TO SO DO.

#### **TOYS, ELECTRONIC GAMES, TELEPHONES, BEEPERS, AND SPORTS EQUIPMENT**

STUDENTS ARE NOT ALLOWED TO BRING LASERS, TOYS, BASKETBALLS, WATER GUNS, ELECTRONIC GAMES, TRADING CARDS, CD PLAYERS, BABY DOLLS, AND OTHER PERSONAL PROPERTY TO SCHOOL. THESE ITEMS WILL BE CONFISCATED IF SEEN. THE SCHOOL IS NOT RESPONSIBLE FOR THESE ITEMS IF LOST OR TAKEN FROM STUDENTS. IF THESE ITEMS ARE ALLOWED AT SCHOOL ON SPECIAL OCCASIONS, PARENTS WILL BE NOTIFIED.

#### **STUDENT BIRTHDAY CELEBRATIONS**

ALTHOUGH WE ENJOY KNOWING THAT IT IS A STUDENT'S BIRTHDAY, PARTIES ARE NOT ALLOWED AT SCHOOL. PLEASE DO NOT SEND GIFTS (BALLOONS, FLOWERS, ETC.) TO SCHOOL THAT STUDENTS MUST CARRY AROUND DURING

THE DAY. ALTHOUGH IT IS A NICE THING TO DO, GIFTS CAUSE A DISTRACTION FOR THE STUDENT AND HIS/HER CLASSMATES.

#### **LOST AND FOUND**

WE MAINTAIN A LOST AND FOUND FOR CLOTHING AND OTHER ITEMS THAT STUDENTS BRING TO SCHOOL. BECAUSE LOST ITEMS ACCUMULATE FASTER THAN THEY ARE CLAIMED, WE MUST PERIODICALLY DONATE THE EXCESS TO CHARITY. ITEMS ARE, HOWEVER, HELD FOR THE ENTIRE SCHOOL YEAR. SMALL VALUABLE ITEMS SUCH AS WATCHES, GLASSES, AND KEYS ARE KEPT IN THE OFFICE.

#### **FIRE DRILLS**

AS A SAFETY MEASURE, AND IN KEEPING WITH REGULATIONS SET UP BY THE NEW ORLEANS FIRE DEPARTMENT, FIRE DRILLS ARE CONDUCTED MONTHLY. A STEADY, CONTINUOUS SOUNDING OF THE FIRE ALARM SIGNALS A FIRE DRILL. QUIET AND RAPID, BUT SAFE, MOVEMENT TOWARDS SPECIFIED EXITS ARE TO BE OBSERVED DURING THESE DRILLS. STUDENTS AND TEACHERS ARE EXPECTED TO TAKE ALL FIRE ALARMS SERIOUSLY. A COPY OF THE FIRE DRILL INSTRUCTIONS AND A CHART SHOWING AN EMERGENCY DISPERSAL PLAN CAN BE FOUND IN EACH CLASSROOM.

#### **EMERGENCY CLOSING OF SCHOOL**

DURING EMERGENCY WEATHER AND OTHER SITUATIONS, ALL FIRSTLINE SCHOOLS WILL CLOSE WHEN IT IS ANNOUNCED THAT RECOVERY DISTRICT SCHOOLS WILL BE CLOSED. OUR SCHOOLS WILL RE-OPEN WHEN RECOVERY DISTRICT SCHOOLS RE-OPEN. IF OUR PLANS FOR CLOSING AND REOPENING ARE DIFFERENT FROM THE RECOVERY SCHOOL DISTRICT, THEY WILL BE ANNOUNCED ON LOCAL NEWS BROADCASTS. IF SEVERE WEATHER OR A CIVIL EMERGENCY OCCURS DURING THE SCHOOL DAY, IT MAY NOT BE POSSIBLE TO CONTACT EACH FAMILY BY TELEPHONE OR TO GET AN ANNOUNCEMENT ON TELEVISION. IN SUCH SITUATIONS, PARENTS SHOULD USE THEIR DISCRETION IN DECIDING WHETHER OR NOT TO COME EARLY TO PICK UP THEIR CHILDREN FROM SCHOOL.

#### **WITHDRAWAL FROM SCHOOL**

THE PROCEDURE FOR WITHDRAWAL AND TRANSFER TO ANOTHER SCHOOL IS AS FOLLOWS:

1. THE PARENT OR GUARDIAN SHOULD NOTIFY THE SCHOOL OFFICE/ADMINISTRATIVE STAFF AND AUTHORIZE THE STUDENT'S WITHDRAWAL AND LAST DATE OF ATTENDANCE **ON A WITHDRAWAL FORM.**
2. THE STUDENT SHOULD RETURN ALL BOOKS AND MATERIALS RECEIVED.
3. THE SCHOOL WILL PROVIDE THE PARENT WITH AN OFFICIAL LETTER OF THE STUDENTS' WITHDRAWAL.
4. COPIES OF SOME STUDENT RECORDS CAN BE GIVEN TO THE PARENT ON REQUEST. OTHER RECORDS ARE SENT DIRECTLY TO THE RECEIVING SCHOOL.

## **SCHOOL CURRICULUM**

### **STUDENT DEVELOPMENT**

OUR SCHOOLS ARE BASED UPON THE BELIEF THAT STUDENTS' SOCIAL AND EMOTIONAL DEVELOPMENT PROVIDES A NECESSARY FOUNDATION FOR ACADEMIC ACHIEVEMENT. TOWARDS THAT END, THE STAFF HAS DESIGNED PARTICULAR DEVELOPMENTAL EXPERIENCES FOR EACH GRADE TO HELP STUDENTS EXPERIENCE A HEALTHY EARLY CHILDHOOD AND ADOLESCENCE. THESE GRADE LEVEL EXPERIENCES INCLUDE SCHOOL-BASED ACTIVITIES, FIELD TRIPS, DAY AND OVERNIGHT RETREATS, AND CURRICULUM (I.E., CORE ACADEMIC AND ELECTIVE) THAT ARE DESIGNED TO MEET PARTICULAR DEVELOPMENTAL NEEDS. IN THE MIDDLE GRADES, OTHER PROGRAMS INCLUDE CAMPING AND CANOE TRIPS, STUDENT ON-CAMPUS VOLUNTEER JOBS, AND CAREER AWARENESS PROGRAMS.

### **ELEMENTARY GRADES CURRICULUM**

THE ELEMENTARY SCHOOL PROGRAM IS DESIGNED TO NURTURE AND SUPPORT STUDENTS, WHILE TEACHING THEM THE FUNDAMENTAL KNOWLEDGE AND SKILLS NEEDED TO BE SUCCESSFUL IN SCHOOL. THE FOCUS OF THE CURRICULUM IS TO ENSURE THAT ALL STUDENTS LEARN TO READ, WRITE AND DEVELOP THE MATH SKILLS NECESSARY TO PROVIDE A SOLID FOUNDATION FOR SUCCESS IN SCHOOL. SCIENCE, SOCIAL STUDIES, PHYSICAL EDUCATION AND HEALTH ARE ALSO ESSENTIAL TO THE ELEMENTARY SCHOOL CURRICULUM. STUDENTS ARE ASSIGNED HOMEWORK TO SERVE AS AN EXTENSION OF WHAT THEY ARE LEARNING IN SCHOOL. HOMEWORK ASSIGNMENTS WILL BE GRADED.

THE CURRICULUM IS HANDS-ON, INTERACTIVE, AND DESIGNED TO ACCOMMODATE STUDENTS WITH A WIDE-RANGE OF LEARNING STYLES. ADDITIONALLY, STUDENTS ARE ALSO EXPOSED TO A VARIETY OF ENRICHMENT ACTIVITIES (FOREIGN LANGUAGE, ART, MUSIC, ETC.) EACH SCHOOL YEAR, WHICH IS DESIGNED TO STIMULATE THEIR INTERESTS AND MAKE THEM CURIOUS ABOUT THE WORLD AROUND THEM.

### **MIDDLE GRADES CURRICULUM**

TEACHERS WORK CLOSELY WITH STUDENTS TO ENSURE THAT THEY ARE MASTERING THE IMPORTANT SKILLS AND KNOWLEDGE IN THE CORE CURRICULUM. ALL MIDDLE SCHOOL STUDENTS TAKE THE FOLLOWING CORE

ACADEMIC COURSES: LANGUAGE ARTS, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES. ADDITIONALLY, STUDENTS WILL HAVE THE OPPORTUNITY TO TAKE A VARIETY OF ENRICHMENT CLASSES SUCH AS PHYSICAL EDUCATION, DANCE, MUSIC, GARDENING, ART, CREATIVE WRITING AND RUNNING CLUB.

### **HOMWORK POLICY**

DAILY HOMEWORK REINFORCES THE CONCEPTS TAUGHT IN THE CLASSROOM AND GIVES STUDENTS NEEDED PRACTICE ON BASIC SKILLS. HOMEWORK REINFORCES RESPONSIBILITY AND INDEPENDENCE FOR OUR STUDENTS AND GIVES THEM LIFE-LONG HABITS THAT BRING ACADEMIC SUCCESS. TO PREPARE OUR STUDENTS FOR RIGOROUS ACADEMICS, COMPETITIVE HIGH SCHOOLS, AND COLLEGE ACADEMIC WORK, STUDENTS MUST DEVELOP GOOD HOMEWORK HABITS.

FIRSTLINE SCHOOLS HAVE AGREED TO THE FOLLOWING GUIDELINES FOR RECOMMENDED MINUTES OF HOMEWORK TIME PER GRADE:

K:	30 MIN (20 MINUTES OF WHICH IS READING)
1 <sup>ST</sup> :	45 MIN (25 MINUTES OF WHICH IS READING)
2 <sup>ND</sup> :	45-60 MIN (25 MINUTES OF WHICH IS READING)
3 <sup>RD</sup> :	45-60 MIN
4 <sup>TH</sup> :	60 MIN
5 <sup>TH</sup> :	60-90 MIN
6 <sup>TH</sup> :	60-90 MIN
7 <sup>TH</sup> :	90-120 MIN
8 <sup>TH</sup> :	90-150 MIN

STUDENTS SHOULD HAVE READING HOMEWORK EVERY SINGLE NIGHT (M- F IN THE LOWER GRADES). MOST NIGHTS, THEY WILL ALSO HAVE MATH AND WRITING HOMEWORK AS WELL AS SCIENCE/SOCIAL STUDIES.

### **HOMWORK PROCEDURES**

- IF STUDENTS HAVE QUESTIONS ABOUT HOMEWORK THAT CANNOT BE ANSWERED AT HOME, THEY ARE EXPECTED TO CALL THE TEACHER, ASK ANOTHER ADULT, OR CALL A PEER FOR CLARITY ABOUT HOMEWORK. *“I DIDN’T UNDERSTAND”* IS NOT AN ACCEPTABLE EXCUSE FOR INCOMPLETE HOMEWORK.
- BECAUSE OF OUR BELIEF THAT HOMEWORK NOT ONLY REINFORCES SKILLS THAT ARE TAUGHT BUT ALSO HELPS TO CREATE A STRONG WORK ETHIC IN STUDENTS, BOTH COMPLETION OF HOMEWORK AND QUALITY OF HOMEWORK IS WEIGHTED HEAVILY IN DETERMINING STUDENTS’ GRADES.
- STUDENTS WHO HAVE NOT COMPLETED THEIR HOMEWORK FOR THE DAY MAY SERVE A FRIDAY AFTER-SCHOOL DETENTION DEPENDING FREQUENCY AND GRADE-LEVEL. THE PURPOSE OF THIS DETENTION IS TO COMPLETE THE HOMEWORK SO THE CHILD DOES NOT FALL BEHIND.

### **COURSE GRADING & REPORT CARDS**

STUDENTS ARE EVALUATED IN TERMS OF THEIR PROGRESS IN COURSES OF STUDY IN WHICH THEY ARE ENROLLED AND IN RELATION TO GRADE-LEVEL EXPECTATIONS AS LISTED IN THE LOUISIANA CONTENT AREA STANDARDS.

STUDENTS MUST TAKE LANGUAGE ARTS, MATHEMATICS, SCIENCE, SOCIAL STUDIES, AND ONE ELECTIVE. FIRSTLINE SCHOOLS HAVE ADOPTED ITS OWN PROMOTIONAL CRITERIA THAT ARE OUTLINED IN FIRSTLINE SCHOOLS PUPIL PROGRESSION PLAN FOR 2011 - 2012.

#### **COMING PREPARED TO CLASS**

COMING PREPARED TO CLASS IS AN IMPORTANT PART OF BEING A STUDENT. STUDENTS ARE EXPECTED TO COME TO CLASS EACH DAY WITH THE FOLLOWING MATERIALS:

- PENCIL OR PEN (BLUE OR BLACK INK; NO GEL PENS)
- PAPER
- BINDER/FOLDER
- ANY BOOKS/MATERIALS FOR THE CURRENT CLASS
- INDEPENDENT READING BOOK
- A BACKPACK

STUDENTS WHO ARE NOT PREPARED FOR CLASS WILL RECEIVE A MARK AS DESCRIBED UNDER “CLASSROOM EXPECTATIONS” IN THE STUDENT DISCIPLINE SECTION.

#### **EVALUATION OF STUDENT PERFORMANCE**

IN EACH CLASS, EVALUATION OF STUDENT’S PERFORMANCE WILL BE BASED ON PROGRESS TOWARD MEETING THE STANDARDS LISTED ON THE REPORT CARD. PROGRESS IS ASSESSED THROUGH:

- DAILY CLASSROOM PERFORMANCE
- QUALITY OF WORK PRODUCED
- HOMEWORK
- TESTS AND QUIZZES
- WORK SAMPLES
- PROJECTS AND/OR PORTFOLIOS

#### **QUARTERLY REPORT CARDS**

THE FIRSTLINE SCHOOLS REPORT CARD IS UNIQUELY DIFFERENT FROM THAT OF MOST OTHER SCHOOLS. THE STANDARDS-BASED REPORT CARD IS DESIGNED TO COMMUNICATE MASTERY OF LEARNING OBJECTIVES RATHER THAN AVERAGING A STUDENT’S ASSIGNMENT GRADES. THIS ENABLES STUDENTS AND PARENTS TO IMMEDIATELY SEE THE STUDENT’S PROGRESS ON THE IMPORTANT STANDARDS THEY NEED FOR SUCCESS. STUDENTS WILL TRACK THEIR OWN PROGRESS DAILY ON THEIR SKILL SHEETS.

#### **GRADING SCALE**

EACH CLASS HAS A LIST OF STANDARDS, REFLECTING THE SKILLS IN EACH CLASS BEING ASSESSED EACH QUARTER. THE REPORT CARD WILL EXPLAIN IF YOUR CHILD HAS MASTERED THE NECESSARY SKILLS, COMPLETED QUALITY

HOMework, AND DEMONSTRATED ESSENTIAL STUDENT SKILLS AND BEHAVIORS, SUCH AS WORKING WELL WITH OTHERS. THE GRADE EACH QUARTER WILL BE BASED ON MASTERY OF THESE SKILLS. OUR SKILLS ARE GRADED ON A 1 – 4 SCALE. A 3 IS CONSIDERED HAVING MASTERED THE SKILLS AT A PROFICIENT LEVEL FOR THE GRADE. ANYTHING BELOW A 3 IS BELOW GRADE-LEVEL.

#### **OUR GRADING SCALE**

- 4= EXCEEDS STANDARDS - IN ADDITION TO THE 3, MAKES APPLICATIONS AND INFERENCES BEYOND EXPECTATIONS
- 3= MEETS STANDARDS - CONSISTENTLY AND INDEPENDENTLY
- 2= PROGRESSING TOWARD MEETING STANDARDS
- 1= LIMITED PROGRESS
- 0= DOES NOT MEET STANDARDS

#### **REPORT CARDS & CONFERENCES**

STUDENTS WILL RECEIVE A REPORT CARD AT THE END OF EACH SCHOOL QUARTER. INTERIM PROGRESS REPORTS WILL BE SENT HOME IN THE MIDDLE OF EACH QUARTER. PARENTS WILL BE INVITED TO THE SCHOOL TO DISCUSS THEIR CHILD'S PROGRESS AS NEEDED. TEACHERS WILL CONTACT PARENTS BY TELEPHONE TO DISCUSS THE PROGRESS OF STUDENTS WHO ARE HAVING DIFFICULTY IN THEIR CLASS. PARENTS AND TEACHERS ARE ALSO ENCOURAGED TO MEET IN PERSON AT THE SCHOOL. **TEACHERS ARE AVAILABLE TO MEET WITH PARENTS DURING THEIR PLANNING PERIOD OR AFTER SCHOOL.** PARENTS SHOULD CALL THE SCHOOL OFFICE AHEAD OF TIME TO MAKE AN APPOINTMENT TO MEET WITH TEACHERS. ADDITIONALLY, SEVERAL REPORT CARD CONFERENCE DAYS WILL BE SCHEDULED AFTER THE QUARTER IS OVER.

REPORT CARDS ARE GIVEN TO STUDENTS TO BRING HOME. STUDENTS MUST RETURN A SIGNED COPY OF THE REPORT CARD TO SCHOOL. THE SCHOOL ALSO MAIls HOME REPORT CARDS FOR THOSE STUDENTS WHO HAVE EARNED A GRADE OF D OR F IN A CLASS.

#### **MAKE-UP WORK**

WHEN A STUDENT IS ABSENT, HE/SHE ASSUMES THE RESPONSIBILITY OF CONTACTING OTHER STUDENTS OR HIS/HER TEACHERS FOR ASSIGNMENTS. THE PARENTS OF A STUDENT WHO IS ABSENT FROM SCHOOL THREE OR MORE DAYS SHOULD INFORM THE SCHOOL OF THE NATURE OF THEIR CHILD'S ABSENCE AND REQUEST MAKE-UP WORK. ANY STUDENT WHO IS ABSENT FROM PREVIOUSLY ASSIGNED TESTS OR REPORTS WILL BE REQUIRED TO MAKE THESE UP AT THE TEACHER'S CONVENIENCE.

STUDENTS ARE PERMITTED TO TAKE TRIPS THAT WOULD ENHANCE THEIR PERSONAL DEVELOPMENT. IN SUCH CASES, PARENTS SHOULD BE CONCERNED ABOUT POSSIBLE DIFFICULTIES DUE TO MISSED WORK AND LOST CLASSROOM LEARNING TIME. IF PARENTS ANTICIPATE A TRIP DURING THE SCHOOL YEAR, IT IS IMPORTANT THAT THEY CONTACT THE TEACHER IN ADVANCE TO OBTAIN

ASSIGNMENTS. HAVING STUDENTS COMPLETE AT LEAST SOME OF THE MISSED WORK IN ADVANCE WILL MAKE THE RETURN TO SCHOOL LESS STRESSFUL.

### **STUDENT RECOGNITION**

DURING THE YEAR STUDENTS ARE RECOGNIZED FOR THEIR WORK AND BEHAVIOR. AT THE END OF EACH SCHOOL SEMESTER, STUDENTS WILL BE RECOGNIZED FOR THEIR ACADEMIC ACHIEVEMENT, GOOD BEHAVIOR, AND EXCELLENT ATTENDANCE. THE SCHOOL WILL ALSO PROVIDE OTHER OPPORTUNITIES FOR STUDENTS TO DEMONSTRATE THEIR UNIQUE TALENTS AND SKILLS AND BE RECOGNIZED FOR THESE ABILITIES.

### **STUDENT SUPPORT**

PROVIDING ACADEMIC SUPPORT AND ENRICHMENT FOR STUDENTS IS AN INTEGRAL PART OF THE SCHOOL. OUR OBJECTIVE IS TO IDENTIFY STUDENTS' UNIQUE LEARNING NEEDS AND TO FIND WAYS OF RESPONDING TO THEM DURING THE YEAR. PARENT SUPPORT IS AN ESSENTIAL INGREDIENT IN THIS PROCESS.

### **STUDENTS IN THE GIFTED PROGRAM**

STUDENTS WHO ARE IDENTIFIED AS ACADEMICALLY GIFTED WILL RECEIVE ENHANCED LEARNING OPPORTUNITIES DURING THE YEAR.

### **READING AND MATH RESOURCE TEACHERS**

RESOURCE TEACHERS ARE AVAILABLE TO PROVIDE ACADEMIC SUPPORT TO STUDENTS. TEACHERS WORK WITH STUDENTS INDIVIDUALLY AND IN SMALL GROUPS.

### **RESPONSE TO INTERVENTION (RTI)**

THE RTI TEAM PROVIDES SUPPORT AND GUIDANCE TO TEACHERS, PARENTS AND OTHERS TO FOSTER A POSITIVE, EFFECTIVE SCHOOL ENVIRONMENT FOR ALL STUDENTS. THE TEAM MONITORS STUDENTS' PERFORMANCE AND BEHAVIOR TO ENSURE THE APPROPRIATE SUPPORT FOR ALL STUDENTS. THE TEAM PROVIDES CONSULTATION, SUPPORT, ALTERNATIVES, AND/OR REFERRALS TO TEACHERS, PARENTS, OR OTHER PROFESSIONALS. STUDENTS WHO HAVE BEEN RETAINED FROM THE PREVIOUS YEAR RECEIVE EARLY ATTENTION FROM THE TEAM.

## **STUDENT PROMOTION**

FIRSTLINE SCHOOLS FOLLOW THE PROMOTION POLICY OUTLINED IN OUR PUPIL PROGRESSION PLAN. PROMOTION FROM ONE GRADE TO THE NEXT IS BASED UPON THE MULTIPLE CRITERIA LISTED BELOW:

1. PERFORMANCE IN THE REQUIRED COURSES OF STUDY.
2. PERFORMANCE ON THE LOUISIANA EDUCATIONAL ASSESSMENT PROGRAM- CRITERION REFERENCED TEST (iLEAP & LEAP)
3. STUDENTS MAY MISS NO MORE THAN 10 DAYS OF SCHOOL.

OCCASIONALLY TEACHERS ALSO FIND THAT A STUDENT IS NOT READY FOR THE NEXT GRADE. THIS MAY BE DUE TO A LACK OF SOCIAL-EMOTIONAL MATURITY, TO ACADEMIC PROBLEMS, OR TO A COMBINATION OF THESE FACTORS. REPEATING A GRADE CAN GIVE A STUDENT THE EDGE HE OR SHE NEEDS TO ACHIEVE SUCCESS IN FUTURE GRADES. A TEACHER MAKES THE RECOMMENDATION THAT A CHILD REMAINS IN HIS PRESENT GRADE FOR ANOTHER YEAR AFTER CONSULTING WITH SCHOOL ADMINISTRATORS AND DISCUSSING THE STUDENT WITH THE RTI TEAM. WE MAKE EVERY EFFORT TO INFORM PARENTS AS EARLY AS POSSIBLE IN THE SPRING IF WE FEEL A CHILD WILL HAVE TO REPEAT THE GRADE.

STUDENTS WHO FAIL ENGLISH/LANGUAGE ARTS OR MATH ARE REQUIRED TO DO REMEDIAL WORK IN THE SUMMER ENRICHMENT PROGRAM. AN EXCEPTION CAN BE MADE BASED ON THE RECOMMENDATION OF THE RTI TEAM.

### **PROMOTION FROM KINDERGARTEN**

FOR PROMOTION FROM KINDERGARTEN, THE STUDENT SHALL ATTAIN MASTERY OF AT LEAST 70% OF THE REQUIRED GRADE-LEVEL EXPECTATIONS AS EVIDENCED BY WORK SAMPLES, ANECDOTAL RECORDS, PICTURES/PORTFOLIOS, AND OBSERVATIONS (WAPO).

### **PROMOTION FROM FIRST GRADE**

FOR PROMOTION FROM FIRST GRADE, THE STUDENT SHALL ATTAIN AT LEAST 70% AVERAGE IN EACH OF THE PROMOTIONAL SUBJECTS OF READING, ENGLISH LANGUAGE ARTS (ORAL AND WRITTEN COMMUNICATION, HANDWRITING, AND SPELLING) AND MATHEMATICS BASED ON THE REQUIRED GRADE-LEVEL EXPECTATIONS.

### **PROMOTION FROM SECOND AND THIRD GRADE**

FOR PROMOTION FROM SECOND GRADE, THE STUDENT SHALL ATTAIN AT LEAST 70% AVERAGE IN EACH OF THE PROMOTIONAL SUBJECTS OF READING, ENGLISH LANGUAGE ARTS (ORAL AND WRITTEN COMMUNICATION, HANDWRITING, AND SPELLING) AND MATHEMATICS BASED ON THE REQUIRED GRADE-LEVEL EXPECTATIONS.

FOR PROMOTION FROM THIRD GRADE, THE STUDENT SHALL ATTAIN AT LEAST 70% AVERAGE IN EACH OF THE PROMOTIONAL SUBJECTS OF READING, ENGLISH LANGUAGE ARTS (ORAL AND WRITTEN COMMUNICATION, HANDWRITING, AND

SPELLING) AND MATHEMATICS BASED ON THE REQUIRED GRADE-LEVEL EXPECTATIONS AND ATTAIN AT LEAST A 70% COMBINED AVERAGE ON SCIENCE AND SOCIAL STUDIES.

**PROMOTION FROM FOURTH, FIFTH AND SIXTH GRADE**

THE STUDENT SHALL ATTAIN AT LEAST A 70% AVERAGE IN EACH OF THE PROMOTIONAL SUBJECTS OF READING, ENGLISH LANGUAGE ARTS (ORAL AND WRITTEN COMMUNICATION, HANDWRITING, AND SPELLING) AND MATHEMATICS BASED ON THE REQUIRED GRADE-LEVEL EXPECTATIONS AND ATTAIN AT LEAST A 70% COMBINED AVERAGE ON SCIENCE AND SOCIAL STUDIES.

IN ADDITION TO THE ABOVE CRITERIA, A STUDENT MAY NOT BE PROMOTED TO THE FIFTH GRADE UNTIL HE OR SHE HAS SCORED AT OR ABOVE THE BASIC ACHIEVEMENT LEVEL ON EITHER THE ENGLISH/LANGUAGE ARTS OR MATHEMATICS COMPONENT ON THE FOURTH GRADE LEAP 21 AND AT THE APPROACHING BASIC ACHIEVEMENT LEVEL ON THE OTHER (BASIC/APPROACHING BASIC COMBINATION).

**PROMOTION FROM SEVENTH AND EIGHTH GRADE**

THE STUDENT SHALL ATTAIN AT LEAST A 70% AVERAGE IN EACH OF THE PROMOTIONAL SUBJECTS OF READING, ENGLISH LANGUAGE ARTS (ORAL AND WRITTEN COMMUNICATION, HANDWRITING, AND SPELLING) AND MATHEMATICS BASED ON THE REQUIRED GRADE-LEVEL EXPECTATIONS AND ATTAIN AT LEAST A 70% AVERAGE IN THE PROMOTIONAL SUBJECTS OF SCIENCE AND SOCIAL STUDIES, HEALTH AND PHYSICAL EDUCATION AND THE ELECTIVE COMBINED.

IN ADDITION TO THE ABOVE CRITERIA, A STUDENT MAY NOT BE PROMOTED TO THE NINTH GRADE UNTIL HE OR SHE HAS SCORED AT OR ABOVE THE BASIC ACHIEVEMENT LEVEL ON EITHER THE ENGLISH/LANGUAGE ARTS OR MATHEMATICS COMPONENT ON THE 8<sup>TH</sup> GRADE LEAP 21 AND AT APPROACHING BASIC ACHIEVEMENT LEVEL ON THE OTHER (BASIC/ APPROACHING COMBINATION).

**OPTIONS FOR UNSATISFACTORY COMPLETION OF REQUIREMENTS**

A STUDENT, WHO DOES NOT SATISFACTORILY COMPLETE REQUIREMENTS FOR PROMOTION TO THE NEXT GRADE, HAS TWO OPTIONS:

- 1) ATTEND A SUMMER ENRICHMENT PROGRAM (BASED ON RTI TEAM RECOMMENDATION)
- 2) REPEAT THE GRADE

THIS WILL BE AT THE DISCRETION OF THE RTI TEAM.

**END-OF-THE-YEAR AWARDS CEREMONY**

AT THE END OF THE SCHOOL YEAR, AN AWARDS CELEBRATION IS HELD FOR ALL EIGHTH GRADE STUDENTS TO HIGHLIGHT THEIR ACHIEVEMENTS DURING THE SCHOOL YEAR.

## **STUDENT ATTENDANCE POLICIES & PROCEDURES**

**ARTHUR ASHE CHARTER SCHOOL WILL FOLLOW THE FOLLOWING ATTENDANCE POLICY:**

### **DAILY ATTENDANCE**

STUDENT ATTENDANCE, ON TIME, EVERY DAY IS MANDATORY. LOUISIANA STATE LAW CONSIDERS A STUDENT TO BE HABITUALLY ABSENT/TARDY IF THE SITUATION IS NOT CORRECTED AFTER THE FIFTH UNEXCUSED ABSENCE OR THE FIFTH UNEXCUSED OCCURRENCE OF BEING TARDY IN A SEMESTER. STUDENTS MUST ATTEND A MINIMUM OF 167 DAYS. IF STUDENTS ATTEND LESS THAN 167 DAYS WITHOUT A LEGALLY VALID EXCUSE, THEN **THEY WILL BE RETAINED** IN THE GRADE. STUDENTS WHO ATTEND LESS THAN 167 SCHOOL DAYS MAY BE REQUIRED TO GO TO SUMMER SCHOOL.

### **EXCUSED ABSENCES**

**ACCORDING TO SCHOOL POLICY AND STATE LAW, STUDENT ABSENCES CAN ONLY BE EXCUSED FOR ILLNESS, LEGAL MATTERS AND BEREAVEMENT.** IN EACH CASE, THE ABSENCE MUST BE SUPPORTED BY AN OFFICIAL MEDICAL, LEGAL OR BEREAVEMENT NOTICE. PARENT NOTES WILL BE KEPT ON FILE IN THE SCHOOL OFFICE BUT DO **NOT** REPRESENT OFFICIAL NOTICES AND WILL **NOT** LEGALLY EXCUSE STUDENT ABSENCES.

### **TARDINESS**

STUDENTS MUST ARRIVE AT SCHOOL ON TIME TO SUCCEED ACADEMICALLY. THE SCHOOL DAY BEGINS AT 8:30 A.M. STUDENTS WHO ARRIVE AFTER 8:45 A.M. WILL BE MARKED AS TARDY. STUDENTS WHO HAVE AN UNEXCUSED TARDY WILL RECEIVE A MARK, WHICH MAY RESULT IN AFTER-SCHOOL DETENTION. STUDENTS THAT ARE HABITUALLY TARDY WILL RECEIVE A PARENT CONFERENCE. **THREE TARDIES EQUALS ONE ABSENCE** WHICH WILL NEGATIVELY AFFECT THE STUDENT'S ATTENDANCE RECORD.

THE FOLLOWING PROCESS WILL BE IMPLEMENTED WHEN STUDENTS ARE ABSENT/HABITUALLY TARDY\*:

- A. **FIRST ABSENCE:** PARENT WILL BE CONTACTED BY THE STUDENT'S HOMEROOM TEACHER.
- B. **SECOND ABSENCE:** IF A STUDENT IS ABSENT TWICE, THIS IS CONSIDERED A SERIOUS ISSUE. PARENTS ARE REQUIRED TO ATTEND THE ARTHUR ASHE MONTHLY ATTENDANCE FORUM. AN ATTENDANCE LETTER WILL BE SENT BY THE DEAN OF STUDENTS. AT THIS FORUM, PARENT AND STUDENT ARE PLACED ON AN ATTENDANCE CONTRACT.
- C. **FOURTH ABSENCE:** HOME VISIT BY SCHOOL ADMINISTRATION AND SOCIAL WORKER. A NEW ATTENDANCE CONTRACT WILL BE FORMED.
- D. **FIFTH ABSENCE:** ACCORDING TO LOUISIANA LAW, THE STUDENT IS CONSIDERED HABITUALLY ABSENT. THE SCHOOL SOCIAL WORKER WILL REFER THE PARENT/STUDENT TO FINS AND WILL CREATE A NEW ATTENDANCE CONTRACT WITH PARENTS.
- E. **SIXTH ABSENCE:** IF FINS IS NOT WORKING THEN SCHOOL SOCIAL WORKER WILL COMPLETE A REFERRAL TO MUNICIPAL COURT.
- F. **SEVENTH AND SUBSEQUENT ABSENCES:** OCS WILL BE CONTACTED BY SCHOOL SOCIAL WORKER TO REPORT LACK OF SENDING THE CHILD TO SCHOOL.
- G. **TEN+ ABSENCES IN A YEAR:** THE STUDENT WILL BE RETAINED AND MAY HAVE TO PARTICIPATE IN SUMMER SCHOOL. STUDENTS WHO MISS

10+ DAYS MAY BE REQUIRED TO ATTEND SUMMER SCHOOL IN ORDER TO BE ELIGIBLE FOR PROMOTION TO THE NEXT GRADE.

\*LEGALLY EXCUSED ABSENCES (SEE ABOVE) WILL NOT BE COUNTED. REMEMBER, HOWEVER, THAT PARENT EXCUSED ABSENCES ARE NOT LEGALLY EXCUSED ABSENCES.

**SUSPENSIONS**

ABSENCES DUE TO SUSPENSION ARE UNEXCUSED AND ARE COUNTED AGAINST THE 167 DAY TOTAL. STUDENTS ON SUSPENSION WILL BE ALLOWED TO MAKE UP ANY ACADEMIC WORK MISSED. WHEN ALLOWED, THE STUDENT AND/OR PARENT ARE RESPONSIBLE FOR REQUESTING THE WORK FROM THE TEACHER.

**TRANSPORTATION**

STUDENTS THAT MISS THE SCHOOL BUS OR DO NOT COME TO SCHOOL BECAUSE OF A SCHOOL BUS ISSUE WILL NOT BE EXCUSED, AND THE DAY WILL BE RECORDED AN ABSENCE. STUDENTS SHOULD REPORT TO SCHOOL REGARDLESS TO WHAT HAPPENS WITH THE PROVIDED TRANSPORTATION SERVICES.

## **HEALTH SERVICES**

### **SCHOOL NURSE**

THE NURSE PROVIDES HEALTH COUNSELING AND VISUAL EXAMINATIONS FOR STUDENTS. THE NURSE ALSO ENSURES THAT STUDENTS HAVE RECEIVED THE REQUIRED IMMUNIZATIONS NEEDED TO ATTEND SCHOOL.

### **MEDICATIONS**

THE SCHOOL NURSE OR SCHOOL PERSONNEL CANNOT ADMINISTER ROUTINE MEDICATIONS UNLESS AUTHORIZED BY A PHYSICIAN.

IF A CHILD HAS AN ILLNESS (I.E. ASTHMA, SEIZURES, ETC,) AND REQUIRES PRESCRIBED MEDICATIONS TO BE TAKEN AT SCHOOL, THE PHYSICIAN MUST COMPLETE A MEDICATION FORM. THE SCHOOL NURSE OR THE SECRETARY HAS THE FORMS TO BE COMPLETED BY THE PHYSICIAN.

PARENTS ARE ASKED TO MAKE AN APPOINTMENT WITH THE SCHOOL NURSE PRIOR TO VISITING THE PHYSICIAN. AFTER COMPLETION OF MEDICAL FORMS BY THE PHYSICIAN, THE PARENT MUST MEET WITH THE SCHOOL NURSE TO DEVELOP A MEDICATION PLAN FOR THE STUDENT.

### **CHILD NUTRITION**

ALL CHILDREN ARE ELIGIBLE FOR UNIVERSAL BREAKFAST AND LUNCH AS PART OF THE NATIONAL SCHOOL LUNCH PROGRAM, AND AN AFTERNOON SNACK AT THE END OF THE DAY.

### **LUNCH APPLICATIONS**

ALL STUDENTS ARE REQUIRED TO COMPLETE FREE/REDUCED PRICE MEAL APPLICATIONS EACH YEAR. IF A STUDENT IS CLASSIFIED AS REDUCED OR PAID, THE STUDENT MUST EITHER PAY IN ADVANCE OR DAY BY DAY FOR LUNCH. STUDENTS MAY NOT DEVELOP A BALANCE.

### **SNACKS AND BEVERAGES**

STUDENTS ARE NOT ALLOWED TO BRING JUNK FOOD OR THEIR OWN SNACKS AND BEVERAGES TO SCHOOL. TEACHERS WILL, ON OCCASION, GIVE STUDENTS SNACKS OR BEVERAGES IN CLASS. THEY MAY ALSO REQUEST THAT FAMILIES SEND SPECIFIC SNACKS IN ACCORDANCE WITH OUR WELLNESS POLICY IN FOR SPECIAL EVENTS. THE SCHOOL WILL PROVIDE AN AFTERNOON SNACK FOR EVERY CHILD THAT PARTICIPATES IN THE AFTER-SCHOOL PROGRAM AT THE END OF THE DAY. THESE ARE THE ONLY TIMES THAT STUDENTS WILL BE ALLOWED TO HAVE THESE ITEMS. ANY OUTSIDE SNACKS, GUM, OR BEVERAGES WILL BE CONFISCATED.

IF A STUDENT WOULD LIKE TO BRING A LUNCH TO SCHOOL INSTEAD OF EATING A SCHOOL LUNCH, THIS IS ALLOWABLE. **THE FOLLOWING ITEMS ARE NOT ALLOWED TO BE EATEN FOR LUNCH:**

- \*CHIPS OF ANY KIND
- \*SODA OF ANY KIND
- \*FAST FOOD OF ANY KIND
- \*CANDY OF ANY KIND

### **SPECIAL DIETARY NEEDS**

STUDENTS WHO ARE ALLERGIC TO CERTAIN FOODS OR MUST MAINTAIN A PARTICULAR DIET DUE TO HEALTH ISSUES MUST PROVIDE THE SCHOOL WITH PHYSICIAN DOCUMENTS INDICATING ALL RESTRICTIONS. FOOD SERVICE WILL PREPARE A SPECIFIC LUNCH FOR ALL STUDENTS WITH DIETARY RESTRICTIONS.

## **TRANSPORTATION**

### **SCHOOL BUS TRANSPORTATION**

BUS TRANSPORTATION IS PROVIDED TO GET STUDENTS TO AND FROM SCHOOL. PARENTS OF STUDENTS WHO RIDE THE RTA BUS TO SCHOOL EACH DAY MUST PROVIDE THE SCHOOL WITH WRITTEN NOTICE GIVING THEIR CHILD PERMISSION TO RIDE THE RTA BUS TO AND FROM SCHOOL.

### **SCHOOL BUS BEHAVIOR**

IF A STUDENT FAILS TO MEET THE BEHAVIOR EXPECTATIONS FOR RIDING THE BUS, THE STUDENT'S PARENT/GUARDIAN WILL RECEIVE A **PHONE CALL** TO SEEK THEIR ASSISTANCE IN CHANGING THE STUDENT'S BEHAVIOR. IF THE STUDENT CONTINUES TO VIOLATE THE BUS RULES, HE/SHE MAY RECEIVE DETENTION AND/OR A **SUSPENSION FROM THE BUS**. REPEATED BUS SUSPENSIONS WILL RESULT IN **LOSS OF BUS PRIVILEGES FOR THE REMAINDER OF THE YEAR**. A BUS SUSPENSION IS NOT A SUSPENSION FROM SCHOOL. PARENTS MUST PROVIDE TRANSPORTATION FOR THEIR CHILD TO AND FROM SCHOOL UNTIL THE STUDENT IS PERMITTED TO RIDE THE BUS. BUSES SHOULD ARRIVE AT SCHOOL AT 8:30 A.M. AND LEAVE AT 4:30 P.M.

### **AFTER-SCHOOL BUS**

THE 6:00 PM AFTER-SCHOOL BUS IS RESERVED FOR PARTICIPANTS OF NEW ORLEANS OUTREACH ONLY. STUDENTS NOT OFFICIALLY ENROLLED IN OUTREACH ARE NOT PERMITTED TO RIDE THE BUS. STUDENTS IN OUTREACH WHO VIOLATE THE RULES OF THE BUS MAY BE SUBJECT TO THE **LOSS OF BUS PRIVILEGES FOR THE REMAINDER OF THE YEAR, AND WILL NOT BE PERMITTED TO PARTICIPATE IN OUTREACH, UNLESS THEY SECURE ALTERNATE MODES OF TRANSPORTATION**.

## **PARENT INVOLVEMENT**

INVOLVING PARENTS IN THE LIFE OF THE SCHOOL IS AN IMPORTANT TASK. PARENTS ARE ALWAYS WELCOME TO VISIT AND PARTICIPATE IN SCHOOLS ACTIVITIES. TEACHERS WILL SEND HOME AS MUCH INFORMATION AS POSSIBLE ABOUT WHAT IS EXPECTED OF THE STUDENTS. PARENTS SHOULD FEEL FREE TO CALL THE SCHOOL FOR MORE INFORMATION OR TO GET CLARITY ON AN ISSUE OR CONCERN.

A PARENT ADVISORY COUNCIL WILL MEET SEVERAL TIMES EACH YEAR. IF YOU ARE INTERESTED IN BEING A PART OF THE ADVISORY COUNCIL, PLEASE NOTIFY MS. JONES, OUR PARENT LIAISON.

**SCHOOL COMMUNICATION WITH PARENTS**

PARENTS CAN EXPECT TO RECEIVE INFORMATION DURING THE SCHOOL YEAR IN THE FOLLOWING MANNER:

- SCHOOL NEWSLETTER
- SCHOOL-WIDE PHONE CALLS
- CLASSROOM NOTES FROM TEACHERS
- NOTICES REGARDING SPECIAL EVENTS
- INDIVIDUAL CONFERENCES (IN PERSON OR ON THE TELEPHONE)
- PROGRESS REPORTS

**SCHOOL FUNDRAISERS**

THE BUSINESS OFFICE MUST APPROVE ALL SCHOOL FUNDRAISERS. THE FUNDRAISER APPROVAL FORM MUST BE COMPLETED AND FORWARDED TO THE BUSINESS MANAGER.

**PARENTAL CONCERNS/COMPLAINTS/APEAL OF DISCIPLINARY DECISIONS PROCESS**

WE SHARE THE COMMITMENT TO ACCOUNTABILITY THAT WE ASK OF ALL OUR PARENTS AND STUDENTS, AND WE WILL ADDRESS ANY CONCERNS EXPEDITIOUSLY AND JUDICIOUSLY. ANY PARENT MAY BRING A COMPLAINT TO THE SCHOOL DIRECTOR FOR ANY REASON, INCLUDING THE REQUEST TO APPEAL A DISCIPLINARY DECISION.

THE FOLLOWING GUIDELINES AND PROCESS HAS BEEN ESTABLISHED SO THAT STUDENTS AND PARENTS MAY BRING CONCERNS, APPEALS OR COMPLAINTS TO THE ATTENTION OF THE APPROPRIATE PARTY:

- 1) IF A CONCERN EMANATES FROM A SCHOOL SITUATION, STUDENTS OR PARENTS SHOULD FIRST DISCUSS IT WITH THE TEACHER, STAFF, OR ADVISOR MOST DIRECTLY INVOLVED;
- 2) IF THE STUDENTS OR PARENTS CONCERNED BELIEVE THAT THE DISCUSSION HAS NOT LED TO A SATISFACTORY CONCLUSION, THEY MAY PROCEED TO DISCUSS THE MATTER WITH A DEAN OF STUDENTS OR ASSISTANT PRINCIPAL IN AN ATTEMPT TO REACH A SOLUTION.
- 3) IF THE STUDENTS OR PARENTS BELIEVE THAT THE SITUATION STILL HAS NOT BEEN RESOLVED, CONCERNS SHOULD BE TAKEN TO THE SCHOOL DIRECTOR. THE SCHOOL DIRECTOR WILL FIRST INVESTIGATE THE MATTER TO ENSURE THAT STEPS 1 AND 2 HAVE BEEN APPROPRIATELY DOCUMENTED AND COMPLETED, THEN RECORD THE COMPLAINT AND/OR APPEAL AND WILL ADDRESS ANY CONCERNS REGARDING APPEAL OF A DISCIPLINARY DECISION, OR ANY ACTION OR INACTION TAKEN BY THE SCHOOL ADMINISTRATION, WITHIN 3 SCHOOL DAYS OF THE APPEAL AND WITHIN 5 DAYS FROM THE TIME THE COMPLAINT IS INTRODUCED. A LIST OF CONTACT INFORMATION FOR EACH SCHOOL DIRECTOR CAN BE FOUND ON THE NEXT PAGE.
- 4) IF THE SITUATION STILL HAS NOT BEEN RESOLVED TO THE SATISFACTION OF THE STUDENTS OR PARENTS, CONCERNS SHOULD BE DIRECTED TO FIRSTLINE SCHOOLS CHIEF EXECUTIVE OFFICER (CEO) OR FIRSTLINE SCHOOLS DIRECTOR OF STUDENT SUPPORT (DSS). EITHER CAN BE REACHED VIA MAIL AT FIRSTLINE SCHOOLS, 3649 LAUREL STREET, NEW ORLEANS, LOUISIANA 70115. MR. JAY ALTMAN CAN BE REACH AT 504-228-5491 OR [JALTMAN@FIRSTLINESCHOOLS.ORG](mailto:JALTMAN@FIRSTLINESCHOOLS.ORG). MS. AQUA STOVALL CAN BE REACHED AT 504-228-4265 OR [ASTOVALL@FIRSTLINESCHOOLS.ORG](mailto:ASTOVALL@FIRSTLINESCHOOLS.ORG). THE CEO AND/OR DSS WILL RECORD THE COMPLAINT AND/OR APPEAL AND ADDRESS IT AS QUICKLY AS POSSIBLE AND NO LONGER THAN 5 SCHOOL DAYS FROM THE TIME THE COMPLAINT AND/OR APPEAL IS INTRODUCED.
- 5) IF, FOLLOWING A CONVERSATION AND/OR MEETING WITH THE CEO AND/OR DSS AND APPROPRIATE PARTIES, THE SITUATION HAS STILL NOT BEEN RESOLVED TO THE SATISFACTION OF THE STUDENTS OR PARENTS, THE MATTER SHOULD BE TAKEN TO THE FIRSTLINE SCHOOLS BOARD OF DIRECTORS THROUGH ITS PARENTAL CONCERNS AND COMPLAINTS COMMITTEE. THE COMMITTEE CHAIR IS GREGORY ST. ETIENNE. HE CAN BE REACHED AT: FIRSTLINE SCHOOLS, 3649 LAUREL STREET, NEW

ORLEANS, LOUISIANA 70115 OR 504-616-5959 OR VIA EMAIL AT [GREGSAINT@COX.NET](mailto:GREGSAINT@COX.NET).

THE STUDENT OR PARENTS MAY REQUEST THAT THE COMMITTEE APPOINT A PARENT FROM THE RESPECTIVE SCHOOL WHO HAS NO DIRECT INVOLVEMENT OR CONFLICT WITH THE MATTER, PARTICIPATE AND MEET WITH THE COMMITTEE AS WELL AS THE STUDENTS AND PARENTS, TO PROVIDE ANY INPUT INTO THE COMMITTEE DECISION. THE APPOINTED PARENT WILL BE REQUIRED TO EXECUTE A CONFIDENTIALITY AGREEMENT TO MAINTAIN THE INTEGRITY OF THE PROCESS AND TO PROTECT ANY CONFIDENTIAL INFORMATION THAT MAY BE NECESSARY TO DISCLOSE.

EMERGENCY ISSUES WILL BE DEALT WITH ON AN AS-NEEDED BASIS, WITH THE COMMITTEE RESPONDING TO SUCH ISSUES AT OR PRIOR TO ITS NEXT REGULAR PUBLIC MEETING. THE COMMITTEE, AS NECESSARY, SHALL DIRECT THE PRINCIPAL OR OTHER RESPONSIBLE PARTY TO ACT UPON THE COMPLAINT AND REPORT ITS RESOLUTION TO THE BOARD. THE COMMITTEE SHALL RENDER A FINAL DETERMINATION IN WRITING, AS NECESSARY.

IF AFTER PRESENTATION OF A COMPLAINT TO THE FLS BOARD OF DIRECTORS PARENTAL CONCERNS AND COMPLAINTS COMMITTEE, THE STUDENTS OR PARENTS BELIEVE THAT THE BOARD, THROUGH ITS PARENTAL CONCERNS AND COMPLAINTS COMMITTEE, HAS NOT ADEQUATELY ADDRESSED THE COMPLAINT, THEY MAY PRESENT THE COMPLAINT TO THE CHARTER AUTHORIZER, THE RECOVERY SCHOOL DISTRICT, WHICH SHALL INVESTIGATE AND RESPOND. THE AUTHORIZER SHALL HAVE THE POWER AND THE DUTY TO ISSUE APPROPRIATE REMEDIAL ORDERS TO THE BOARD OF DIRECTORS OF FIRSTLINE SCHOOLS. FOR DISCIPLINE ISSUES, PLEASE CONTACT SANDRA JOHNSON AT 504-373-6200 EXTENSION 20082 OR [SANDRA.JOHNSON@RSDLA.NET](mailto:SANDRA.JOHNSON@RSDLA.NET). FOR ALL OTHER ISSUES PLEASE CONTACT KEVIN GUITTERREZ AT 504-373-6200 EXTENSION 20037 OR [KEVIN.GUITTERREZ@RSDLA.NET](mailto:KEVIN.GUITTERREZ@RSDLA.NET).

## **SCHOOL DRESS CODE**

**OUR UNIFORM POLICY REINFORCES OUR SCHOOLS' CULTURE OF HIGH EXPECTATIONS AND ACADEMIC ACHIEVEMENT. WE ENCOURAGE AGE-APPROPRIATE DRESS AND FOCUS ON TEACHING AND MODELING SITUATIONAL ATTIRE, MAKING SURE STUDENTS KNOW THE DIFFERENCE BETWEEN ATTIRE FOR**

SCHOOL, CHURCH, WORK, OR WEEKENDS. THE UNIFORM POLICY WILL BE IN EFFECT THROUGHOUT THE SCHOOL YEAR. ALL STUDENTS MUST DRESS ACCORDING TO THE UNIFORM POLICY.

STUDENTS ARE EXPECTED TO WEAR A UNIFORM EVERY DAY MONDAY-FRIDAY. ONCE A STUDENT WALKS ON TO THE SCHOOL GROUNDS, HIS/HER UNIFORM SHIRT SHOULD BE TUCKED IN, A BELT SHOULD BE ON (AS APPROPRIATE), A PROPERLY TIED TIE, PANTS SHOULD BE PULLED UP, AND HE/SHE SHOULD BE WEARING THE APPROPRIATE UNIFORM CLOTHING AND SHOES. WHEN A STUDENT IS IN SCHOOL, THESE EXPECTATIONS APPLY UNLESS A STUDENT HAS CHANGED CLOTHING FOR AN ELECTIVE CLASS OR IS PLAYING ON THE ATHLETIC FIELD; HOWEVER, THE CHANGE OF CLOTHING SHOULD ALSO BE APPROPRIATE ATTIRE. BEFORE STUDENTS RE-ENTER THE BUILDING FROM THE FIELD, THEY MUST AGAIN TUCK IN THEIR SHIRT. SHOES MUST BE WORN AT ALL TIMES, EXCEPT IN SPECIFIED CLASSES (I.E. DANCE, YOGA, ETC).

**UNIFORM FOR THE 2010-2011 SCHOOL YEAR**

<b>KINDERGARTEN – 4<sup>TH</sup> GRADE UNIFORM</b>	<b>5<sup>TH</sup> – 8<sup>TH</sup> GRADE UNIFORM</b>
<ul style="list-style-type: none"> <li>• <b>A LIGHT BLUE POLO SHIRT</b></li> <li>• <b>KHAKI PANTS, KHAKI SKIRT (KNEE LENGTH), OF KHAKI SHORTS (KNEE LENGTH). STUDENTS ARE NOT PERMITTED TO WEAR CARGOS.</b></li> <li>• <b>A PLAIN BLACK OR BROWN BELT (NO STUDS, SLOGANS, WRITINGS OR LARGE BUCKLES). STUDENTS MUST WEAR A BELT IF THEIR BOTTOMS HAVE BELT LOOPS.</b></li> <li>• <b>ALL SHIRTS WORN UNDER THE UNIFORM SHIRTS MUST BE WHITE OR MUST BE AN ASHE T-SHIRT.</b></li> <li>• <b>ONLY THE NAVY BLUE SWEATER OR SWEATER VEST (PURCHASED FROM LOGO EXPRESS) CAN BE WORN OVER THE UNIFORM. AN ASHE SWEATSHIRT IS ALSO AVAILABLE FOR PURCHASE FROM THE SCHOOL. THESE ARE THE ONLY ITEMS STUDENTS MAY WEAR OVER THEIR UNIFORM.</b></li> <li>• <b>OPTIONAL: P.E. UNIFORM AVAILABLE FOR PURCHASE FROM THE SCHOOL.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>A BLUE COTTON BUTTON DOWN SHIRT WITH TIE.</b></li> <li>• <b>KHAKI PANTS, KHAKI SKIRT (KNEE LENGTH), OF KHAKI SHORTS (KNEE LENGTH). STUDENTS ARE NOT PERMITTED TO WEAR CARGOS OR TIGHT “SKINNY” PANTS.</b></li> <li>• <b>A PLAIN BLACK OR BROWN BELT (NO STUDS, SLOGANS, WRITINGS OR LARGE BUCKLES). STUDENTS MUST WEAR A BELT IF THEIR BOTTOMS HAVE BELT LOOPS.</b></li> <li>• <b>ALL SHIRTS WORN UNDER THE UNIFORM SHIRTS MUST BE WHITE OR AN ASHE T-SHIRT.</b></li> <li>• <b>ONLY THE NAVY BLUE SWEATER OR SWEATER VEST (PURCHASED FROM LOGO EXPRESS) CAN BE WORN OVER THE UNIFORM. AN ASHE SWEATSHIRT IS ALSO AVAILABLE FOR PURCHASE FROM THE SCHOOL. THESE ARE THE ONLY ITEMS STUDENTS MAY WEAR OVER THEIR UNIFORM.</b></li> <li>• <b>OPTIONAL: P.E. UNIFORM AVAILABLE FOR PURCHASE FROM THE SCHOOL.</b></li> </ul>

**PROCEDURES FOR INAPPROPRIATE ATTIRE:**

SCHOOL STAFF WILL UNIFORMLY APPLY THE FOLLOWING PROCEDURES FOR OCCURRENCES IN WHICH STUDENTS WEAR INAPPROPRIATE ATTIRE. **PRINCIPALS**

**AND STAFF WILL NOT REMOVE THE STUDENT FROM THE INSTRUCTIONAL PROCESS OR SEND A STUDENT HOME FOR INAPPROPRIATE ATTIRE. STAFF WILL DIRECT STUDENTS TO CORRECT INAPPROPRIATE ATTIRE THAT CAN BE IMMEDIATELY CORRECTED AND WILL BE ISSUED A MARK.**

IF THE INAPPROPRIATE ATTIRE CANNOT BE CORRECTED IMMEDIATELY, STAFF WILL TAKE THE FOLLOWING STEPS. ALL STUDENTS WILL RECEIVE A MARK FOR ANY UNIFORM VIOLATION.

**1<sup>ST</sup> 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. HE OR SHE WILL ALSO RECEIVE A LOANER BELT/TIE THAT MUST BE RETURNED TO THE DEAN OF STUDENTS THAT DAY.

**2<sup>ND</sup> 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. HE OR SHE WILL ALSO RECEIVE A LOANER BELT/TIE THAT MUST BE RETURNED TO THE DEAN OF STUDENTS THAT DAY.

**3<sup>RD</sup> 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).

#### **SHOES AND SOCKS**

STUDENTS MUST WEAR **ALL BLACK** HARD SOLE UNIFORM SHOES OR TENNIS SHOES (NO OTHER COLORS, COMBINATION OF COLORS, COLORED STITCHING, COLORED EMBLEMS OR COLORED SOLES ALLOWED). WE KNOW THAT SOLID BLACK SHOES ARE HARD TO FIND THEREFORE STUDENTS WILL BE ALLOWED TO HAVE WHITE STITCHING AND WHITE SOLE ONLY IF THE PARENT CANNOT PURCHASE ALL BLACK. ADDITIONALLY, STUDENTS MUST WEAR **BLACK OR WHITE SOCKS ONLY. FISHNETS AND MULTI-COLORED SOCKS AND MULTI COLORED STOCKINGS ARE NOT ACCEPTABLE.**

#### **HATS, HEADSCARVES, OR HEAD WEAR**

STUDENTS ARE NOT ALLOWED TO WEAR HATS, HEADSCARVES, OR OTHER HEAD COVERING UNLESS IT IS DUE TO RELIGION. ANY HAIR ACCESSORIES THAT ARE WORN MUST BE UNIFORM COLORS (KHAKI, BLUE/WHITE, OR BLACK). **BOYS** ARE ALLOWED TO WEAR UNTAMED BRAIDS OR TWIST HAIR STYLES. STUDENTS ARE

NOT ALLOWED TO WEAR PERMANENT OR TEMPORARY COLORED HAIR, COLORED BRAIDS, OR COLORED EXTENSIONS (I.E. RED, BLONDE, GOLD, BRIGHT HIGHLIGHTS, ETC). STUDENTS WILL HAVE 3 DAYS TO CORRECT IF HE/SHE ATTENDS SCHOOL WITHOUT NATURAL HAIR COLOR. THE PARENT WILL BE CONTACTED TO CORRECT THE HAIR COLOR IMMEDIATELY.

**GROOMING**

PARENTS SHOULD ENCOURAGE STUDENTS TO MAINTAIN PROPER HYGIENE AND APPROPRIATE DRESS (COMBING HAIR, BRUSHING TEETH, WEARING DEODORANT, TAKING A BATH, AND PROPER UNIFORM) DAILY. **BOYS AND GIRLS** CANNOT ARRIVE TO SCHOOL WITH SCARVES, CURLERS, OR PLATS AND EXPECT TO ENTER THE BUILDING TO COMB THEIR HAIR. STUDENTS SHOULD ARRIVE TO SCHOOL GROOMED AND PREPARED FOR CLASS.

**THE FOLLOWING DRESS IS UNACCEPTABLE:**

- \* SHIRTS HANGING OUT OF PANTS
- \* PANTS HANGING TOO LOW
- \* UNBUTTONED SHIRT OR BLOUSE
- \* ROLLED UP PANTS LEGS
- \* SHOES WITH BACK OUT
- \* CUT PANT LEGS (SHORT OR LONG)
- \* FINGER NAIL POLISH OR FALSE NAILS
- \* WEARING SCARVES, WRIST BANDS AND HEAD BANDS
- \* SHORTS ABOVE THE KNEE
- \* COMB IN HAIR
- \* SHIRTS WITHOUT SLEEVES
- \* MAKE-UP
- \* SKINNY PANTS

**FINGER NAIL POLISH OR FALSE NAILS**

GIRLS ARE NOT ALLOWED TO WEAR FINGER NAIL POLISH OR FALSE NAILS. GIRLS WHO HAVE TO PARTICIPATE IN A WEDDING OR SPECIAL ACTIVITY OUTSIDE OF SCHOOL AND GET THEIR NAILS DONE AFTER SCHOOL ON FRIDAY EXPECTED TO REMOVE THEM BEFORE RETURNING TO SCHOOL ON MONDAY. **No EXCEPTIONS WILL BE MADE.**

**JEWELRY**

- GIRLS ARE ALLOWED TO WEAR ONE PAIR OF STUD EARRINGS AND THEY MUST BE WORN IN THE LOWER EAR LOBE.
- BOYS CANNOT WEAR EARRINGS OR OBJECTS IN THEIR EAR.
- BOYS AND GIRLS CAN WEAR A PLAIN WATCH (NO SOUND EFFECTS OR GAMES).
- NECKLACES AND BRACELETS ARE NOT ALLOWED.

ALL OTHER JEWELRY WILL BE TAKEN FROM THE STUDENT AND KEPT UNTIL THE END OF THE SCHOOL YEAR OR GIVEN TO THE PARENT IN PERSON.

**DRESS-DOWN DAYS**

AT CERTAIN TIMES DURING THE SCHOOL YEAR, INDIVIDUAL STUDENTS, HOMEROOMS, OR GRADES WILL RECEIVE SPECIAL RECOGNITION FOR AN

ACCOMPLISHMENT AND WILL BE GRANTED THE PRIVILEGE OF WEARING CLOTHES OF THEIR CHOICE. THESE PRIVILEGES WILL BE GRANTED FOR FRIDAYS ONLY. SIBLINGS OR FAMILY MEMBERS OF STUDENTS WHO HAVE EARNED THE DRESS DOWN PRIVILEGE ARE ***NOT*** ELIGIBLE TO DRESS DOWN, UNLESS THEY THEMSELVES HAVE RECEIVED A DRESS-DOWN PASS. DURING THESE TIMES, STUDENTS MUST ABIDE BY THE FOLLOWING RULES OR LOSE THEIR PRIVILEGE OF DRESSING DOWN:

**FULL DRESS-DOWN DAYS**

- STUDENTS MUST TURN IN THEIR DRESS-DOWN PASS DURING UNIFORM CHECK.
- STUDENTS THAT EARN A FULL DRESS-DOWN DAY MAY WEAR CLOTHES OF HIS OR HER CHOICE.
- STUDENTS ARE ALLOWED TO WEAR SHOES OF HIS OR HER CHOICE. THE SHOES MUST BE CLOSE-HEELED, CLOSE-TOED, AND NOT KEEP THE SCHOLAR FROM PARTICIPATING IN P.E. GIRLS MAY NOT WEAR HIGH-HEELED SHOES. SHOES MUST NOT HAVE ANY INAPPROPRIATE DESIGNS, WORDS, SLOGANS, OR IMAGES.
- ANY SKIRT OR PAIR OF SHORTS THAT THE STUDENT CHOOSES TO WEAR MUST BE NO MORE THAN TWO INCHES ABOVE THE KNEE.
- ANY PAIR OF PANTS MUST FIT PROPERLY (NEITHER TOO TIGHT NOR TOO LOOSE), AND FIT AROUND THE WAIST. NO SKINNY JEANS ARE ALLOWED. PANTS MAY NOT HAVE INAPPROPRIATE DESIGNS, WORDS, SLOGANS, OR IMAGES. TIGHTS OR LEGGINGS CAN ONLY BE WORN UNDER A SKIRT OR SKORT. ANY AND ALL UNDERGARMENTS SHOULD NEVER BECOME VISIBLE.
- SHIRTS MUST FIT PROPERLY. SHIRTS THAT EXPOSE THE BODY INAPPROPRIATELY ARE UNACCEPTABLE. SLEEVELESS SHIRTS ARE NOT ALLOWED. ANY AND ALL UNDERGARMENTS SHOULD NEVER BECOME VISIBLE. SHIRTS MAY NOT HAVE INAPPROPRIATE DESIGNS, WORDS, SLOGANS, OR IMAGES.

WE ALSO ASK PARENTS TO SUPPORT ALL DECISIONS BY SCHOOL STAFF REGARDING WHETHER OR NOT CLOTHING IS APPROPRIATE OR INAPPROPRIATE FOR SCHOOL.

**STUDENT DISCIPLINE**

### **APPROACH TO BEHAVIOR**

THE FOUNDATION OF OUR SCHOOLS' APPROACH TO STUDENT DISCIPLINE LIES IN **CULTIVATING A SET OF VALUES THAT ARE SHARED BY EVERYONE, BUILDING A STRONG SENSE OF COMMUNITY IN THE SCHOOL, AND PROVIDING INCENTIVES TO ENCOURAGE POSITIVE STUDENT BEHAVIOR.**

WE BELIEVE THAT HEALTHY AND EFFECTIVE DISCIPLINE COMES FROM POSITIVE AND SUPPORTIVE RELATIONSHIPS BETWEEN STAFF, STUDENTS, AND PARENTS. THE SCHOOL'S APPROACH TO CREATING AN ENVIRONMENT CONDUCTIVE TO TEACHING AND LEARNING, WHILE ALSO ADDRESSING STUDENT'S BEHAVIORAL CONCERNS IS DESCRIBED IN DETAIL IN THIS SECTION.

FOLLOWING SCHOOL RULES IS IMPORTANT. BUT EVEN MORE IMPORTANT, IS THAT STUDENTS LEARN A SET OF VALUES AND BEHAVIORS THAT WILL HELP THEM TO DO WELL IN ANY SETTING. THE VALUES THAT WE EXPECT STUDENTS TO DEMONSTRATE ARE **PERSEVERANCE, HONESTY, GRATITUDE, RESULTS, RESPONSIBILITY, RESPECT, AND FORGIVENESS.** TO HELP STUDENTS INTERNALIZE THESE VALUES WE HAVE CREATED "THE CHARTER WAY." THE CHARTER WAY ACTIVITIES ARE DESIGNED TO HELP THEM DEVELOP HABITS (BOTH MENTALLY AND PHYSICALLY) THAT WILL ENSURE THEIR SUCCESS IN SCHOOL AND BEYOND.

AN ORDERLY SCHOOL CLIMATE CHARACTERIZED BY RESPECTFUL RELATIONSHIPS IS THE NECESSARY FOUNDATION FOR A SUCCESSFUL SCHOOL. IT IS ESSENTIAL THAT ALL STUDENTS RESPECT THE EXPECTATIONS FOR BEHAVIOR IN THE SCHOOL IN ORDER TO DEVELOP THE BEHAVIORAL HABITS NECESSARY FOR SUCCESS IN LIFE AND TO PROVIDE A SCHOOL CLIMATE WHERE TEACHING AND LEARNING CAN FLOURISH.

### **HIGH EXPECTATIONS FOR BEHAVIOR**

OUR HIGH EXPECTATIONS FOR STUDENTS' BEHAVIOR REFLECT OUR FAITH IN THE POTENTIAL OF EACH YOUNG PERSON TO LEARN THE SELF-CONTROL AND MANNERS NECESSARY TO SUCCEED IN SCHOOL AND LIFE. THE ACRONYMS BELOW ARE USED TO REINFORCE THE DESIRED CLASSROOM BEHAVIORS FROM STUDENTS. THIS TEACHES STUDENTS HOW TO PAY ATTENTION AND CONVEY A POSITIVE ATTITUDE THROUGH APPROPRIATE BODY LANGUAGE IN A CLASSROOM, IN ASSEMBLIES AND WHEN TALKING TO ADULTS.

### **STAR (ELEMENTARY SCHOOL)**

- **S SIT UP STRAIGHT WITH YOUR HANDS IN THE CORRECT POSITION**
- **T TRACK THE SPEAKER**

- **A**     **ASK AND ANSWER QUESTIONS ONCE YOU RECEIVE PERMISSION**
- **R**     **RESPECT, RESPOND, AND READ**
  
- **SMART (MIDDLE SCHOOL)**
- **S**     **SIT UP**
- **M**     **MAKE EYE CONTACT**
- **A**     **ARTICULATE QUESTIONS AND ANSWERS IN A COMPLETE SENTENCE**
- **R**     **RESPECT OTHERS**
- **T**     **TRACK THE SPEAKER**

IN ADDITION, CLASSROOMS OBSERVE THE FOLLOWING EXPECTATIONS FOR BEHAVIOR:

- **STUDENTS MUST BE ON TASK**
- **STUDENTS MUST LISTEN AND PARTICIPATE IN A WAY THAT SUPPORTS AN EFFECTIVE LEARNING ENVIRONMENT.**
- **STUDENTS FOLLOW TEACHER DIRECTIONS AND COOPERATE WITH THE TEACHER. THERE IS NO ARGUING ALLOWED. IF A STUDENT DISAGREES WITH A TEACHER, THE STUDENT MUST WAIT UNTIL THE APPROPRIATE TIME AND PLACE TO DISCUSS AN ISSUE IN AN APPROPRIATE TONE OF VOICE.**
- **STUDENTS MUST PARTICIPATE ACTIVELY.**
- **STUDENTS COME PREPARED TO CLASS WITH THEIR NECESSARY MATERIALS.**
- **STUDENTS SUPPORT THE LEARNING ENVIRONMENT FOR EVERYONE. THIS INVOLVES:**
  - ✓ **STAYING IN YOUR SEAT.**
  - ✓ **LISTENING CAREFULLY.**
  - ✓ **REFRAINING FROM MAKING DISRUPTIVE NOISES OR TALKING OUT OF TURN.**
  - ✓ **REFRAIN FROM EATING OR CHEWING GUM.**
  - ✓ **FOLLOWING THE CLASSROOM EXPECTATIONS OF THE TEACHER**

#### **BEHAVIORAL EXPECTATIONS OUTSIDE THE CLASSROOM**

OUTSIDE OF THE CLASSROOM, WE EXPECT STUDENTS' BEHAVIOR TO SUPPORT A CALM, ORDERLY ENVIRONMENT. OUTSIDE OF THE SCHOOL, STUDENTS ARE EXPECTED TO BE RESPONSIBLE CITIZENS OF THE LOCAL COMMUNITY AND GOOD

REPRESENTATIVES OF THEIR SCHOOL. IN ADDITION TO THE CLASSROOM EXPECTATIONS, ALL ADULTS ON CAMPUS ENCOURAGE AND REINFORCE THE FOLLOWING BEHAVIORAL EXPECTATIONS.

- FOLLOW ALL SCHOOL RULES AND EXHIBIT APPROPRIATE BEHAVIOR WHEN TRAVELING TO SCHOOL, IN THE HALLWAYS, AND EVERYWHERE YOU ARE.
- USE APPROPRIATE VOICE LEVEL INSIDE THE BUILDING AND ON THE YARD.
- REFRAIN FROM PLAY FIGHTING AND RESOLVE CONFLICT IN APPROPRIATE WAYS.
- WALK EVERYWHERE (EXCEPT ON THE SPORTS FIELD).
- EXHIBIT CALM, ORDERLY BEHAVIOR INSIDE THE BUILDING.
- KEEP THE SCHOOL, GARDEN, AND NEIGHBORHOOD CLEAN AND FREE OF LITER.
- BE WHERE YOU'RE EXPECTED TO BE AT ALL TIMES.

### **INSIDE THE CLASSROOM**

IN ORDER TO MAXIMIZE LEARNING TIME, IT IS ESSENTIAL THAT ALL STUDENTS MEET THE FOLLOWING EXPECTATIONS:

- STUDENTS ARE ALWAYS ON TASK
- STUDENTS LISTEN AND PARTICIPATE TO SUPPORT AN EFFECTIVE LEARNING ENVIRONMENT.
- STUDENTS FOLLOW TEACHER DIRECTIONS AND COOPERATE WITH THE TEACHER. THERE IS NO ARGUING ALLOWED. IF A STUDENT DISAGREES WITH A TEACHER, THE STUDENT MUST WAIT UNTIL THE APPROPRIATE TIME AND PLACE TO DISCUSS AN ISSUE IN AN APPROPRIATE TONE OF VOICE. TEACHERS ARE EXPECTED TO HOLD THESE CONVERSATIONS AND MODEL THE RESPECTFUL WAY TO DEAL WITH CONFLICT.
- STUDENTS PARTICIPATE ACTIVELY.
- STUDENTS COME PREPARED TO CLASS WITH THEIR NECESSARY MATERIALS.

### **OUTSIDE THE CLASSROOM (HALLWAY, CAFETERIA, ETC)**

OUTSIDE OF THE CLASSROOM, WE EXPECT STUDENTS' BEHAVIOR TO SUPPORT A CALM, ORDERLY ENVIRONMENT. OUTSIDE OF THE SCHOOL, STUDENTS ARE EXPECTED TO BE RESPONSIBLE CITIZENS OF THE LOCAL COMMUNITY AND GOOD REPRESENTATIVES OF THEIR SCHOOL. IN ADDITION TO THE CLASSROOM EXPECTATIONS, ALL ADULTS ON CAMPUS ENCOURAGE AND REINFORCE THE FOLLOWING BEHAVIORAL EXPECTATIONS:

- STUDENTS USE APPROPRIATE VOICE LEVEL INSIDE THE BUILDING AND ON THE YARD.
- STUDENTS FOLLOW ALL SCHOOL RULES AND EXHIBIT APPROPRIATE BEHAVIOR WHEN TRAVELING TO SCHOOL AND IN THE HALLWAYS.
- STUDENTS REFRAIN FROM PLAY FIGHTING AND RESOLVE CONFLICT IN APPROPRIATE WAYS.
- STUDENTS WALK EVERYWHERE (EXCEPT ON THE SPORTS FIELD).
- STUDENTS EXHIBIT CALM, ORDERLY BEHAVIOR INSIDE THE BUILDING.
- STUDENTS KEEP THE SCHOOL, GARDEN, AND NEIGHBORHOOD CLEAN AND FREE OF LITTER.
- STUDENTS ARE NEVER UNACCOUNTED FOR AND ALWAYS HAVE A PASS WITH THEM WHEN NOT WITH A TEACHER
- STUDENTS LEAVE PLACES BETTER THAN THEY FOUND THEM.

## **Infractions**

FIRSTLINE SCHOOLS USES CONSISTENT, INEVITABLE, AND ESCALATING CONSEQUENCES FOR FAILURE TO MEET BEHAVIOR EXPECTATIONS. PARENTS ARE AN ESSENTIAL PART OF THE PROCESS – THE EFFECTIVENESS OF CONSEQUENCES IS HEIGHTENED WHEN THE STUDENT IS AWARE THAT BOTH SCHOOL AND HOME ARE WORKING TOGETHER AND STANDING BEHIND THE SYSTEMS IN PLACE.

**CONSEQUENCES PRIMARY DISCIPLINE SYSTEM – LEVEL 1 INFRACTIONS**

- ALL STUDENTS BEGIN ON GREEN
- OFFENSE 1 & 2: STUDENT RECEIVES TWO WARNINGS (NON-VERBAL OR VERBAL) FOR MISBEHAVIOR
- OFFENSE 3: STUDENT MOVES CARD TO YELLOW, RECEIVES 5 MINUTES IN TIME-OUT
- OFFENSE 4 & 5: TWO MORE WARNINGS
- OFFENSE 6+: STUDENT MOVES CARD TO RED, LOSS OF PRIVILEGES, PARENT CONTACT & TIME-OUT
- DAILY FOLDER SENT HOME TO COMMUNICATE WITH PARENTS

**GRADES 3 – 8 – LEVEL 1 INFRACTIONS**

<b>Marks with a warning</b>	<b>Marks without a warning</b>
TALKING (T)	BACK TALK (BT)
FOLLOWING INSTRUCTIONS (FI)	TALKING/MAKING NOISE IN LINE (L)
OFF TASK (OT)	NAME-CALLING ANOTHER STUDENT (NC)
BODY LANGUAGE (SLEEPING, SLOUCHING) (BL)	PROHIBITED ELECTRONIC ITEM BEING USED (PI)
OUT OF SEAT (OS)	TARDY (TD) *THIS IS ANY UN-EXCUSED TARDY TO SCHOOL AND IS GIVEN IN THE OFFICE.
HORSE-PLAY (HP)	UNIFORM WORN INAPPROPRIATELY (UNI)
CALLING OUT WITHOUT RAISING HAND (RH)	HOMEWORK INCOMPLETE (HI)
	HOMEWORK LOW QUALITY (HLQ)
	HOMEWORK MISSING (HM)
	EATING (E)
	GROOMING (G)
	DISRESPECTFUL BODY LANGUAGE (ROLLING EYES, SUCKING TEETH) (DBL)
	CURSING (C)
	ARGUING ABOUT A MARK IMMEDIATELY AFTER BEING GIVEN (AM)

**3 – 8<sup>TH</sup> GRADE AUTOMATIC AFTER-SCHOOL DETENTION**

OUT OF CLASS W/OUT PASS (NP)
SKIPPING CLASS (SC)
YELLING OR SCREAMING AT AN ADULT, THROWING ITEMS OUT OF ANGER, OR OTHER HYSTERICS IN CLASS DUE TO ANGER (SAA)

**CONSEQUENCES FOR LEVEL 1 INFRACTIONS**

LEVEL 1 INFRACTIONS ARE MINOR MISBEHAVIORS THAT ARE HANDLED BY TEACHERS IN THEIR CLASSROOMS OR IN THE HALLWAYS. WHILE THESE ARE MINOR MISBEHAVIORS, THEIR OCCURRENCE JEOPARDIZES THE MAXIMIZATION OF LEARNING IN CLASSROOMS AND THEY WILL NOT BE TOLERATED.

AT ARTHUR ASHE CHARTER SCHOOL, STUDENTS RECEIVE ONE MARK FOR A MINOR MISBEHAVIOR.

- IF A STUDENT EARNS 2 DISRUPTIVE MARKS IN ONE CLASS PERIOD, THE TEACHER SENDS THE STUDENT TO A REFLECTION CORNER IN THE CLASSROOM, WHERE THE STUDENT COMPLETES A SPECIFIED REFLECTION FORM. STUDENTS ARE ONLY ALLOWED BACK WHEN REFLECTION SHEET COMPLETED AND IT HAS BEEN REVIEWED BY TEACHER. STUDENTS MUST WRITE IN COMPLETE AND THOUGHTFUL SENTENCES THAT TAKE OWNERSHIP OF THE MISBEHAVIORS THAT LED TO THE MARKS.
- IF A STUDENT EARNS 3 DISRUPTIVE MARKS IN ONE CLASS PERIOD, THE TEACHER SENDS THE STUDENT TO THE “PARTNER TEACHER” FOR THE REMAINDER OF THE CLASS PERIOD, WHERE THE STUDENT CHECKS IN WITH TEACHER, COMPLETES PRESCRIBED WORK, AND READIES THEMSELVES TO RETURN TO THE NEXT CLASS WITH A POSITIVE ATTITUDE.
- IF A STUDENT EARNS 4 MARKS (OF ANY KIND) IN ONE DAY, THAT STUDENT WILL SERVE AN AFTER-SCHOOL DETENTION THE FOLLOWING DAY FROM 4:30PM TO 5:30PM. DETENTIONS EARNED ON FRIDAY ARE SERVED ON TUESDAY. STUDENTS THAT EARN ONE DETENTION IN A WEEK WILL MISS THE WEEKLY “FRIDAY EXPERIENCE” OR COMMUNITY MEETING. STUDENTS THAT EARN TWO DETENTIONS IN A WEEK MISS THE WEEKLY “FRIDAY EXPERIENCE” OR COMMUNITY MEETING AND SERVE A FRIDAY DETENTION FROM 2:15 – 5:15 PM. STUDENTS THAT EARN THREE DETENTIONS IN A WEEK MISS THE WEEKLY “FRIDAY EXPERIENCE” OR COMMUNITY MEETING, SERVE FRIDAY DETENTION FROM 2:15 – 5:15 PM, AND SERVE A SATURDAY DETENTION FROM 8:00AM TO 11:00AM.

**PARENTS ARE EXPECTED TO PROVIDE TRANSPORTATION FOR STUDENTS WHO ATTEND AFTER-SCHOOL AND SATURDAY DETENTION.**

**LEVEL 1 INFRACTIONS**

HORSEPLAYING  
 HABITUALLY TARDY AND/OR ABSENT  
 EATING/DRINKING IN CLASS  
 SKIPPING CLASS OR SCHOOL  
 HABITUAL DRESS CODE VIOLATIONS  
 NOT HAVING THE PROPER MATERIALS,

[38]

**FIRST INFRACTION:**

- STUDENT WILL RECEIVE A MARK
- POSTING, TEACHING, AND RE-TEACHING SCHOOL BEHAVIOR EXPECTATIONS
- HAVING THE STUDENT APOLOGIZE AND MAKING AMENDS WITH THOSE AFFECTED AND THE COMMUNITY

REPEATED INFRACTIONS:

## **LEVEL 2 INFRACTIONS**

**USING/POSSESSING TOBACCO AND/OR LIGHTER  
LEAVING THE SCHOOL BUS WITHOUT  
PERMISSION**

**USING INAPPROPRIATE OBJECTS (I.E. THE USE  
OF AN OBJECT TO HARM OTHERS OR DAMAGE  
PROPERTY)**

**PHYSICAL ASSAULT WITHOUT SERIOUS BODY  
INJURY**

**CUTTING, DEFACING, DAMAGING  
SCHOOL/VANDALISM**

**LEAVING SCHOOL CAMPUS AND OR/CLASSROOM  
WITHOUT PERMISSION**

**GUILTY OF STEALING (LESS THAN \$100.00)  
GAMBLING**

**HABITUAL VIOLATIONS OF SCHOOL/CLASS RULES**

**FAILING TO ATTEND DETENTION OR IN-SCHOOL  
SUSPENSION**

**USING COMPUTER WITHOUT  
PERMISSION/IMPROPER USE OF COMPUTER (E.G.**

**VIEWING UNAUTHORIZED WEBSITES,  
OVERRIDING DISTRICT FILTER)**

**EXTORTION( LESS THAN \$100.00)**

**WILLFUL DISOBEDIENCE**

**TREATING AN AUTHORITY WITH DISRESPECT  
(INCLUDES PROFANITY TOWARDS AN AUTHORITY  
FIGURE)**

**DISTURBING THE SCHOOL/HABITUALLY  
VIOLATING RULES (ONE-ON-ONE FIGHT)**

**WRITING OR DRAWING OBSCENE/PROFANE  
LANGUAGE/PICTURES**

**TREATING ANOTHER STUDENT WITH DISRESPECT**

- **ANY OTHER INFRACTION THAT THE DEAN  
OF STUDENTS, AP OR PRINCIPAL DEEMS  
TO BE SIMILAR IN SEVERITY TO OTHER  
LEVEL 2 INFRACTIONS**

**1. MANDATORY PARENT/LEGAL GUARDIAN  
CONTACT T INFORM PARENT/LEGAL GUARDIAN  
OF ACCUSATION AND STATUS OF  
INVESTIGATION. PARENT/LEGAL GUARDIAN  
WILL BE GIVEN THE OPTION TO ATTEND THE  
STUDENT CONFERENCE.**

**2. MANDATORY SCHOOL-LEVEL INVESTIGATION  
AND STUDENT CONFERENCE**

**IF THE PRINCIPAL DETERMINES THAT  
DISCIPLINE ACTION IS WARRANTED**

**3. MANDATORY SCHOOL-LEVEL CONFERENCE  
WITH STUDENT, PARENT/LEGAL GUARDIAN,  
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  
INTERVENTION PLAN (BIP) AFTER THE 3<sup>RD</sup>  
AND SUBSEQUENT OCCURRENCE(S) IN  
CONJUNCTION WITH THE RTI TEAM**

**5. MANDATORY (USE AS APPROPRIATE)  
CORRECTIVE STRATEGIES**

- **CONTACT AND/OR CONFER WITH PARENT/LEGAL  
GUARDIAN**
- **IMPLEMENT A HOME-TO-SCHOOL AND SCHOLL-  
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**
- **COMMUNITY SERVICE**
- **SATURDAY SCHOOL**
- **LOSS OF PRIVILEGE**
- **DATA BASED DECISION MAKING**
- **REFER STUDENT TO RTI TEAM**
- **REFER THE STUDENT TO THE SCHOOL SOCIAL  
WORKER**
- **SCHOOL BUS SUSPENSION (IF APPLICABLE)**

## **LEVEL 3 INFRACTIONS**

**CONDUCT OR HABITS INJURIOUS TO OTHERS (PEERS/AUTHORITY)**

**USING /POSSESSING CONTROLLED SUBSTANCES THAT CAUSE SIGNIFICANT IMPAIRMENT (E.G. FALLING ASLEEP, LETHARGIC, SLURRED SPEECH, DECREASED MOTOR COORDINATION) INCLUDING UNAUTHORIZED USE OF PRESCRIBED DRUGS**

**USING/POSSESSING ALCOHOLIC BEVERAGES  
USING/POSSESSING WEAPONS PROHIBITED UNDER FEDERAL LAW (E.G. HANDGUNS, AUTOMATICS ETC.)**

**USING/POSSESSING WEAPONS NOT FEDERALLY PROHIBITED (E.G. BB/AIR/PAINT GUNS, KNIFE, BOX CUTTER, MACE, ETC.)**

**THROWING MISSILES LIABLE TO INJURE OTHERS  
INSTIGATING OR PARTICIPATING IN FIGHTS(E.G. INTERFERENCE IN A FIGHT)**

**COMMITTING ANY OTHER SERIOUS OFFENSE  
THREATING / INTIMIDATING STUDENTS/FACULTY  
POSSESSING/SHOOTING FIREWORKS  
BULLYING AND CYBERBULLYING (EG. HARASSING, INTIMIDATING, MAKING THREATS, ETC.)**

**PHYSICAL ASSAULT WITH SERIOUS BODILY INJURY**

**AGGRAVATED ASSAULT TO A SCHOOL EMPLOYEE  
AGGRAVATED ASSAULT TO A STUDENT  
RAPE/SEXUAL ASSAULT/BATTERY  
ARSON (STARTING A FIRE)**

**USING ANY ITEM OR SUBSTANCE TO HARM, FRIGHTEN OR INTIMIDATE OTHERS  
CAUSE A FALSE ALARM OR MAKE BOMB THREATS**

**GROUP FIGHTING; TWO (2) OR MORE STUDENTS INVOLVED IN A FIGHT DOES NOT NECESSITATE AN AUTOMATIC RECOMMENDATION FOR EXPULSION UNLESS SERIOUS BODILY INJURY OCCURS.**

### **4<sup>TH</sup> SUSPENSION**

**GUILTY OF STEALING (\$100.00 OR MORE)  
DEFACING SCHOOL BUS OR DESTROY PROPERTY  
MAJOR DISTURBANCE IN CLASSROOM/SCHOOL (EG. FOOD FIGHT) OR SCHOOL BUS  
DISHONESTY (FORGING SIGNATURE, GRADES OR CHEATING)**

**CELL PHONE VIOLATION ( SEXTING, INAPPROPRIATE TEXTING, USE WITH THE INTENT TO HARM OTHERS)**

**EXTORTION (\$100.00 OR MORE)**

**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/ LEGAL GUARDIAN 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 WORKER AND/OR PROFESSIONAL SCHOOL COUNSELOR AT THE CURRENT SCHOOL FOR CASE COORDINATION**
- 6. MANDATORY RECOMMENDATION FOR EXPULSION AND INTERIM PLACEMENT**

**FOR ALL LEVEL 3 INFRACTIONS, THE FOLLOWING STEPS MUST BE IMPLEMENTED.**

- 1. MANDATORY PARENT/LEGAL GUARDIAN CONTACT THE PARENT/LEGAL GUARDIAN IF THE PRINCIPAL DETERMINES THAT A RECOMMENDATION OF EXPULSION WARRANTED**
- 2. MANDATORY SCHOOL-LEVEL INVESTIGATION AND STUDENT CONFERENCE**
- 3. MANDATORY SCHOOL-LEVEL CONFERENCE WITH SCHOOL SOCIAL WORKER**
- 4. MANDATORY COMPLETE AND/OR REVIEW AND REVISE A FUNCTIONAL BEHAVIOR INTERVENTION PLAN (BIP) AFTER THE 3<sup>RD</sup> AND SUBSEQUENT OCCURRENCE(S) IN CONJUNCTION WITH THE RTI TEAM**
- 5. MANDATORY REFERRAL TO SCHOOL SOCIAL WORKER 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/LEGAL GUARDIAN**
- 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**

<p><b>SCHOOL PROBATION VIOLATION</b>  <b>GUILTY OF IMMORAL OR VICIOUS PRACTICES (INAPPROPRIATE BULLYING CONTACT, SEXUAL INTERCOURSE)</b>  <b>SEXUAL HARASSMENT</b>  <b>BODILY CONTACT WITHOUT CONSENT (RAPE, SEXUAL BATTERY)</b>  <b>IMPROPER USE OF COMPUTER (VIEWING PORNOGRAPHIC WEBSITES)</b>  <b>BURGLARY</b>  <b>ROBBERY</b>  <b>ANY OTHER INFRACTION THAT THE DEAN OF STUDENTS, A.P AND/OR PRINCIPAL DEEMS TO BE SIMILAR IN SEVERITY TO OTHER LEVEL 3 INFRACTIONS</b></p>	<p><b>INFRACTIONS</b></p> <ul style="list-style-type: none"> <li>• INTENSIVE ACADEMIC SUPPORT</li> <li>• INTENSIVE SOCIAL SKILLS TEACHING</li> <li>• SELF-MANAGEMENT PROGRAM</li> <li>• FIRM ,FAIR, AND CORRECTIVE DISCIPLINE</li> <li>• USE OF PBISS</li> <li>• AFTER-SCHOOL DETENTION</li> <li>• SATURDAY SCHOOL</li> <li>• LOSS OF PRIVILEGE</li> <li>• DATA BASED DECISION MAKING</li> <li>• REFER STUDENT TO RTI TEAM</li> <li>• REFER THE STUDENT TO THE SCHOOL SOCIAL WORKER</li> </ul> <p>SCHOOL BUS SUSPENSION (IF APPLICABLE)</p>
--	---

**CONSEQUENCES FOR LEVEL 2 INFRACTIONS**

LEVEL 2 MAJOR INFRACTIONS ARE HIGH INTENSITY DISCIPLINE ISSUES THAT WARRANT THE ATTENTION OF THE ASSISTANT PRINCIPALS, DEAN OF STUDENTS, OR NEAREST ADMINISTRATOR. **ALL LEVEL 2 MAJOR INFRACTIONS MUST BE ACCOMPANIED BY A WRITTEN REFERRAL TO THE DEAN OF STUDENTS.** ALL STUDENTS WHO RECEIVE A WRITTEN REFERRAL WILL RECEIVE A CONSEQUENCE AT THE ADMINISTRATOR’S DISCRETION BASED UPON THE POLICY LISTED BELOW. THESE INFRACTIONS RESULT IN A POTENTIAL 1-5 DAY IN-SCHOOL-SUSPENSION (ISS) OR OUT-OF-SCHOOL SUSPENSION (OSS) AS A CORRECTIVE BEHAVIOR STRATEGY.

AFTER THE THIRD ISS AND SECOND OSS, THE STUDENT WILL BE PLACED ON A BEHAVIOR CONTRACT AND ENTERED INTO TIER 2 RTI FOR BEHAVIOR. IF THE ISSUES CONTINUE AND SUBSEQUENT SUSPENSIONS ARE ISSUED, STUDENTS, PARENTS, AND THE RTI TEAM WILL COMPLETE A BEHAVIOR INTERVENTION PLAN (BIP) AND FUNCTIONAL BEHAVIOR ASSESSMENT (FBA). THE STUDENT WILL BE ENTERED INTO TIER 3 RTI.

**CONSEQUENCES FOR LEVEL 3 INFRACTIONS**

LEVEL 3 MAJOR INFRACTIONS ARE HIGH INTENSITY DISCIPLINE ISSUES THAT WARRANT THE ATTENTION OF THE PRINCIPAL, ASSISTANT PRINCIPALS, DEAN OF STUDENTS AND POSSIBLY THE NEW ORLEANS POLICE DEPARTMENT, OR OTHER AUTHORITIES. **ALL LEVEL 3 INFRACTIONS MUST BE ACCOMPANIED BY A WRITTEN REFERRAL.** THESE INFRACTIONS RESULT IN MANDATORY SUSPENSION, ALONG WITH A POTENTIAL EXPULSION RECOMMENDATION FROM THE SCHOOL PRINCIPAL.

**LEVEL 3 FURTHER ACTIONS**

**1. MANDATORY STUDENT CONFERENCE AND SCHOOL-LEVEL INVESTIGATION**

***IF THE SCHOOL PRINCIPAL DETERMINES THAT THE INFRACTION WARRANTS A RECOMMENDATION FOR EXPULSION, THE SCHOOL WILL FOLLOW THE FOLLOWING EXPULSION POLICY:***

**FirstLine Schools Expulsion Process**

	Timeline Charter Board Hearing	Cumulative Timeline
--	---	------------------------

<p>1. Student commits expellable offense. School leader uses discretion to determine whether or not to recommend for expulsion. Consideration should be given to whether or not student has been given appropriate education and interventions to teach appropriate behaviors (LA Discipline Model Master Plan)</p> <p><b>A principal/school leader cannot expel a student. A school leader can <u>recommend a student for expulsion</u>.</b> The student will have an <i>expulsion</i> hearing, in which the Student Hearing Officer will determine if the recommendation for <i>expulsion</i> is upheld, modified, or reversed.</p> <p>The procedures for recommendations for <i>expulsion</i> and expulsion hearings are as follows:</p> <ol style="list-style-type: none"> <li>1. The principal/school leader or designee must conduct a student conference and school-level investigation within a 48-hour period. Within 48 hours of completing the investigation, the appropriate paperwork must be submitted to the Hearing Officer. If the paperwork is not submitted to the Student Hearing Officer within 48 hours, the student will be allowed to return to school (excluding <i>special circumstances</i>).</li> <li>2. A hearing is conducted by the <i>Hearing Office</i> designee (Impartial Hearing Officer) within ten (10) days.</li> <li>3. A determination of whether to expel the student is made by the local education governing authority or his or her designee (Impartial Hearing Officer).</li> <li>4. The principal and teacher as well as the student may be represented by someone of their choice at this hearing.</li> <li>5. The student shall remain on <i>suspension</i> until the hearing takes place.</li> </ol> <p>Impartial Hearing Officer <b><u>Minimum Qualifications and Skills:</u></b></p> <ol style="list-style-type: none"> <li>1. Graduate Degree in Social Work, Sociology, Counseling, Education, Law or other related fields.</li> <li>2. Demonstrated effective interpersonal skills and experience in conflict resolution.</li> <li>3. Mediation and problem solving skills.</li> <li>4. Familiarity with intervention and alternative education processes and procedures.</li> <li>5. Ability to operate independently and without any conflict of interest with the entity recommending expulsion.</li> </ol>	<p>2 days investigation</p> <p>10 days to Impartial Hearing</p>	<p>2 days</p> <p>12 days</p>
<p>2. School completes documentation and delivers to RSD HO, 1641 Poland Ave. within 3 school days. RSD HO reviews to ensure the student received a hearing in compliance with w/ Student Code of Conduct (SCC), State &amp; Federal regulations*. If not compliant the Charter school has 2 school days to deliver missing information to RSD HO, 1641 Poland Ave.)</p> <p><b>*Expulsion packet to be delivered to RSD HO (1641 Poland Ave.) includes:</b></p> <ol style="list-style-type: none"> <li>1) Student Incident Report form,</li> <li>2) Form 474, Expulsion Recommendation Form,</li> <li>3) LDOE Behavior Report Form,</li> <li>4) Expulsion Recommendation Checklist w/ supporting documentation</li> <li>5) Notification of Expulsion and Right to Appeal</li> </ol>	<p>3 school days</p>	<p>15 school days</p>

The RSD HO may affirm, modify, or reverse the action previously taken and <b>notifies School/Charter Board in writing within 2 school days.</b>		
<p>3. <b>The parent(s)/legal guardian(s) of the student, may, within five (5) days</b> after the decision to expel the student has been made, request the LEA governing authority (Charter Board) to review the findings of the <i>LEA/Charter School</i> impartial Hearing Officer. Otherwise the decision of the Hearing Officer shall be final.</p> <p>a. The written request for review (appeal) must be requested by hand-delivery or by mail and must be postmarked within five (5) calendar days of the written notification of the expulsion decision.</p> <p>To appeal an <i>expulsion</i>:</p> <ol style="list-style-type: none"> <li>1. Submit a written statement of appeal request to the Charter Board within five (5) days after an <i>expulsion</i> decision is rendered.</li> <li>2. The time for the student hearing shall be set by the <i>Charter Board or its designee</i>.</li> <li>3. After formal notification of the request and after reviewing the findings of the Charter School Impartial Hearing Officer, <i>the Charter Board or its designee</i> may uphold, modify, or reverse the Hearing Officer’s decision.</li> </ol>	5 days to appeal	15-20 days
4. Charter Board submits paperwork to RSD HO, 1641 Poland Ave. for subsequent placement at either 1) regular campus (not SS) or 2) alternative school (including Charter Alternatives)	1-2 days	16-22 days
5. If the local educational governing authority (Charter Board) upholds the decision of the Charter School, 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.	Within 10 days	22+ days

**DETENTIONS**

AFTER-SCHOOL DETENTION

- **4 OR MORE MARKS IN ONE SCHOOL DAY (BEGINNING IN HOMEROOM ) EARN A STUDENT’S A ONE HOUR AFTER SCHOOL DETENTION ON THE FOLLOWING DAY.**
  - **DETENTION WILL RUN FROM 4:30 TO 5:30PM FROM TUESDAY TO THURSDAY**
  - **TRANSPORTATION WILL NEED TO BE ARRANGED BY A STUDENT’S PARENT OR GUARDIAN, AS THE NORMAL DAY SCHOOL BUSES DEPART AT 4:30PM, AND THE AFTER SCHOOL PROGRAM’S BUSES ARE NOT AVAILABLE TO DETENTION STUDENTS.**

- **PARENTS ARE REQUIRED TO ENTER THE SCHOOL BUILDING AND SIGN THEIR STUDENT OUT BEFORE THEIR CHILD CAN LEAVE.**
- **STUDENTS WHO ARE PICKED UP BEFORE 5:00PM WILL BE REQUIRED TO SERVE AN ISS (IN-SCHOOL SUSPENSION) THE FOLLOWING DAY.**
  - **STUDENTS WHO ARE PICKED UP BEFORE 5:00PM FOR A THIRD TIME (AND THEREAFTER) WILL BE REQUIRED TO SERVE AN OSS (OUT-OF-SCHOOL SUSPENSION) THE FOLLOWING DAY.**
- **ON-THE-SPOT DETENTIONS CAN BE ISSUED BY SCHOOL ADMINISTRATORS FOR INSTANCES OF MAJOR DISRESPECT OR DEFIANCE.**
- **DEAN OF STUDENTS RESERVES THE RIGHT TO ASSIGN ANY STUDENT WHO IS DISRUPTIVE OR DISRESPECTFUL DURING DETENTION A HALF-DAY OF ISS THE FOLLOWING DAY.**

#### FRIDAY EXPERIENCE DETENTION/COMMUNITY MEETING

- **STUDENTS WHO HAVE EARNED ONE OR MORE DETENTIONS DURING THE WEEK WILL MISS THE WEEKLY FRIDAY EXPERIENCE.**
- **STUDENTS WHO HAVE EARNED AN ISS OR AN OSS DURING THE WEEK ALSO MISS THE WEEKLY FRIDAY EXPERIENCE.**

#### EXTENDED FRIDAY DETENTION

- **STUDENTS WHO HAVE EARNED TWO OR MORE DETENTIONS DURING THE WEEK WILL HAVE AN EXTENDED FRIDAY DETENTION FROM 2:15 – 5:15PM**
  - **TRANSPORTATION, SIGN-OUT AND EARLY PICK-UP POLICIES APPLY TO EXTENDED FRIDAY DETENTIONS**

#### SATURDAY DETENTION

- **STUDENTS WHO HAVE EARNED THREE OR MORE DETENTIONS DURING THE WEEK WILL HAVE A SATURDAY DETENTION FROM 8:00AM TO 11:00AM**
  - **STUDENTS MUST WEAR FULL UNIFORM FOR SATURDAY DETENTION**
  - **TRANSPORTATION, SIGN-OUT AND EARLY PICK-UP POLICIES APPLY TO EXTENDED SATURDAY DETENTIONS**

#### **STUDENT NOTIFICATIONS FOR DETENTION**

- **STUDENTS ARE NOTIFIED DURING THE LAST PERIOD OF EVERY SINGLE DAY BY THE DEAN OF STUDENTS IF THEY HAVE DETENTION WITH A DETENTION LETTER.**
- **STUDENTS ARE REMINDED DURING MORNING HOMEROOM BY HOMEROOM TEACHER THAT THEY HAVE DETENTION.**

#### **PARENT NOTIFICATIONS FOR DETENTION**

##### DAILY DETENTION

- **PARENTS ARE NOTIFIED WITH A LETTER EXPLAINING THEIR OBLIGATION TO PICK THEIR CHILD UP FROM ARTHUR ASHE SHOULD THEIR CHILD EARN AN AFTER-SCHOOL DETENTION. THE LETTER IS SIGNED AND RETURNED TO ARTHUR ASHE WITH TWO PHONE NUMBERS.**
- **IN THE EVENT THAT A CHILD EARNS DETENTION, PARENTS ARE CALLED WITHIN 24 HOURS ABOUT THE DETENTION TO BE SERVED THE FOLLOWING DAY AND MUST BE PICKED UP AT 5:30PM. STUDENTS ARE ALSO SENT HOME WITH A LETTER.**

- PARENTS WHO HAVE NOT BEEN REACHED, ARE GIVEN ONE MORE PHONE CALL IN THE MORNING BETWEEN THE HOURS OF 9:00AM AND 10:00AM BY DEAN OF STUDENTS.
- IN THE EVENT OF A PHONE NUMBER CHANGE, PARENTS ARE REQUIRED TO IMMEDIATELY CONTACT THE DEAN OF STUDENTS TO UPDATE HIM/HER ON THE CHANGE.

#### FRIDAY/SATURDAY DETENTION

- WHEN PARENTS COME IN TO SIGN OUT THEIR CHILD FROM DAILY AFTERSCHOOL DETENTION, THEY ARE HANDED A NOTICE, STATING THAT THEIR CHILD HAS BEEN ASSIGNED EITHER FRIDAY EXPERIENCE DETENTION, FRIDAY DETENTION, OR SATURDAY DETENTION

#### **ACTIVITIES DURING DETENTION**

##### DAILY DETENTION

- THE FOLLOWING ASSIGNMENTS MUST BE COMPLETED BEFORE STUDENTS LEAVE DETENTION:
  - RESTORATIVE LETTER THAT FOLLOWS TEMPLATE, TO BE FILED
  - 2 LEAP PREP ASSIGNMENTS FROM FILE
    - IF ASSIGNMENTS ARE NOT COMPLETED, PARENTS MUST REMAIN UNTIL THE STUDENT COMPLETES THE ASSIGNMENT, OR THE DETENTION WILL NOT COUNT AS A SERVED DETENTION, AND STUDENT WILL HAVE TO SERVE ISS THE FOLLOWING DAY
- ONCE ASSIGNMENTS HAVE BEEN COMPLETED, STUDENT MUST WORK ON THEIR HW
  - IF HW IS COMPLETE, STUDENTS MUST TAKE OUT A BOOK AND READ UNTIL 5:30PM

STUDENTS ARE EXPECTED TO BE AT A LEVEL 0 AT ALL TIMES DURING DETENTION.

##### EXTENDED FRIDAY DETENTION

- THE FOLLOWING ASSIGNMENTS MUST BE COMPLETED BEFORE STUDENTS LEAVE DETENTION:
  - REFLECTION LETTER THAT FOLLOWS TEMPLATE, TO BE FILED
  - 3 LEAP PREP ASSIGNMENTS FROM FILE
    - IF ASSIGNMENTS ARE NOT COMPLETED, PARENTS MUST REMAIN UNTIL THE STUDENT COMPLETES ASSIGNMENT, OR THE DETENTION WILL NOT COUNT AS A SERVED DETENTION,

AND THE STUDENT WILL HAVE TO SERVE ISS THE FOLLOWING DAY

- ONCE ASSIGNMENTS HAVE BEEN COMPLETED, STUDENTS MUST WORK ON THEIR HW
  - IF HW IS COMPLETE, STUDENTS MUST TAKE OUT A BOOK AND READ UNTIL 5:15PM

STUDENTS ARE EXPECTED TO BE AT A LEVEL 0 AT ALL TIMES DURING DETENTION

#### SATURDAY DETENTION

- THE FOLLOWING ASSIGNMENTS MUST BE COMPLETED BEFORE STUDENTS LEAVE DETENTION:
  - REFLECTION LETTER THAT FOLLOWS TEMPLATE, TO BE FILED
  - 3 LEAP PREP ASSIGNMENTS FROM FILE
    - IF ASSIGNMENTS ARE NOT COMPLETED, PARENTS MUST REMAIN UNTIL THE STUDENT COMPLETES ASSIGNMENT, OR THE DETENTION WILL NOT COUNT AS A SERVED DETENTION, AND THE STUDENT WILL HAVE TO SERVE ISS THE FOLLOWING DAY
- ONCE ASSIGNMENTS HAVE BEEN COMPLETED, STUDENTS MUST WORK ON THEIR HW
  - IF HW IS COMPLETE, STUDENTS MUST TAKE OUT A BOOK AND READ UNTIL 11:00AM.
- AT SUPERVISING ADMINISTRATOR'S DISCRETION, STUDENTS MAY BE ASSIGNED TO SCHOOL-IMPROVEMENT TASKS IN ADDITION TO THEIR ASSIGNMENTS

STUDENTS ARE EXPECTED TO BE AT A LEVEL 0 AT ALL TIMES DURING DETENTION

#### **REWARDS**

FIRSTLINE SCHOOLS HAS A REWARDS SYSTEM FOR STUDENTS THAT MEET ACADEMIC, BEHAVIOR AND HOMEWORK EXPECTATIONS, DEMONSTRATE SCHOOL VALUES, AND PERFORM OUTSTANDING WORK OR SERVICE. OUR REWARDS SYSTEM INCLUDES THE FOLLOWING ELEMENTS:

- REGULAR, FORMAL AWARDS FOR ACHIEVEMENT AND DEMONSTRATING SCHOOL VALUES (QUARTERLY AWARDS CEREMONIES FOR GRADES, ATTENDANCE, PROGRESS).
- INDIVIDUAL AND GROUP REWARDS AND RECOGNITION FOR REGULARLY MEETING BEHAVIOR EXPECTATIONS.
- SPECIAL, INVITATION-ONLY TRIPS AND SPECIAL EVENTS FOR INDIVIDUAL STUDENTS WHO MEET BEHAVIOR AND WORK EXPECTATIONS:
  - FRIDAY EXPERIENCE: ACTIVITIES THAT OCCUR ON FRIDAYS (OUTSIDE PERFORMANCES, GAME SHOWS, SOCK HOPS ETC.).

**BIG BENEFITS: EVENTS THAT OCCUR EVERY SIX TO NINE WEEKS (BOWLING, SKATING, PICNICS ETC.)**

**POSITIVE POINTS AND/OR DEMERITS CAN BE USED WHEN DECIDING A STUDENT'S TRIP ELIGIBILITY OR REWARD ELIGIBILITY.**

**SUSPENSION POLICY**

- EVEN THOUGH STUDENTS GENERALLY TEND TO HAVE GOOD RELATIONSHIPS WITH PEERS AND SCHOOL STAFF, THEY WILL BEHAVE INAPPROPRIATELY AT TIMES. ALTHOUGH SUSPENSION AND EXPULSION ARE VIEWED AS LAST RESORT CONSEQUENCES IN DEALING WITH INAPPROPRIATE AND DISRUPTIVE BEHAVIOR, BOTH WILL BE USED AS A CONSEQUENCE FOR CONSISTENT AND SERIOUS MISBEHAVIOR. SEE THE LEVEL 1 – 3 CHART ON PAGES 41 – 43 FOR SERIOUS BEHAVIORS THAT LEAD TO SUSPENSION.

**IN-SCHOOL SUSPENSION (ISS) POLICY**

STUDENTS WHO EARN ISS THROUGH LEVEL 2 INFRACTIONS, ADMINISTRATOR-ASSIGNED ISS, OR AS A RESULT OF FAILING TO REMAIN FOR DETENTION WILL REMAIN IN THE ISS ROOM FOR THE DURATION OF THEIR CONSEQUENCE. THESE STUDENTS WILL BE REQUIRED TO COMPLETE THE FOLLOWING ASSIGNMENTS IN THEIR DAY AT ISS:

- REFLECTION LETTER
- ALL CLASS WORK MISSED IN THE CORE SUBJECTS: ELA, MATH, SCIENCE, AND SOCIAL STUDIES
- BEHAVIOR CURRICULUM WITH THE ISS MONITOR AND/OR SOCIAL WORKER
- IF THE STUDENT IS A SPECIAL EDUCATION STUDENT, TEACHING MINUTES WILL BE PROVIDED BY A SPED TEACHER IN ISS.

ISS WILL NOT BE CONSIDERED SERVED UNTIL THE PRESCRIBED ASSIGNMENTS HAVE BEEN COMPLETED. STUDENTS WHO EARN AN ISS WILL NOT BE ALLOWED TO ATTEND WEEKLY “FRIDAY EXPERIENCE” OR COMMUNITY MEETINGS.

**DATA COLLECTION**

ISS DATA WILL BE COLLECTED BY THE DEAN OF STUDENTS

**OUT-OF-SCHOOL SUSPENSION (OSS) POLICY**

STUDENTS WHO EARN OSS THROUGH LEVEL 2 INFRACTIONS, ADMINISTRATOR-ASSIGNED OSS, OR AS A RESULT OF FAILING TO REMAIN FOR DETENTION WILL NOT BE ALLOWED TO ATTEND SCHOOL OR PARTICIPATE IN SCHOOL RELATED FUNCTIONS FOR THE DURATION OF THEIR CONSEQUENCE.

ALL PARENTS OF STUDENTS RETURNING FROM AN OUT OF SCHOOL SUSPENSION ARE REQUIRED TO PARTICIPATE IN A MANDATORY REINSTATEMENT CONFERENCE WITH THE DEAN OF STUDENTS AND/OR ASSISTANT PRINCIPAL.

TEACHERS ARE NOT REQUIRED TO PROVIDE STUDENTS WHO HAVE BEEN SUSPENDED WITH MAKE-UP WORK.

**EXTENUATING CIRCUMSTANCES: DISCIPLINE POLICIES DURING TESTING**

IN THE CASE OF A MAJOR DISCIPLINARY INCIDENT (LEVEL TWO OR THREE INFRACTION) THAT OCCURS IMMEDIATELY BEFORE OR DURING HIGH-STAKES TESTING, THE STUDENT OR STUDENTS IN QUESTION WILL BE ALLOWED TO COMPLETE THEIR TEST AND ATTEND ALL REVIEW SESSIONS. IN THE CASE OF AN INCIDENT INVOLVING TWO STUDENTS THAT ARE IN THE SAME TESTING GROUP, AACS ADMINISTRATION WILL MAKE A GOOD FAITH EFFORT TO SEPARATE THE TWO AND FORM DIFFERENT GROUPS.

THE STUDENT OR STUDENTS WILL STILL BE HELD ACCOUNTABLE FOR ALL BEHAVIOR INFRACTIONS AFTER TESTING HAS BEEN COMPLETED. NORMAL DISCIPLINARY PROTOCOLS WILL BE FOLLOWED.

**HARASSMENT POLICY**

HARASSMENT DIRECTED AT ANYONE IS IMPROPER AND WILL NOT BE TOLERATED. THIS APPLIES TO HARASSMENT OF ANY KIND, BUT MOST ESPECIALLY TO SEXUAL HARASSMENT. SEXUAL HARASSMENT HAS BEEN DETERMINED TO BE A FORM OF SEX DISCRIMINATION THAT IS EXPRESSLY PROHIBITED BY TITLE VII OF THE 1964 CIVIL RIGHTS ACT AND WILL NOT BE TOLERATED. OUR EMPLOYEES AND STUDENTS MUST BE ALLOWED TO WORK AND STUDY IN AN ENVIRONMENT FREE FROM UNSOLICITED AND UNWELCOME INTRUSIONS. SEXUAL HARASSMENT CAN INCLUDE, BUT IS NOT LIMITED TO, THE FOLLOWING EXAMPLES OF UNACCEPTABLE BEHAVIOR:

**VERBAL HARASSMENT**

- SEXUAL INNUENDOS, COMMENTS AND SUGGESTIVE REMARKS
- SUGGESTIVE OR INSULTING SOUNDS
- PERSONALLY OFFENSIVE HUMOR OR JOKES ABOUT SEX
- IMPLIED OR OVERT THREATS
- WRITTEN COMMENTS
- UNWELCOME SEXUAL ADVANCES
- REQUESTS FOR SEXUAL FAVORS

**PHYSICAL HARASSMENT**

- PETTING, PINCHING, OR ANY OTHER INAPPROPRIATE TOUCHING
- OBSCENE GESTURES
- DELIBERATE BRUSHING AGAINST THE BODY
- ATTEMPTED OR ACTUAL KISSING OR FONDLING
- SEXUAL ASSAULT

OUR IMMEDIATE GOAL IS TO STOP THE OFFENDING BEHAVIOR. YOU SHOULD REPORT ANY INCIDENT OF SEXUAL HARASSMENT, OR ANY OTHER FORM OF HARASSMENT IMMEDIATELY TO ANY SCHOOL ADMINISTRATOR OR TEACHER.

IF THE COMPLAINT INVOLVES A TEACHER, SUPERVISOR, FELLOW COLLEAGUE OR CONTRACTOR/VENDORS, THE REPORT MAY BE FILED DIRECTLY WITH THE HIGHEST SCHOOL ADMINISTRATOR OR OTHER STAFF PERSON THAT YOU FEEL COMFORTABLE WITH.

YOU WILL NOT BE PENALIZED IN ANY WAY FOR REPORTING A HARASSMENT PROBLEM. ALL COMPLAINTS OF HARASSMENT THAT ARE REPORTED TO THE SCHOOL DIRECTOR WILL BE HANDLED PROMPTLY, AND SPECIAL EFFORTS WILL BE MADE TO PROTECT THE PRIVACY OF ALL PARTIES INVOLVED.

AWARENESS OF THE PROBLEM IS ESSENTIAL TO US. WE CANNOT HELP RESOLVE A HARASSMENT PROBLEM UNLESS WE KNOW ABOUT IT. THEREFORE, WE ARE COUNTING ON YOU TO BRING ANY PROBLEMS OF THIS KIND TO OUR ATTENTION SO THAT WE CAN TAKE WHATEVER STEPS ARE NECESSARY TO CORRECT THE PROBLEM.

### **BULLYING/CYBER-BULLYING POLICY**

BULLYING IS 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.

BULLYING AND CYBER-BULLYING DIRECTED AT ANYONE IS IMPROPER AND WILL NOT BE TOLERATED. ALL ACCUSATIONS OF BULLYING AND CYBER-BULLYING MUST BE REPORTED TO A TEACHER OR SCHOOL ADMINISTRATOR IMMEDIATELY. AWARENESS OF THE PROBLEM IS OUR FIRST STEP TO SOLVING THE PROBLEM. IF WE ARE NOT INFORMED OF THE PROBLEM, WE DO NOT KNOW THAT IT NEEDS TO BE ADDRESSED.

OUR IMMEDIATE GOAL IS TO STOP THE BULLYING. FOR EACH ACCUSATION OF BULLYING, THE SCHOOL WILL FIRST INVESTIGATE THE CLAIM. IF THE STUDENTS ARE IN THE SAME CLASS, WE WILL OFTEN SEPARATE THEM SO THAT THE BULLYING DOES NOT CONTINUE. THE SCHOOL WILL NOT ISSUE CONSEQUENCES UNTIL A FULL INVESTIGATION OF THE VICTIM'S STATEMENT, ACCUSED OFFENDER(S) STATEMENT, AND ANY WITNESS STATEMENTS HAVE BEEN COLLECTED. WE TRY TO DO THIS PROCESS AS QUICKLY AS POSSIBLE. HOWEVER, GIVEN THE NATURE OF BULLYING, IT DOES TAKE LONGER THAN 1 24-HOUR PERIOD TO COLLECT ALL STATEMENTS. PLEASE SEE THE LEVEL 1 – 3 CHART TO SEE POSSIBLE CONSEQUENCES OF BULLYING.

WE WANT ALL STUDENTS TO FEEL SAFE PHYSICALLY, VERBALLY, EMOTIONALLY AND ELECTRONICALLY AT THE SCHOOL.

**BULLYING IS DEFINED AS THE FOLLOWING, BUT NOT LIMITED TO, BY THE STATE OF LOUISIANA:**

<b>VERBAL</b>	<b>PHYSICAL</b>
NAME-CALLING	KICKING
TAUNTING/RIDICULING	HITTING/PUNCHING
MOCKING	PUSHING
MAKING OFFENSIVE COMMENTS	PINCHING
TEASING	STALKING
DEMEANING COMMENTS	INAPPROPRIATE TOUCHING
OTHER	OTHER
<b>EMOTIONAL</b>	<b>ELECTRONIC AGGRESSION (CYBERBULLYING)</b>
OFFENSIVE GRAFFITI	OFFENSIVE TEXT MESSAGES
EXCLUDING FROM GROUP	OFFENSIVE E-MAILS
SPREADING RUMORS	SENDING DEGRADING IMAGES
BEING FORCED TO DO SOMETHING AGAINST HIS/HER WILL	POSTING RUMORS OR LIES ABOUT SOMEONE
TAKING POSSESSIONS/MONEY	ASSUMING A PERSON'S ELECTRONIC IDENTITY WITH THE INTENT OF CAUSING HARM
OTHER	OTHER

**CORPORAL PUNISHMENT POLICY**

NO FORM OF DEMEANING LANGUAGE OR CORPORAL PUNISHMENT (WHICH INCLUDES, BUT IS NOT LIMITED TO PADDLING, STRIKING, HITTING, OR HUMILIATION) SHALL BE USED WITH ANY CHILD ENROLLED IN OUR SCHOOLS.

**CRISIS PREVENTION INTERVENTION**

ARTHUR ASHE CHARTER SCHOOL USES CRISIS PREVENTION INSTITUTE (CPI) TRAINING PROTOCOLS IF A STUDENT MUST BE RESTRAINED. THE CRISIS TEAM HAS RECEIVED TRAINING IN CPI.