2018-2019
FAMILY HANDBOOK

JOSEPH S. CLARK
A FIRSTLINE SCHOOL

1301 N. Derbingy Street, New Orleans, LA 70116
Phone: (504) 373 – 6202 | www.firstlineschools.org

Dear Bulldog Students and Families,

The Clark Leadership Team welcomes you to the 2018 – 2019 school year. We are eager for you to benefit from all that the Clark Prep experience has to offer!

This year, we will be focused on ensuring success and maximizing learning for our eleventh and twelfth grade students and will offer a schedule tailored to their needs. We will primarily focus on core content (the courses necessary to earn a TOPS University high school diploma) during the core instructional day (8:40 AM – 3:24 PM). Having reviewed the transcripts of returning students, we will offer a seven-period day in 2018 - 2019 in order to ensure that our juniors and seniors can earn the credits they need to graduate.

As always, there will be lots of exciting options after school for students who choose to participate in additional academic, athletic and performance opportunities. Yellow bus transportation will be available for arrival at or before 8:40 am, with RTA tokens available for students upon their departure once they have finished their classes for the day.

Having made great strides in the 2017 - 2018 academic year, we will refocus on these essential goals again this year, and appreciate your support of them:

1. Providing classes that are consistently rigorous and engaging;
2. In the service of learning, to maintain a calm and orderly culture in classrooms and the school environment; and,
3. Embedding a culture of achievement amongst students and staff.

Goal number two is crucial to your child's success. Each individual must adhere to our school's expectations in order to ensure the learning-focused, orderly and disciplined environment your child deserves. We thank you in advance for supporting us as we guide your child to build good habits of conduct and self-regulation, so that s/he can maximize learning now, and success throughout his/her lifetime.

Thank you for trusting us with your child and choosing Joseph S. Clark Preparatory High School.

Sincerely,

Lindsey Cross
School Director

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Please sign, remove page 53-54 from handbook and return to school

HISTORY OF FIRSTLINE SCHOOLS

1990: Summerbridge (Now called Breakthrough)

The roots of FirstLine Schools trace to the founding of this unique summer program designed to help 5th and 6th grade students gain acceptance into top middle schools.

1992: James Lewis Extension

Working with a group of concerned parents, Jay Altman and the Summerbridge team founded this school, with 100 students and four teachers. Dr. Tony Recasner became the school's director in 1993.

1998: New Orleans Charter Middle School (NOCMS)

James Lewis Extension converted into a charter school and adopted a new name. NOCMS became the top-performing open-admissions middle school in New Orleans. In August 2005 flooding from Hurricane Katrina destroyed the campus and led to NOCMS' closure.

2005: Samuel J. Green Charter School

The state asked Middle School Advocates (the former name of FirstLine Schools) to take over the failing Green Middle School. Green opened as a K-8 charter school the week before Hurricane Katrina. The school reopened in January 2006 as one of the first charters in the city after the storm.

2007: Arthur Ashe Charter School

Using the NOCMS charter to open a new K-8 school (later renamed Arthur Ashe), this school opened with 42 students and has grown to its current enrollment of over 800 students. In 2012 Ashe moved to a new campus at the former Bienville school site in the Oak Park neighborhood of Gentilly.

2010: Phillis Wheatley Community School (formerly John Dibert) and Langston Hughes Academy

In 2010, FirstLine chartered John Dibert Community School (now Phillis Wheatley Community School) as a turnaround school, to improve academic performance. Also that year FirstLine began managing Langston Hughes Academy, which is now a FirstLine school.

2011: Joseph S. Clark Preparatory High School

The doors opened on the newly chartered Clark Prep in August 2011. With some of the biggest academic gains in the city following its inaugural year, Clark Prep is restoring the school's legacy.

2018: FirstLine Live Oak

FirstLine Live Oak joins the FirstLine network as a transformation school.

MISSION AND VISION OF FIRSTLINE SCHOOLS

MISSION

The mission of FirstLine Schools is to create and inspire great open admissions public schools in New Orleans.

VISION

Our schools will prepare students for college, fulfilling careers, and a healthy life by nurturing students in mind, body, and spirit.

EDIBLE SCHOOLYARD NEW ORLEANS

A SIGNATURE PROGRAM OF FIRSTLINE SCHOOLS

MISSION

The mission of the Edible Schoolyard New Orleans is to teach children to make healthy connections through food and the natural world.

Our aim is to ensure the long-term well being of students, families, and school communities by:

- Integrating hands-on kitchen and garden classes into the school curriculum and culture
- Inviting students, families, and the community to experience local food through joyful events involving chefs, farmers, and community partners
- Supporting core academic learning in garden and kitchen learning environments
- Maintaining beautiful school gardens that stimulate students' curiosity and desire to learn about the natural world
- Cultivating safe spaces for social and emotional development
- Collaborating to provide healthy nutritious food in welcoming school cafeterias.

WE BELIEVE NEW ORLEANS CAN BE THE FIRST CITY IN AMERICA WHERE EVERY CHILD GOES TO A GREAT SCHOOL.

STUDENT–FAMILY COVENANT AND PARENT AGREEMENT

This is your copy to keep. There is a duplicate of this agreement in the back of this handbook that that you need to sign and return your school's front office by August 15th, 2018.

As a student at a FirstLine school I agree to:

- Do my best to live the school values.
- Make the school a safe environment so my classmates and I can succeed academically.
- Arrive on time every day.
- Come to school prepared and ready to do whatever it takes to accomplish my goals.
- Do my best work every day, even πwhen it is hard.
- Do the right thing, even when no one is looking.
- Be respectful to my classmates, my teachers, and other members of the school community.
- Do my homework every day.
- Ask for help when I need it.
- Promptly give my parent or guardian all notices and information from the school.
- Be accountable and accept responsibility for my actions.

As a parent or guardian of a student(s) at a FirstLine school I agree to:

- Do whatever it takes to help my student reach his or her goals.
- Make sure my student arrives at school on time every day.
- Help my student complete his or her homework each night.
- Support and encourage my student to read at home for fun.
- Ensure my student is getting at least eight hours of sleep each night.
- Monitor and take responsibility for how my student uses the internet and social media.
- Get involved at school by volunteering in the classroom, at school events, on field trips or by joining our parent organization.
- Participate in decisions relating to my student's education.
- Support my student's participation in extracurricular activities and school events.
- Promptly read all notices sent home with my student and respond as appropriate.

As a FirstLine school our team will:

- Provide high-quality curriculum and instruction in a supportive environment.
- Set clear expectations for academics and behavior.
- Provide regular reports of your student's academic progress through progress reports, report cards, and state test results.
- Hold regular family-teacher conferences.
- Communicate respectfully about your student's behavior.
- Ensure our staff respond to you within 24 hours and are available by phone until 8:00 pm and in person during conference hours.
- Provide families opportunities to get involved.
- Provide families adequate notice of school events, field trips, and important information.
- Support your student's academic goals.
- Provide personalized academic and emotional support to struggling students.

The Family Handbook and the policies contained therein are reflective of what is best for our students.

I acknowledge that I have received the 2018-19 Family Handbook and am responsible for reading this document from cover to cover. I agree to abide by this and future versions of the 2018-19 Family Handbook. I understand that FirstLine Schools reserves the right to change the policies in this handbook at any time.

Student Name	Parent/Guardian Name	Parent/Guardian Signature
School Name	Student's Grade	Date

JOSEPH S. CLARK PREPARATORY HIGH SCHOOL POLICIES

Section 2

JOSEPH S. CLARK PREPARATORY HIGH SCHOOL
SCHOOL CULTURE

MISSION

To serve as a safe, supportive, and rigorous community school, where we prepare all of our students to find and pursue individualized pathways to post-secondary success in college, a career, or both.

The words above are our mission, the foundation on which we build our school. This is the thought that inspires everything that we do, and fulfilling this mission is the reason each one of us wakes up in the morning. We aim to create a safe, positive and orderly environment that supports learning and assists students in making increasingly mature decisions. Our approach to discipline includes consistent consequences, recognition of achievement, and positive behavior support that reinforces responsibility and perseverance. We believe 100% of our students can meet their goals and we will fulfill our mission!

MOTTO

Clark Prep is about real LIFE

THE **LIFE** VALUES

Learning

- Believing and understanding the value of a good education
- Believing that teachers want students to learn
- Believing that learning can happen anytime and anywhere
- Believing that there are always ways to achieve and grow

Integrity

- Doing the right thing even when no one is looking
- Displaying actions that reflect what is right
- We are all the faces of Clark, anytime, anywhere
- Make no excuses

Family

- Tone, language, and actions must align to the needs of the school; we regulate our self-expression for the benefit of the group
- Treat others the way you want to be treated
- We believe in working together
- School attendance is essential
- We take pride in others and ourselves

Excellence

- We set goals and align our choices in order to reach them
- We work to continually improve
- We persist until we succeed
- We do not settle; we are ambitious and strive to surpass expectations

JOSEPH S. CLARK
PREPARATORY HIGH SCHOOL

SCHOOL CULTURE

THE **LIFE** VALUES

Learning, Integrity, Family, and Excellence are the LIFE Values of Clark Prep. The LIFE Values are the drivers that will help us achieve our mission. Instilling these values throughout our school community helps to ensure that all of our students possess the necessary skills needed to get to and through college and find a fulfilling career.

The LIFE Values are not just words written on hallway posters. Along with our mission, they form the basis of every facet of our school. We make certain all of our expectations are tied to the LIFE Values. We reinforce these values through our constant use and application of the language and the alignment of our actions and structures towards achieving our mission.

We explicitly teach the LIFE Values to new members of our community. We embed them during student induction, and summer professional development; this process never ends. Ultimately, our aim is that every member of our school community will embody the LIFE Values.

COLORS

Crimson & Grey

MASCOT

Bulldog

ALMA MATER

Because we sing a song to Alma Mater
Laudations from our hearts ring loud and true
We know they echo far beyond the blue
Oh glory is our school Joseph S. Clark
Because we sing a pledge to Alma Mater
Loyal and faithful we will be to thee
Our love like beacon lights through years will be
Oh glory is our school Joseph S. Clark
Symbolic of the aims of Alma Mater
Unfurl the banners of crimson and grey
Preserved be our destiny we pray
Oh glory is our school, Joseph S. Clark

JOSEPH S. CLARK
PREPARATORY HIGH SCHOOL
SCHOOL CULTURE

THE GROWTH MINDSET

Every student and teacher at our school must practice a growth mindset. Some Clark students come to us performing below grade level; our goal is to swiftly remediate any skill deficits and ensure that each student is challenged and supported in doing rigorous academic work. To achieve this, students and teachers alike will direct their efforts toward constant improvement.

At Clark, we reinforce this mindset with precise praise for effort, growth and achievement, rather than vague praise for intelligence or speed. We avoid saying things like, "Wow, you finished so early" or "you are so smart." Instead, we recognize individuals who show persistence on tough problems or those who take risks to learn. We need to instill the idea that we *earn our smarts.* Intelligence is developed over time, and it is the ultimate payoff for hard work.

These mindsets will have a profound effect on how our students face challenges. It is up to us to educate them on the two mindsets outlined in book *Mindset: The New Psychology of Success* by Carol Dweck and encourage the development of a growth mindset. Adults must also believe firmly in their own ability to grow and constantly tackle challenges. This will enable us to continually increase our own effectiveness.

ALWAYS	**NEVER**
Be present and attentive	Make excuses
Be engaged in the learning process	Come unprepared
Live by the ideal of a growth mindset	Accuse or be defensive
Keep a calm and professional tone	Set an example of bad behavior
Collaborate with your peers and teachers	Fail to assume the best in others

We build student investment and motivation by embedding our mission and the LIFE Values in all of our students. Students who have truly internalized these concepts have the tools they need to overcome tough challenges. They truly own their education and work as hard as their teachers do. Strong student investment in our mission and the LIFE Values are the keys to success after high school.

STUDENT INDUCTION

Embedding our mission and LIFE Values in students begins on the very first day of school with a well-planned, highly structured student induction. During induction, students focus on learning expectations, procedures, rituals, and developing mindsets that will allow them to fulfill our mission.

The first days of school are incredibly important starting points for the school year. With this in mind, student induction is a school-wide event. Teachers and administrative staff work together to ensure students are prepared to enter the learning environment with the tools they need to succeed academically and to create a positive school culture with their behavior. Over the years, our students will change, and the topics we cover in student induction will inevitably change as well; but there are key ideas every child must learn during the first days of the school year. Students should first, and foremost, know our mission and what it will take to fulfill it. Students should also have a deep understanding what our LIFE Values do and do not look like for every part of the school day.

We must also ensure that students understand our expectations and what positive and negative consequences can result from their choices. These topics help begin the process of embedding a solid foundation in our students, and supporting them in making good choices.

HOURS OF OPERATION AND DAILY BELL SCHEDULE

HOURS OF OPERATION

The front office is open from 7:00 AM to 3:30 PM to answer phone calls, take messages, and help families get any information they need.

Clark students are not allowed on school grounds before 8:30 AM. Students must be in class no later than 8:40 AM. Students will be permitted to check out at the front office once their classes finish for the day. If students wish to stay for teacher office hours, they may. The last class of the day (period 7) concludes at 3:24 PM. Students must leave campus at 3:24 PM, unless they are:

- assigned detention
- supervised by a coach or sponsor during a practice, club meeting, performance, contest or event as a part of after-school athletics or extracurricular activities.

Students must stay on campus until the end of their last scheduled class unless signed out by a parent or guardian, or a designee of the parent or guardian listed in the school's student information system database, or unless they are assigned an after-school detention, which will occur the 30 minutes immediately following their last class of the day. If checking out a student, the adult must sign the student out from the front office. Adults signing a student out will be required to present photo identification. This policy is enforced for all students, regardless of age. Exceptions are extremely rare, and may only be made after a conference with the school director.

BELL SCHEDULE			
Period	**Start Time**	**End Time**	**Minutes**
Arrival	8:30	8:40	*10*
1st	8:40	9:30	*50*
2nd	9:34	10:24	*50*
3rd	10:28	11:18	*50*
4th	11:22	12:12	*50*
Lunch	12:12	12:42	*30*
5th	12:46	1:36	*50*
6th	1:40	2:30	*50*
7th	2:34	3:24	*50*

FIRSTLINE SCHOOLS NETWORK POLICIES

Section 3

HEALTH AND WELLNESS POLICY

Here at FirstLine Schools, we believe that part of what makes a school great is providing opportunities to nurture mind, body and spirit. In order to achieve this vision, we are committed to developing healthy lifestyles for the employees, students, and families that we serve. Here, we pledge our commitment to creating healthy schools that address the following areas of wellness:

SCHOOL FOOD: NUTRITION, ACCESS, & EDUCATION:

We believe that all food offered at school (both in and out of the school café) should be appealing to the senses, nutritious, and delicious, with plenty of fruits, vegetables, and whole grains. All FirstLine schools participate in the USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Summer Food Service Program (SFSP), Supper programs (CACFP), or others. All FirstLine schools are committed to offering school meals through the applicable federal child nutrition programs, which:

- Are accessible to all students
- Meet or exceed current nutrition requirements established by local, state, and federal statutes and regulations
- Promote healthy food and beverage choices

Our commitments:

- Students will have access to healthy foods and water throughout the school day – both through school meals and other foods available throughout the school campus – in accordance with federal and state nutrition standards.
- Students will receive nutrition education that helps them develop lifelong healthy eating habits.

PHYSICAL EDUCATION AND FITNESS:

We believe that a variety of physical activities throughout the school day yield significant cognitive, social, emotional, and physical benefits, and build a foundation for lifelong healthy habits.

Physical Education

Children and adolescents should participate in physical activity every day. Schools will ensure that varied physical activity opportunities are in addition to, and not a substitute for, physical education. FirstLine will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with state standards for physical education. All students will be provided equal opportunity to participate in physical education classes.

Recess

Outdoor recess will be offered when weather is suitable for outdoor play and will complement, not substitute for, physical education class.

After School Activities

FirstLine schools offer opportunities for students to participate in physical activity after the school day through a variety of methods.

Our commitments:

- Students will have opportunities to be physically active during and after school.
- Schools will engage in nutrition and physical activity promotion and other activities that promote student wellness.
- We encourage school staff to practice healthy eating and physical activity in and out of school.

MENTAL AND EMOTIONAL HEALTH:

We believe in offering a variety of experiences and services that teach prosocial behaviors, develop character, promote life skills, and cater to a wide variety of learning styles accessible to all students.

Our commitments:

- We employ (at a minimum) a full-time licensed or certified counselor or social worker at each school responsible for coordinating and/or providing counseling services and connecting families to mental health resources in the community.
- We believe in ensuring a safe space for all learners by supporting teachers to create positive relationships and classroom environments enforcing clear and consistent anti-bullying, discrimination, and harassment policies.

PHYSICAL HEALTH AND SAFETY:

We provide a safe and secure physical environment for all students.

Our commitments:

- We post safety protocols throughout the building, practice them on a regular basis, and effectively communicate to the entire school community.
- We employ a licensed, registered school nurse at each school, responsible for providing a variety of health resources, services, and health activities that promote wellness for the entire school community.
- We conduct a comprehensive safety assessment of each campus annually to guide facility improvements and assess systems in place to prevent or appropriately respond to any injury, hazard, or crisis that may occur.
- We have a designated person on each campus responsible for addressing hazards, communicating to all staff a clear and effective procedure for reporting hazards, and ensuring that repairs occur immediately after hazards have been identified.
- We believe the physical environment in all of our schools should be well organized, beautiful and aspirational and that the physical environment communicates to our students how we deeply care for and value them.

RISKY BEHAVIOR PREVENTION:

We believe in instilling strong values and providing age-appropriate information to protect our students from risky behaviors that result in sexually transmitted diseases, and from harmful habits such as the use of tobacco, drugs, and alcohol, so they may achieve their goals of college, careers, and successful lives.

Our commitments:

- Tobacco use is prohibited among students, staff, visitors, and families in all school buildings, on all school grounds, in all school vehicles, and at all school-sponsored events on or off campus.
- All schools offer sexual health education with age-appropriate, standards-based content for grades 7-12 to promote lifelong sexual health, prevent HIV and other sexually transmitted infections (STIs), and prevent pregnancy among school-aged youth in compliance with requirements of state law.

WELLNESS POLICY IMPLEMENTATION AND ACCOUNTABILITY:

We believe in promoting a growth mindset for wellness as a key component of our school culture and engaging students, staff, administrators, families, and community members in the development, monitoring, and review of all wellness activities.

Our commitments:

- FirstLine Schools will convene a Wellness Committee that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this wellness policy.
- The Committee will include parents and caregivers, students, representatives of the school nutrition program, physical education teachers, Edible Schoolyard New Orleans staff, school health professionals, including mental health and social services staff, school administrators, FirstLine board members, and the general public, with representatives from each school building, reflecting the diversity of the community. Contact information for individuals serving on the Wellness Committee may be found in the full wellness policy on the FirstLine website, www.firstlineschools.org, in the Policy section.
- Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.
- The complete wellness policy and progress monitoring reports can be found at: www.firstlineschools.org. The Wellness Committee will update or modify the wellness policy based on the results of regular assessments and/or as priorities change or new health information becomes available. FirstLine will notify families of major changes in the policy. FirstLine welcomes parent and community involvement on the Wellness Committee. For a list of school level contacts who coordinate wellness activities please see the FirstLine website, www.firstlineschools.org.

Note: Our FirstLine Wellness Policy is adapted from the Alliance for a Healthier Generation Model Wellness Policy, reflecting the 9/2016 USDA Final Rule.

OUR APPROACH TO DISCIPLINE

FirstLine Schools' focus is to set high behavioral expectations for all students by:

- Using age-appropriate positive and negative behavioral systems (including interventions).
- Cultivating a set of shared values.
- Building a strong sense of community through strong, supportive relationships.
- Providing incentives and rewards to encourage positive behavior.
- Recognizing exemplar student behavior in assemblies and classroom meetings.
- Using restorative approaches and mediation to foster reflection, empathy and forgiveness.
- Providing teachers and staff with annual professional development and ongoing support.

The foundation of our 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 among staff, students, and parents. The school works to create an environment conducive to teaching and learning, while also addressing students' behavioral concerns.

Following school rules is important, but even more important, is that students learn a set of values and behaviors that will help them do well in any setting. We expect students to demonstrate our values everywhere.

An orderly school climate characterized by respectful relationships is the necessary foundation for a successful school. It is essential that students internalize the expectations for behavior in the school in order to develop the behavioral habits necessary for success in life. This will ensure a school climate where teaching and learning can flourish. Even in the best-managed classroom, student misbehavior will occur. At Clark Prep we "sweat the small stuff" in order to foster good habits that will strengthen our culture and prepare students for success.

A disciplinary offense is a violation of the school's Code of Conduct and occurs while the student is at school and/or on school grounds, is participating in a school-sponsored activity, walking to or from school or a school-sponsored event, walking to or from, waiting for or riding on school-provided transportation, or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a substantial detrimental effect on the school. At the discretion of the school leader or dean of students, students who have committed school-related disciplinary offenses will not be allowed at any school-related event.

Disciplinary offenses result in consequences subject to the discretion of the school director or designee and may include marks, detention, loss of school privileges, out-of-school suspension, and/or recommendation for expulsion. The school's rules and regulations may be supplemented by teachers' rules for their classes and other school events. Suspended students may not be allowed to participate in school events. In addition, any breaches of state or federal law may be handled in cooperation with the police department or other authorities.

Please note - Students are expected to come to school ready to learn. Students are not permitted to remain in the regular classroom if they:

- are not able to sit upright and remain awake
- appear to be under the influence of drugs or alcohol.

STUDENT RIGHTS AND RESPONSIBILITIES

- Students have the right to pursue a quality education at public expense and attain personal goals through participation in the entire school program and academic experience.
- Students have the responsibility to be on time and attend all classes daily, complete each class assignment, obey school rules, district rules, and all school employees.
- Students have the right to attend school until graduation.
- Students have the right to expect that school will be a safe place to obtain an education.
- Students have the right to express their opinions verbally, provided such expressions are not indecent, vulgar, or lewd and are not slanderous or inflammatory toward another person.
- Students have the right to distribute written materials, provided the student receives written approval from the principal or his/her designee prior to distribution.
- Students are responsible for knowing that certain expressive activities are prohibited including indecent, vulgar or lewd material, material that invades the privacy of others, promotes illegal activities, infringes on someone's copyright, or has libelous, slanderous or inflammatory components and statements threatening physical harm.
- Students are responsible for dressing and appearing on school campus according to standards of propriety, safety and health set forth in this handbook.
- Students have the right to orderly classrooms in order to have effective means of receiving instruction each class day.
- Students are responsible for following established classroom rules.
- Students are entitled to due process.
- Parents/guardians have the right to review with a counselor or designated school system personnel, all official files and data that pertain to the student personally.

POSITIVE BEHAVIOR INCENTIVE SYSTEM (PBIS) AND DISCIPLINE POLICY

At Clark Prep we believe that every minute a student is in the building counts. We understand that our students work hard to uphold our school's mission and values, and we make every effort to reward those who demonstrate our values, and to encourage those who work to increase their alignment with our expectations. Students will be rewarded for these efforts by members of our school's culture and extended leadership teams on a monthly and quarterly basis.

Clark Prep has devised a structure based on positive incentives, which motivate our students to be positive examples with our school community.

Key focuses for a positive school environment are:

- Stellar attendance
- Being on time for class each period daily
- Setting high standards for personal conduct (hence preventing the assigning of out-of-school suspensions or detentions)
- Maximizing learning time within the classroom environment by remaining in class at all times during the academic day.

Going the extra mile by attending offerings during the supplementary instructional day (e.g. tutoring sessions, test prep sessions, scheduled after-school activities, and/or representing Joseph S. Clark as a performer or athlete) is strongly encouraged.

PBIS STRUCTURE FOR 2018 - 2019:

<u>Monthly:</u>
Field trip off campus for students who have:

- No more than one (1) unexcused absence
- No more than one (1) detention
- No out-of-school suspensions
- No in-school suspensions
- No more than one (1) send-out to the school's intervention room

We at Clark Prep believe that students who meet the above criteria are true representatives of the values and mission of our school and will serve as ambassadors of our school while off campus enjoying these off campus field trips.

BEHAVIOR EXPECTATIONS AND DISCIPLINE POLICIES

Despite our best efforts, sometimes students engage in behavior that is disruptive to the learning process or harmful to self and others. FirstLine Schools believes in matching disciplinary responses and support services to the severity and frequency of the issue, as described below.

INFRACTIONS AND CORRECTIVE STRATEGIES

Discipline incidents will be classified as Level 1, Level 2 and Level 3 infractions. In the effort to reduce the loss of instructional time due to suspensions and expulsions, FirstLine Schools will implement a positive behavior support system and utilize a wide variety of corrective strategies that do not remove students from valuable classroom learning time whenever appropriate. However, persistent misbehaviors jeopardize the learning environment for all students and will not be tolerated.

LEVEL 1

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

Infractions

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

Possible First Infraction Responses/Corrective Actions

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

Possible Corrective Actions for Repeated Infractions

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

LEVEL 2

Level Two (2) Infraction are serious discipline issues that warrant the attention of the assistant principal, dean of students or an administrator. All Level Two 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/or first OSS, the student will be placed on a behavior contract and entered into Tier Two (2) Response To Intervention (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 Three (3) RTI.

Infractions

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

Procedure for Level 2 Behaviors

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

If school leader determines that disciplinary action is warranted:

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

Possible Corrective Strategies
Contact and/or conference with parent/legal guardian

- Implement a Home-to-School and School-to-Home Communication System
- Post, teach, and 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
- After-school detention
- Community service
- Saturday school
- Loss of privileges
- Data-based decision making
- Refer student to RTI team
- Refer the student to the school social worker
- School bus suspension (if applicable)

LEVEL 3

Level Three (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 Three (3) infractions must be accompanied by a written referral. These infractions will result in suspension, along with a potential expulsion recommendation from the school director.

Infractions

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

If a Recommendation of Expulsion is Determined

- Parent/legal guardian contact
- School level conference with mandatory parent participation
- Referral to the RTI team at the current school
- Referral to school social worker and/or professional school counselor at the current school
- Recommendation for expulsion and interim placement
- Note: Determination of whether to expel a student is made by the hearing office.

Possible Corrective Strategies

(if expulsion is not recommended)

- Contact parent/legal guardian
- Implement a Home-to-School and School-to-Home Communication System
- Post, teach, and 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
- After-school detention
- Saturday school
- Loss of privileges
- Data-based decision making
- Refer student to RTI team
- Refer the student to the school social worker
- School bus suspension (if applicable)

AFTER-SCHOOL DETENTION

After-school detention will be held Monday-Friday and is facilitated by members of the school's Culture Team. When a student displays a behavior that is not the model of LIFE Values, any staff member may assign detention. Students will be required to stay for a 30-minute detention immediately following their last scheduled class of the day in Room 110.

SEND-OUTS

A Send-Out happens when a student demonstrates behavior that represents a major breach of our LIFE Values and is sent from their classroom to the In-School Intervention Room. There students spend at least 15 minutes completing a student reflection, and typically remain for not less than the remainder of the class period. Send-Outs protect learning and instruction for the majority of Clark students who are focused on their education; further, they serve to send a message to all students that certain behaviors are non-negotiable and require immediate student removal. Please note that sleeping in class, or failing to sit upright during class may result in a Send-Out.

When a student is out of class, he or she is missing instruction. We therefore take Send-Outs very seriously, and do our best to balance the needs of the class with the necessity of redirecting the misbehaving student. Finally, each student must take responsibility for his or her actions. We recommend that teachers contact parent/guardian when having to send a student out of class, so that the parent can offer to support the child as he/she adjusts his/her behavior.

DISCIPLINE EXPECTATIONS DURING OFF-CAMPUS ACTIVITIES AND REGARDING TRANSPORTATION

Students are expected to follow the school rules during times when they are participating in school sponsored activities such as field trips, athletic events, or performances, at any time they are representing the school, and on school busses. This expectation begins when a student enters his/her school bus in the morning and extends until he or she reaches his/her home. If a student violates any school rules during a school-sponsored event, the student may be asked to leave, may be banned from future activities, and may receive further disciplinary consequences aligned to our school's discipline code.

Students entering and exiting buses to and from the school must do so in a prompt and orderly manner, following directions of school personnel. As the safety and security of our students and campus is essential, students may not exit the bus and go anywhere other than directly into the school, and similarly, students may not exit the school and go anywhere other than directly onto the bus. Examples that violate this rule include:

- receiving something from a passerby between exiting the school and entering the bus
- stepping off of the bus and walking to a corner store and then attempting to enter the school
- stepping off of the bus and walking to another part of the street, neighborhood, or unauthorized part of the school campus such as to meet a friend who is walking to the school or to smoke tobacco or congregate with Clark students or others before the school day begins.

Parents expect students to enter the campus upon arriving at the school. For the safety of our students, students must enter immediately, through the on-time or tardy intake process. If a student is considering doing **anything** other than proceeding directly from his/her supervised school bus into the school building under the supervision of morning duty staff, s/he should reconsider, and immediately consult with the disciplinarian or other school leader in order to help him/her problem solve a way to prioritize getting into school safely and on time.

If for any reason a student violates this rule:

- 1st Offense: parent will be immediately notified and informed of the consequences of a second offense
- 2nd Offense: student will receive a one week bus suspension and will not be permitted to ride the school bus to and from school during this suspension.

*Please note: a bus suspension means that the child **should attend school**, but is not permitted to take the school bus during the duration of the bus suspension. RTA tokens may be available upon request.

CONDUCT AND SUPERVISION ON CAMPUS

Parents expect students to be supervised while they are at school. For the safety of our students, the staff of Joseph S. Clark High School provides supervision and directs students to appropriate supervised locations on campus.

Student(s) who choose to be intentionally unsupervised by cutting class, moving into an area of the school where they do not belong, or are not directed to be, will be suspended.

All Clark students have the option to remain at school for the supplementary instructional day program unless directed otherwise, or assigned detention to be served that day. (Students assigned detention may not participate in supplementary instructional day on the day they are assigned to serve or make up a detention; they must report to detention instead.)

The discipline policies of the school extend to the after-school portion of the day; this includes the cell phone/electronics policy.

Students who do not follow directions during this optional portion of the school day (including reporting to activities on time) face the following consequences:

- Being required to leave campus immediately and/or receiving additional consequences per the discipline policies of the school.
- Being assigned to a behavior contract that suspends or restricts attendance at after-school events.

Delay or refusal to leave campus as directed during or after after-school activities is unacceptable. Students in violation of this expectation will be suspended and/or assigned to a behavior contract that suspends or restricts future attendance at after-school events.

IN-SCHOOL SUSPENSION

In-school suspension is issued when a student exhibits a behavior that is not aligned to our school policies and procedures, but the offense does not require removal from the school campus (out-of-school suspension).

When a student is issued an in-school suspension:

- We will make every effort to notify parent/guardian of the student prior to the student serving the suspension
- Students will be expected to serve ISS during the entire academic day on the day ISS is assigned.

CELL PHONE AND ELECTRONIC DEVICE POLICY

Students are discouraged from carrying cell phones or other electronic devices to school due to the distractions they often create during academic time in the classroom. If a student chooses to bring such devices, they must turn the items off while at school and students do have the option to purchase an electronic device locker to store these items. Electronic accessories must not be seen on campus during the academic day.

If an electronic device is seen or heard by an adult, it will result in an immediate Send-Out to a dean of students. The dean will confiscate the device in question and allow the student to contact his or her parents. The device will be returned to a parent or adult family member, only when that adult comes to school to pick it up between 1:35 PM and 3:15 PM. If no adult claims the item, it may be disposed of after the final day of school. Refusal to turn in a device will result in a suspension and parent conference. Parents who inquire about a lost or stolen item should be directed to contact the disciplinarian.

STUDENT SEARCHES & CONFISCATIONS

If an adult has a belief that student has something gravely inappropriate on his/her person or among his/her possessions, they should contact one of the school administrators immediately. If there are reasonable grounds to suspect that a search will reveal evidence that a student has violated the law or a school rule, the administrator may search the person of a student or his or her personal effects. This means only a "moderate chance" of finding the expected evidence or material is necessary to perform an administrative search.

The school director, vice or assistant principal, disciplinarian (director of culture and discipline), and deans/ISS/ISI coordinator will perform searches if necessary. No excessively intrusive searches will ever be performed.

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

If the offense warrants a recommendation for expulsion, the school director makes the recommendation. In Orleans Parish, the Recovery School District hearing office conducts a hearing. A determination of whether to expel the student is made by the hearing office; at the hearing a third party can represent the student. Until the hearing takes place, the student shall remain on suspension.

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

If the governing authority upholds the decision of the hearing office, the parent or guardian of the student may, within 10 days, appeal to the district court for the parish in which the student's school is located. The court may reverse the ruling of the RSD hearing office.

ANTI-BULLYING POLICY

DEFINITION OF BULLYING, WHAT CONSTITUTES BULLYING, AND EFFECTS OF BULLYING

Bullying is a **pattern** of any one or more of the following:

- Written, electronic or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing or spreading rumors
- Cyber-bullying: Louisiana law includes electronic communication in its definition of bullying, stating that it includes, but is not limited to, a communication or image transmitted by email, instant message, text message, blog, social networking site through the use of a telephone, mobile phone, computer or any other electronic device
- Gestures, including but not limited to obscene gestures and making faces
- Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of, damage to, or stealing of personal property
- Demeaning humor or remarks relating to student's race, gender, ethnicity, sexual orientation, or personal characteristics
- Blocking access to school property or facilities
- Blackmail, extortion, demands for protection money or other involuntary donations
- Repeated and purposeful shunning or excluding activities
- Any actions considered to be harassment, AND
- Where the pattern of behavior as provided above is exhibited toward a student, more than once, by another student or group of students, and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event.

The pattern of behavior as described above must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing a student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

REPORTING BULLYING, INVESTIGATION AND CORRECTIVE ACTION PROCEDURES

FirstLine Schools requires the school director/principal or designee to be responsible for receiving complaints (reports) alleging violation of this anti-bullying policy. All school employees are required to report alleged violations of this policy, including contractual employees, such as cafeteria and custodial staff. Members of the school community (students, parents, volunteers and visitors) are encouraged to report any act that may be a violation of this policy. Complaints may be made via school-wide "bullying boxes," in person to the designated staff member above, or through additional school-based

methods of reporting such as "bullying prevention" email addresses, or other methods determined by individual FirstLine schools. Complaints may be made anonymously or signed. All complaints will be thoroughly investigated and documented in accordance with Louisiana State Law using the Louisiana Department of Education Bullying Report Form and protocols found at www.doe.state.la.us.

NOTIFICATION TO PARENTS/LEGAL GUARDIANS OF AN ACT OF BULLYING

The school director/principal or designee will promptly notify the parents/legal guardians of all students involved of any incident of bullying as defined by this policy. Notification of the parent/legal guardian of all students involved must be made on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA). Meetings with the parents/legal guardians of the victim and meetings with the parents or legal guardians of the alleged offender must be separate. Parents/legal guardians of the victim and alleged offender must be informed of all of the available potential consequences, penalties and counseling options at the meeting with school officials.

Potential consequences of confirmed bullying may include:

- Significant loss of privileges or time away from peers
- Change in class assignment
- In or Out-of-School suspension
- Suspension from transportation or other school-related activities
- Recommendation for an expulsion hearing, and/or
- Legal action.

If the school has determined that the discipline code has been violated, the school official should take prompt and appropriate disciplinary action pursuant to LA R.S. 17:416 and 17:416.1 and report criminal conduct to law enforcement, if appropriate. The results of the investigation will determine the level of infraction for the bullying/cyber-bullying incident(s).

SCHOOL DRESS CODE POLICY

Being dressed in complete uniform is the first opportunity for our students to be successful. Our uniform reinforces our school's culture of high expectations and academic achievement. We encourage age appropriate dress and focus on teaching situational attire so that every student knows the difference between attire for school, church, work, or weekends.

Uniforms serve to unite us as a team. They reduce distractions and help us focus on academics, not the latest fashions. They also serve as a great equalizer. Whether a student comes from a family with a high income or one with a low income, all students look the same.

PANTS	Students must wear grey or Clark plaid uniform pants. Pants are to be worn at the hips and be an appropriate size.
SHIRTS	Students may choose grey or red polo shirt with a Clark Prep logo. After Labor Day, on Fridays ONLY, students may wear a Clark themed/sponsored t-shirt or approved team shirt to school.
SHOES	Students may wear any closed toe shoe as long as it does not contain inappropriate messaging. Shoes must be appropriate for athletics.
BELTS	Belts are encouraged. Belts displaying inappropriate symbols or messaging are not permitted. Belts that pose a safety concern may not be worn. The student must replace inappropriate belts.
COOL WEATHER ATTIRE/ OUTERWEAR:	Outerwear may be solid black, grey, crimson, red, or white. Large (or distracting/inappropriate) logos/words/symbols/patterns are not permitted. If in doubt, student may bring a questionable item for approval/disapproval by the school director. Students may wear any sweater, sweatshirt or outerwear distributed by the school. Hooded clothing is no longer distributed by Clark High School. Acceptable Clark Prep outerwear is available for purchase at Logo Express or (on occasion) in the front office. (If a student chooses to wear hooded clothing distributed by Clark High School in the past, s/he must take care to keep his/her head uncovered on campus. If s/he wears the hood on his/her head, the hooded clothing will be confiscated and held for return to the parent or guardian on the occasion of a dress code conference with school leader. Students who violate this policy after the conference will no longer be permitted to wear hooded clothing on campus.)
HEADWEAR	Heads must be uncovered on campus. Students may not wear hats or hoods unless as part of a religious practice. Headscarves, unless as part of a religious practice, should not cover the entire head or hair, although they may be worn as an accessory. Headphones, earbuds, electronics or electronic accessories should never be visible during the academic day.
HAIRSTYLE	Personal grooming (including hairstyling and braiding, among other things) should be done at home, prior to arrival, not on the school's premises, with the only exception being inside of the restroom. Hair rollers, curlers, sleep bonnets, etc. are not permitted on campus.
BACKPACKS	All bags are subject to search. Only clear plastic or see-through mesh backpacks are permitted. Purses/other accompanying bags are acceptable as long as they are no larger than a folded piece of paper (8 ½ " X 5 ½ "). Any bags – including school issued duffel bags - with athletic or other items for after-school use will be collected at intake, stored, and students will not have access to them until dismissal.
SOCKS	Any clothing, including socks, which depicts drugs, weapons, are sexually suggestive, or contain other inappropriate messaging/images are strictly forbidden.
PIERCINGS	Students may have visible piercings as long as they don't become a distraction to the learning environment.

If a student does not comply with the dress code policy the following consequences will be issued:

- *1st offense: A parent will be notified by phone in effort to correct the uniform infraction, and student will be offered a replacement item for a one-day loan. Student is expected to return item before leaving campus for the day.*
- *2nd offense: A parent will be notified by phone, and student will be offered a replacement item for a one-day loan. Student is expected to return item before leaving campus for the day. Parent conference required. Student will be required to serve a 30-minute detention.*
- *3rd offense: A parent will be notified by phone, and student will be offered a replacement item for a one-day loan. Student is expected to return item before leaving campus for the day. Parent conference required. Student will be required to serve five (5) 30-minute detentions.*

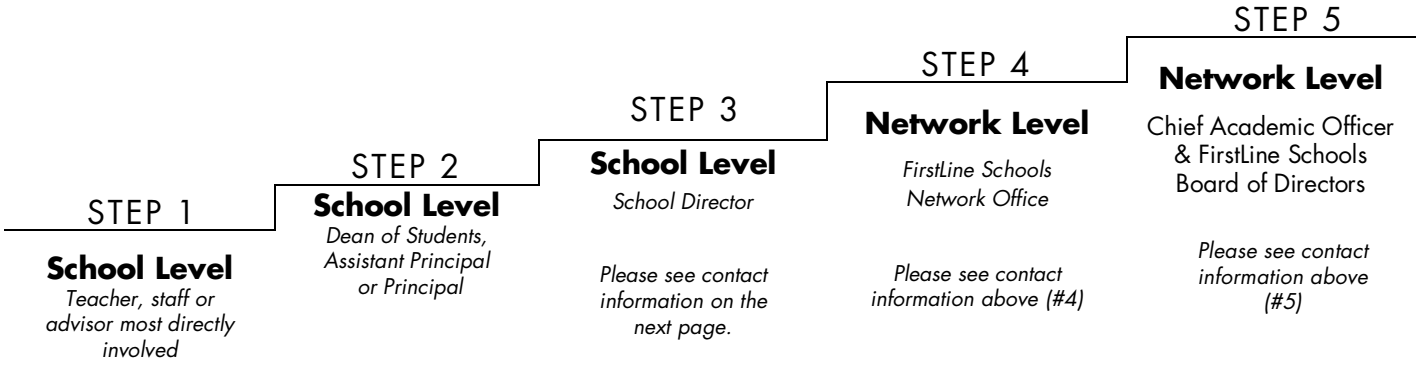
If a borrowed uniform item is not returned, student will be required to pay for missing item; if student fails to pay for missing item, student records may be withheld by the school.

We ask parents to support all decisions by school staff regarding whether or not clothing is appropriate or inappropriate for school.

COMPLAINTS, CONCERNS AND APPEALS

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 below process has been established so that students and parents may bring concerns, complaints, or appeals to the attention of the appropriate party:

1. If a concern arises from a school situation, students or parents should first discuss it with the teacher, or staff 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, assistant principal, or 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 (contact info on the next page). 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 three school days of the appeal and within five days from the time the complaint is introduced.
4. If the situation still has not been resolved to the satisfaction of the students or parents, concerns should be directed to the FirstLine Schools network office. Najah Shakir, Board Liaison, can be reached at nshakir@firstlineschools.org or (504)717-6243, and by U.S. mail at FirstLine Schools, 300 N. Broad Street, Suite 207, New Orleans, Louisiana 70119. Ms. Shakir will connect you to the network director who will provide support: Sivi Domango, Director of Community / Family Partnerships and Student Programming (general concerns) or Amanda Sullivan, Director of Student Support Services (Special Education and 504 concerns). The director will record the complaint and/or appeal and address it as quickly as possible and no longer than five school days from the time the complaint and/or appeal is introduced.
5. If, following a conversation and/or meeting with the network director and appropriate parties, the situation still has not been resolved to the satisfaction of the students or parents, the matter should be taken to Sabrina Pence, CAO of FirstLine Schools. Ms. Pence can be reached by phone at 504-941-1827, by email at spence@firstlineschools.org, and by U.S. mail at FirstLine Schools, 300 N. Broad Street, Suite 207, New Orleans, Louisiana 70119. If still no resolution the matter should be taken to the FirstLine Board of Directors through its Parental Concerns and Complaints Committee. The chair of the board, Mr. Brian Egana, can be reached at: FirstLine Schools, 300 N. Broad Street, Suite 207, New Orleans, Louisiana 70119 or via Najah Shakir at 504-717-6243.



The student or parents may request that the Committee appoint an advocate or representative from the respective school who has no direct involvement or conflict with the matter to participate with the Committee to provide any input into the Committee decision. The parent requesting a representative will be required to complete a release of student information form allowing the selected representative to view the student's information. The appointed person 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. The Committee, as necessary, shall direct the school director or other responsible party to act upon the complaint and report its resolution to the Committee. The Committee shall render a final determination in writing, as necessary.

If after presentation of a complaint to the FirstLine 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 OPSB for grades K-8, or the RSD for grades 9 – 12, 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.

The OPSB's Family and Community Specialist can be contacted at (504) 359-5437. For more information on the disabilities discrimination complaint process please see the Family Center of our website (www.firstlineschools.org) or visit your school's front office.

SCHOOL DIRECTOR CONTACT INFORMATION

Samuel J. Green Charter School	**Ava Lee**, School Director (504) 228-4184 | alee@firstlineschools.org
Arthur Ashe Charter School	**Kamisha Gray**, School Director (504) 444-3236 | kgray@firstlineschools.org
Phillis Wheatley Community School	**Diana Archuleta**, School Director (504) 676-8993 | darchuleta@firstlineschools.org
Langston Hughes Academy	**Carrie Bevans**, School Director 504-554-2940 | cbevans@firstlineschools.org
FirstLine Live Oak	**Dione Singleton**, School Director 504-941-1826 | dsingleton@firstlineschools.org
Joseph S. Clark Preparatory High School	**Lindsey Cross**, School Director 504-402-3668 | lcross@firstlineschools.org

Please see the Student Support Services section of this handbook for more information about our policy and procedures for students with disabilities.

ADDITIONAL POLICIES

SCHOOL MEALS

Under the National School Breakfast (NSB), National School Lunch Programs (NSLP), and Child and Adult Care Food Program (CACFP), FirstLine Schools serves breakfast, lunch, supper and snack, at no charge to students, through the Community Eligibility Provision (CEP). Supper and snack are served to all students at some of our schools, while at other schools these meals are served to students that participate in the after-school program only. For additional information on the CEP program, or any aspect of our school meal program, please contact: Rebekah Cain, Director of Operations at rcain@firstlineschools.org, at 504-952-1331, or at FirstLine Schools, 300 N. Broad Street, Suite 207, New Orleans, LA 70119.

MEDIA RELEASE POLICY

FirstLine Schools publicizes students' outstanding achievements and activities through a variety of media. This may include, but is not limited to, honor roll lists, yearbooks, photographs and videos of classroom and/or extracurricular activities. In addition, exemplary student work, student pictures and student first names may be published on school websites, partner websites and social media sites (Facebook, Twitter, Instagram). Parents/guardians may make a written request to the school's director within 10 days of enrollment or the first 10 days of the academic school year to request that such information not be published or used. Please note that you must take action if you do not want anything related to your child posted on various media.

LIBRARY POLICY

FirstLine maintains libraries at all of its schools where students may check out books. If a book is lost or damaged, the book must be paid for before additional books can be checked out. Books are considered lost after being overdue for three months. Payment for a lost book is reimbursed should the book be found and returned in good condition.

ELECTRONIC COMMUNICATION POLICY

All communication between employees and students must be appropriate and in accordance with state law. Employees may not communicate with, entertain, socialize with, or spend excessive amounts of time with students in a way that might reasonably create the impression to other students, parents, or the public that an improper relationship exists. All electronic communication between an employee and a student must be related to the educational services provided to the student and delivered by means provided or made available by FirstLine Schools for this purpose. Approved electronic communication methods include email, school-sponsored teacher websites, school websites, school-provided phones, and other electronic communication approved by FirstLine Schools.

If you would like a copy of the completed FirstLine Board adopted version of either FirstLine Schools Internet Safety Policy and/or FirstLine's Electronic Communication Policy, please contact FirstLine's Communications Department at communication@firstlineschools.org.

Internet Safety Policy

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

Device Usage Policy

Students are expected to treat technology and computer resources with respect. If the student damages equipment, he/she shall be held responsible for the repair or replacement costs.

ANTIDISCRIMINATION POLICY

FirstLine Schools participates in the National School Lunch Program as a participating institution and follows the antidiscrimination regulations of the U.S. Department of Agriculture outlined below.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity

conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

LANGUAGE ASSISTANCE SERVICES

FirstLine Schools is committed to providing quality and professional translation (written) and interpretation (oral) services to families so that they can take an active role in their children's education.

To enable effective communication with our parents and guardians who have limited English proficiency, interpretation and translation services are available at no cost to parents and guardians.

To request an interpreter of a spoken language or translation of a school document, please download the Language Assistance Request Form from our website (firstlineschools.org), or fill out the form included in the Forms section of this handbook, and return to your school's front office.

For questions or concerns, please contact:
Mariel Cruz, Language Assistance Service Point of Contact
mcruz@firstlineschools.org, (504) 352 - 5955

MANDATORY REPORTING

Under Louisiana law, all FirstLine staff members are considered to be mandatory reporters. As such, all FirstLine staff are required by law (Article R.S. 14:403) to file a report to appropriate authorities (New Orleans Police Department [NOPD], Department of Child and Family Services [DCFS]), whenever it is believed that a child may have been physically or sexually abused, neglected, or their health (including mental health) is endangered. This includes acts between students, including but not limited to, inappropriate touching and sexual acts. If mandatory reporters fail to report, they can incur fines and imprisonment.

PERSONALLY IDENTIFIABLE INFORMATION

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

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

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

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

- We will not be able to provide transportation to your child, because we can't share your child's name and address with our transportation partners.
- We may not be able to give your child access to computer-based learning opportunities.
- We will not be able to provide a report card with your child's name on it because we can't share your child's information with our Student Information System vendors.
- We cannot provide a transcript to any high school or college to which your child applies. You will not be able to access your child's grades online because we won't be allowed to share their information with our technology vendors.

Notice to parents of students in grades 8 through 12:

As the parent of a student in grades 8 through 12 you will be asked to review and provide written consent to share data with the Louisiana Office of Student Financial Aid (LOSFA) and the Louisiana Board of Regents (BOR). Failure to provide written consent may result in delays or may prevent successful application for admission to a postsecondary educational institution and for state and federal student financial aid.

Once you have given consent, that consent shall remain in place unless and until you submit a formal written request to withdraw consent to your child(ren)'s school. This request should be addressed to your child(ren)'s school director and delivered to the front desk of your child's school OR by submitting a written request by emailing info@firstlineschools.org.

FIRSTLINE SCHOOLS CHILD ACCESS POLICY

Child safety and respecting parental rights are of paramount importance at FirstLine Schools. While your child is in our care, we are responsible for making sure they are safe.

The purpose of this policy is to avoid placing the school and school staff in the middle of custody disputes. Because this policy cannot anticipate and cover all possible circumstances, school staff will keep each child's best interest and safety in mind when making case-by-case decisions. We will honor all current judicial orders, e.g. custody orders, stay-away orders, protective orders, injunctions and the like. In the event we are presented with competing judicial orders, we will give primacy and adhere to the most recently signed and dated judicial order.

In the absence of a current court order that states otherwise, FirstLine Schools and our school sites and staff will presume each parent, as listed on the child's birth certificate, shares unrestricted legal custody and the right to make educational decisions for the child. As such each parent has the right to:

- View their child's educational record;
- Participate in parent and teacher conferences together or separately;
- Access the child, both during school hours and for the purposes of checking the child in and out of school;
- Receive pertinent school documents, such as report cards.

If a parent is restricted from any of the above due to a current court order, the parent or guardian with legal custody must provide the school with a signed copy of the court order detailing the restricted rights.

If a parent is listed on the child's birth certificate, but did not enroll the child in school, is not listed on enrollment documents and/or in the student information system, cannot present legal custody documents, and has not participated, to the knowledge of school staff, in the child's schooling, then the enrolling parent/guardian of the child will be notified and, in some circumstances, the school resource officer, prior to the child being released into the parent's care. Additionally, we will require a copy of the parent's valid driver's license or state identification and the parent's phone number prior to releasing the child into the parent's care. **Nothing in this provision prevents the parent from accessing or checking out the child if these conditions are met.**

In the event a person who purports to be a child's parent attempts to access the child and he/she is not listed on the birth certificate and is not listed on the authorized sign-out sheet, then the person will not be allowed to access the child. The person will also not be allowed to view the child's educational records unless the enrolling parent/guardian has provided the school with written consent.

FIRSTLINE SCHOOLS PRIVACY AND LAW ENFORCEMENT ACCESS TO SCHOOL SITES POLICY

Under FERPA and Louisiana state law, all of our students' personal data information and educational records are confidential and are only accessible by the student's guardian(s) and staff with legitimate educational interest. Our children's safety and psychological well-being is of paramount importance, and it is essential we create and maintain a supportive, peaceful and disturbance-free learning environment that serves as a safe haven for all of our students.

In an effort to limit disruption and maintain a safe and peaceful school environment for our students, FirstLine Schools has adopted practices and procedures that are aligned with the Orleans Parish School Board's policies regarding relations with law enforcement and interrogations.

Before we can provide law enforcement agents access to a student or student records, the following procedures must be adhered to:

1. The officer/agent must provide the school front office with a copy of his/her badge, contact information, and badge number.
2. The officer must provide the school with the reason for access and a copy of a lawful judicial warrant or subpoena.
3. The school front office staff must notify the school director and the CAO prior to providing the officer access to a student or specific student record.
4. The school district's CAO and/or legal counsel must approve the request prior to allowing the officer/agent access to the student or student record.
5. If access is authorized, the school leader will retrieve the student or school record.

NOTE: If a valid exigent circumstance or emergency exists necessitating that we provide immediate access, e.g., national security threat, imminent risk of harm, pursuit of a dangerous felon, the school shall comply.

We ask law enforcement officers and agents to be cooperative and help us maintain a peaceful school environment. When possible, we ask that arrests, investigations, and other related matters take place outside of school hours and off campus. We also ask that if circumstances require us to grant access to a student, that the access takes place in the least traumatic way possible for the student, meaning that questioning and/or arrests take place outside of the view of other students, the student is not placed in handcuffs, and a school leader is allowed to escort the student out of the school building.

CRISIS PREVENTION POLICY

Only trained staff members use Crisis Prevention Intervention (CPI) when students are in imminent danger of harming self or others. Physical intervention is used only as a last resort by a team of trained staff members while awaiting additional support. Staff documents all incidences of physical restraint, parents/guardians are notified, and documentation is filed with administration.

SAFETY, RESTRAINT AND SECLUSION POLICY

At FirstLine Schools the prevention of crisis incidents and student safety is a top priority. To ensure all students remain physically and emotionally safe at school, teams of qualified professionals and families develop safety and crisis plans to support students in need of additional support and crisis prevention teams are CPI trained each school year.

Restraint is only used as a last resort if a student's behavior presents a threat of imminent risk of harm to self or others. Only trained FirstLine staff members are authorized to restrain a student. Any type of restraint must be done so that the least amount of discomfort occurs, no physical injury comes to the student, and breathing or the ability to communicate is never disrupted.

Seclusion is a procedure that isolates and confines a student in a separate room or area until the student is no longer an immediate danger to self or others. Seclusion does not include time-out, suspension, or student requested breaks. Seclusion is only permitted as:

1. A last resort when de-escalation attempts have failed and the student continues to pose an imminent threat to self or others.
2. Necessary to minimize the imminent risk of harm while summoning the assistance of CPI-trained personnel, emergency medical service personnel, and/or law enforcement officers when a crime has been committed. Seclusion used for reasons other than imminent risk of harm and contrary to the above is considered unreasonable and strictly prohibited. Seclusion shall not be used as a disciplinary consequence or to otherwise isolate a student from educational instruction.
3. If an incident of restraint or seclusion occurs, the student's parent or guardian must be notified immediately. An incident report must be completed, copied, and mailed to the parent or guardian within two (2) school days of the incident. Copies of the incident report will be kept on file at the student's school and sent to FirstLine Schools' Director of Student Support Services within two (2) days of the incident.

VERBAL AND CORPORAL PUNISHMENT POLICY

No form of demeaning language or corporal punishment (including but not limited to: paddling, striking, hitting, or humiliation) shall be used with any student enrolled at a FirstLine school.

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 third unexcused absence or the third unexcused occurrence of being tardy in a trimester. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis. Students who attend less than the minimum minutes may be required to go to summer school.

EXCUSED ABSENCE:

According to school policy and state law, student absences can only be excused for illness, legal matters, bereavement, observance of special and recognized holidays of student's own faith, and visitation with a parent or guardian who is a member of the United States armed forces or National Guard. In each case, an official notice must support the absence. Parent notes will be kept on file in the school office but do not represent official notices and will not legally excuse student absences.

UNEXCUSED ABSENCE:

Any absence not documented as an excused absence will be marked as unexcused.

TARDINESS:

Students must arrive at school on time to succeed academically. Students who arrive 15 minutes after the start time of the school day will be marked as tardy. Students who have an unexcused tardy will receive a tardy mark. The parents/guardians of students who are habitually tardy will be required to have an in-person conference with the school. Three tardies equals one absence, which will negatively affect the student's attendance record.

SUSPENSIONS:

Absences due to suspension are unexcused and are counted against the minute requirements. Students who are suspended are required to make up academic work missed. The student and/or parent or guardian is responsible for collecting the work from the teacher(s).

MANDATORY ATTENDANCE REQUIREMENTS

High school students in the state of Louisiana must be present a total of 167 days to receive credit for any courses taken. At Clark Prep, school is in session 182 days during the academic year. This means that a student who has more than 10 total unexcused absences in a school year, including out-of-school suspension days, does not meet the minimum attendance requirements to receive credit for courses taken. He or she will fail any course in which s/he has more than 10 unexcused absences. The student will be mandated to attend summer school to complete courses that were failed due to poor attendance, but students will likely NOT be able to recover more than four (4) credits in summer school, so daily attendance TO EVERY CLASS PERIOD is essential to earning credit and making progress toward graduation.

CREDIT RECOVERY

In some cases, students have an opportunity during the school year to recover credits for courses that they have previously taken and failed. Summer school is an additional opportunity to recover credits for courses that they have previously taken and failed. Joseph S. Clark High School must balance the needs of individual students with the demands of staffing and scheduling for all students, and hence reserves the right to assign students to recover credits in either 1) a regular, year-long academic course, 2) an online course completed per the direction of the Director of the Credit Recovery Program, 3) a summer school course 4) a proficiency exam and portfolio approved by the LEA or 5) through dual or concurrent enrollment at a partner institution such as SUNO or Delgado.

Our school policy dictates that:

- A student may not take a course for initial credit through an online or summer school course without approval from the School Director and Chief Academic Officer; exceptions will only be made in limited circumstances, as attending the full course for 167 or more days is the standard model of high school instruction in Louisiana
- Initial courses with an End-of-Course (EOC) exam will be placed on the student's schedule and re-taken during the school day.

A student must complete a credit recovery course in its entirety before being enrolled in another credit recovery course. Once a credit recovery course is completed, the student must meet with the Director of the Credit Recovery Program before s/he is enrolled in another credit recovery course.

In order to take a credit recovery course, a student must schedule a meeting with the Director of the Credit Recovery Program to review the student's transcript. In order to ensure that the parent / guardian is informed of all options available to the student and to ensure the courses taken as credit recovery are aligned with the student's Individual Graduation Plan (IGP) and diploma choice, the only person who can enroll a student in a credit recovery course is the Director of the Credit Recovery Program.

Credit recovery courses are designed by the Director of the Credit Recovery Program, and are comprised of an attendance requirement, course assignments (which may be online), and a final exam or project.

During the summer, a student may not take more than three credit recovery courses, no matter how many credits the student may need to recover. If a student is mandated to attend summer school and does not successfully complete summer school, then the student will not be awarded credit for courses taken in summer school.

PLEASE NOTE: Many high schools offer credit recovery programming that is sufficient to allow students to earn academic credit for courses they have failed, but does not meet the requirements of NCAA for eligibility or scholarships. **Student athletes and their parents should make every effort to ensure that the child earns academic credit in the course when it is initially offered, or to re-enroll in the course during the core instructional day**. While repeating a course has the potential to delay high school graduation, completing Credit Recovery programming that does not meet the requirements of NCAA can result in student athletes potentially being ineligible for opportunities post graduation.

SEAT-TIME MAKE-UP

Any student who has fallen below the 167-day attendance requirement is encouraged to participate in academic tutoring or other opportunities to make-up seat-time. A student must participate in four (4) one-hour sessions of academic tutoring to make-up one (1) unexcused absence. Students may also have additional opportunities to make-up seat-time on Saturdays by participating in special sessions of ACT or EOC tutoring, which will be offered on two (2) Saturdays in the spring semester. Academic tutoring sessions outside of the regular school day are the only way in which students can make-up seat-time to fulfill the 167-day attendance requirement.

ENROLLMENT

All FirstLine Schools participate in the OneApp centralized application process. Our schools are public, tuition-free schools and are open to all residents of Orleans Parish. For more information about the OneApp process, application dates and additional information, please visit www.enrollnola.org. Once you have received confirmation of placement in a FirstLine school from the EnrollNOLA office, parents/families are required to attend an enrollment information session. Dates and times of the enrollment session will be provided by the school. Enrollment packets will be distributed and steps to claim the student's seat at the school will be discussed. Please note, a student will not be enrolled in a FirstLine school until an enrollment packet is completed and returned AFTER OneApp confirmation.

RESIDENCY POLICY

A student must be a resident of Orleans Parish in order to be eligible to attend a FirstLine school. All students must submit a residency questionnaire during the enrollment process. Schools shall verify residency annually for all enrolled students and maintain residency documents on file. If a student is found to reside outside of Orleans Parish, the student shall forfeit their school seat.

TRANSFER POLICY

Families wishing to enroll or transfer to a FirstLine school, or transfer to another charter must be processed at an EnrollNOLA Family Resource Center. Please contact the school your student currently attends to get the forms and additional information about how to request a transfer. Students will not be registered at a school site without receiving a placement from EnrollNOLA.

STUDENT CHECK-OUT POLICY

Parents and/or approved family members may choose to check out their student throughout the day, except in the last hour before dismissal (unless otherwise stated by the school). Additionally, parents/guardians may elect to have a trusted family member or friend pick up their child in the event of an emergency or other reason. Please ensure that anyone that may need to check-out your student is listed on the proper page of the child's enrollment or re-enrollment paperwork each year. Adults ages 18 and older, with a valid picture ID and listed on the student's authorized sign-out sheet, will be able to check out the student from school. This information will be verified by a staff member, and the adult will be required to sign the school's check-out log. Even if the school is familiar with you or the authorized adult, a valid picture ID must be presented. This is for the safety and security of all of our students.

If an adult comes to pick up a student and is not on the authorized list or does not have valid identification, the student will not be released. If a staff member feels the need to call the parent/guardian to confirm, he/she will only use a number officially listed in the student's record.

EMERGENCY CLOSING OF SCHOOL

FirstLine Schools will be closed whenever Orleans Parish/Recovery School District schools are closed. To ensure student safety, emergency school closings may occur due to other situations such as power outages. All emergency school closures will be announced through an automated phone call to all numbers on record for each student, local news outlets, the school website, and our social media pages.

TRANSPORTATION

SCHOOL BUS TRANSPORTATION

We have a responsibility to ensure the safety of all our students. It is our job to make sure every child has a safe, calm ride to school each day. Students are expected to show our school values everywhere, and this includes their bus rides to and from school. School buses can be high risk areas for student misbehavior and bullying. Therefore, we have created a strict set of expectations for students as they ride the bus. The expectations are backed up by non-negotiable consequences that students and parents are informed about at parent orientation and open houses. FirstLine Schools provides school bus transportation via our partner, Apple Bus Company.

TRANSPORTATION: PARENT/GUARDIAN PARTNERSHIP

We ask that parents never confront bus drivers for any reason, including boarding of a school bus, without the express invitation of the driver. If a parent or guardian feels there is an issue or concern with a driver that needs to be addressed, please contact the school administration within 24 hours of the issue arising. This will ensure all matters are handled appropriately. The school administration will follow up with Apple Bus Company to ensure a resolution is found. FirstLine Schools provides transportation services to all students who live in Orleans Parish, at least one mile from school. To ensure the safety of our students, we follow the below protocols for student bus drop off:

- Students who require specific transportation accommodations will not be released at their bus stop unless an approved caretaker is present at the bus stop. If an approved caretaker is not present, the student will be returned to the school for pick-up.
- Students in grades three and below will not be released at their bus stop unless a parent or guardian is present at the bus stop. An older sibling may accompany the student if authorized by the child's parent or guardian. If a parent, guardian or approved sibling is not present, the student will be returned to the school for pick-up.

CHANGE IN TRANSPORTATION NOTICE

Your child's safety is our first priority. Thus, we ensure your child takes the correct form of transportation home each day. If your child is not to take their typical transportation home, please call the front office before 2:00 PM Monday through Friday (unless otherwise stated by the school). The office will then notify your child of different transportation arrangements.

SCHOOL BUS CODE OF CONDUCT

If a student displays any type of misbehavior or disrespect on the school bus, the bus driver will write up the student. Examples of misbehavior or disrespect are, but are not limited to:

- Standing while the bus is in motion
- Not sitting in an assigned seat
- Eating on the bus or throwing food/items inside of or out of the bus
- Using vulgar language, not following driver instructions, or arguing with the driver
- Striking or fighting with another student, bullying, etc.

- Opening the emergency exit door without prior approval
- Destroying or defacing the school bus in any way (cutting seats, breaking windows or doors, pulling wires, etc.).

The driver will submit the write-up to the dean of students or their designee. The dean of students or designee will call the parent or guardian of the student after investigating the write-up and explain all the details of what transpired on the school bus. The student may be removed from the school bus based on the results of the investigation of the write-up for one to five school days. If the behavior is repeated, is chronic, or is a safety concern, removal from the school bus can be for a longer period of time. Students may also receive school-based consequences such as recess detention, after-school detention, or loss of privileges for a designated period of time. Additionally, if it is proven that a student has destroyed or defaced the school bus, the parent or guardian will be held responsible for the cost of the damage. Repeated misbehaviors could result in permanent loss of transportation services via school bus. Any problems that may occur on the bus should always be reported to the bus driver. If a student reports an incident to his or her parent or guardian that needs to be addressed, the parent or guardian of that student should contact the school no later than the following day to report the incident. Upon request from the parent or guardian, 5th – 12th grade students suspended from the bus will be provided one bus token (each way) to get to and from school.
suspended from the bus will be provided one bus token (each way) to get to and from school.

ACADEMICS & ACTIVITIES

Section 4

ACADEMICS

OUR EDUCATIONAL PHILOSOPHY, CURRICULUM, & INSTRUCTION

The philosophy of Joseph S. Clark Preparatory High School is to challenge and support each student on the path to college, career or both. We offer courses in core academic areas that enable students to earn credits toward a TOPS University Diploma. We believe this will allow students to graduate from high school prepared to succeed in higher education and the workforce.

Students will have the option to matriculate in dual or concurrent enrollment courses. Earning college credit through courses offered by partners such as Southern University of New Orleans or Delgado Community College is an excellent way for motivated students to accelerate their learning, challenge themselves, and earn advanced credits without the financial obligations they would incur post-graduation.

Clark Prep is a family that welcomes and embraces all learners, so students receiving Special Education Services and English Language Learners (ELL) services are fully included in our programs and valued as vibrant members of our school community. Our teachers and leaders take a personal interest in students, offering academic guidance so that each one can find success in high school and in a promising future. Some students receiving Special Education Services will earn a Certificate of Achievement, while others may earn their high school diploma. In some cases, students receiving Special Education Services may qualify to earn a diploma through alternate pathways. Please contact the school to learn more about individualized pathways for students in Special Education.

INSTRUCTIONAL METHODS AND STUDENT GROUPINGS

Classes at Clark Prep are structured in order to maximize student learning. In some courses, students are flexibly grouped with others who have demonstrated a similar level of skills and understandings. As topics change within the sequence of instruction, and each student progresses at his/her own rate, students can enter and exit these groupings within the course. Students at different grade levels, or even earning credits in different courses may work side by side in a single classroom receiving instruction from a single teacher. For example, individual students engaged in the work of interpreting data tables in a science focussed class may be enrolled in either Chemistry or Physics, and students at various levels of English will work together with their teacher to analyze texts and support their written analysis with textual evidence. Finally, classes at Clark Prep are often staffed with a co-teacher who supports students with special needs, or simply serves as an additional teacher to ensure that everyone learns as much as possible.

Typically, a "Do Now" assignment in the first minutes of the class period focuses student attention on what will be learned, or prepares students to demonstrate their knowledge in the format they will encounter on high stakes tests such as the ACT, EOC or a national certification test. Teachers post objectives so that everyone in the classroom may develop a clear understanding of "what we will know or be able to do" by the lesson's end. Teachers offer new information to students or model problem solving through a variety of formats and media and check for understanding throughout the lesson, to ensure that students have clarity and the initial skills needed to complete the lesson. Throughout the lesson, students have multiple opportunities to ask questions, to respond to questions both verbally and in writing or to demonstrate their growing understanding in other ways. Successful Clark students volunteer answers, ask clarifying questions, and improve their initial work by editing, correcting, or adding notes. Being an active learner is an expectation we have for all Clark students, and Clark teachers know that students who take the academic risks of exerting effort and being willing to make mistakes improve their understanding and performance the fastest.

During the guided practice portion of lessons, students receive feedback as they practice or perfect new skills under direct teacher supervision. Finally, once the students have sufficient knowledge and skills, they demonstrate these through independent practice. Most classes conclude with an exit ticket that allows students to show what they've learned. The exit ticket also provides a snapshot of the day's lesson, so that the teacher can assess mastery of the objective, and plan instruction (including support for students who have not mastered) for the following day.

Students have many opportunities to earn points for participating in class. Participation points support student engagement, hold students accountable, allow students to improve their grades daily, not just on tests and quizzes. Finally, participation makes class more energetic, fun and interesting. It feels good to be in a 100% on task class, and focused learners support their peers' learning.

At Joseph S. Clark High School, we want our students to be successful, and we offer many opportunities for them to learn, to demonstrate mastery and to make informed decisions based on their present progress. Clark teachers also make themselves available during the supplementary instructional day for tutoring and teaching for re-mastery. Our school believes in giving students frequent information about their academic progress in the form of bi-weekly progress reports, so that students can set academic goals. Tracking standards mastery in courses is another way we assess student and class progress toward each learning goal and plan for upcoming teaching and learning.

GRADING

End of Course (EOC) exams account for 15% of the grade.

INDIVIDUAL GRADUATION PLANNING

Individual Graduation Planning - Pathways to a High School Diploma

At Joseph S. Clark Preparatory High School, we offer two diploma options for students:

- LAA1 Career Diploma (for students with special needs)
- TOPS University Diploma (for all other students).

The majority of Clark Prep students are on a path to earn the TOPS University Diploma. Students take the set of academic courses aligned with the TOPS scholarship requirements. Students earning the required cumulative grade-point average (GPA) and a qualifying ACT composite score will earn admission and tuition assistance at any Louisiana state four-year college or university, such as LSU, Southern University and Grambling State University. The diploma and TOPS award, if earned, also qualifies students for admission and tuition assistance at private four-year colleges, such as Dillard, Xavier, Loyola and Tulane Universities.

Students pursuing a LAA1 Diploma must fulfill all graduation requirements outlined in their Individual Education Plan (IEP).

To learn more about the graduation requirements for each type of diploma, please visit:

https://www.louisianabelieves.com/courses/graduation-requirements.

Students are encouraged to take dual-enrollment college courses in order to more fully prepare themselves for their post-secondary endeavors.

ACADEMIC DISHONESTY POLICY

Cheating on tests or quizzes, copying papers, lying to school personnel about the origin of an assignment, forging signatures of teachers or parents, and/or plagiarism will not be tolerated. The consequence to any of these actions will be a disciplinary referral that may result in academic penalties such as a reduction in grades or loss of academic credit.

ACTIVITIES

CO-CURRICULAR AND EXTRA-CURRICULAR ACTIVITIES

FirstLine Schools is committed to providing students at each of its schools equal opportunity to participate in services and activities. All activities shall be in compliance with pertinent regulations of the State Board of Elementary and Secondary Education.

Co-Curricular	Co-curricular activities are activities that are relevant, supportive, and are an integral part of the program of studies in which the student is enrolled. All activities are under the supervision and/or coordination of the school instructional staff.
Extra-Curricular	Extra-curricular activities are those activities that are not directly related to the program of studies and are under the supervision and/or coordination of the school instructional staff, and are considered valuable for the overall development of the student. Extra-curricular activities shall not be scheduled during instructional time whenever possible.

STUDENT PARTICIPATION ELIGIBILITY

School Activities, Clubs, Events and Teams:

To participate in school activities, join teams or clubs, students must be the appropriate age and maintain an academic and behavior "good standing" status.

No student shall be allowed to participate in any FirstLine Schools sponsored or affiliated events during the school day, after school or weekends while under suspension from school.

All work missed by students while participating in student activities or events shall be made up and completed in a manner that would be required of any other students in order to receive credit.

The guidelines for athletic policies and procedures shall comply with those of the Louisiana State Board of Elementary and Secondary Education, the Louisiana High School Athletic Association Official Handbook, and the FirstLine Board of Directors.

Seventh (7th) and eighth (8th) grade students are eligible to participate in co-curricular and extra-curricular activities at high schools when such programs exist and the Louisiana High School Athletic Association (LHSAA) Official Handbook allows participation.

No student otherwise eligible to participate in an extra-curricular activity, including interscholastic athletics, shall be limited in the number of such activities in which the student may participate during the school year, except when BESE or another governing body's rules supersede, or when scheduling of activities conflicts and does not allow a student to successfully participate in more than one activity at the same time.

ATHLETICS

Joseph S. Clark High School believes in developing our students in mind, body and spirit. In accordance with our values of Learning, Integrity, Family and Excellence, we offer an athletic program that benefits students in many ways, including increasing the pride of our school and community, and learning the values of teamwork, perseverance, sportsmanship, interdependence, and a healthy lifestyle. At Clark, we value offering opportunities for our students to enjoy all of the benefits of athletics, sportsmanship and teamwork.

In order to field a team, the following two conditions must be met:

- each student who competes in a varsity sport must meet LHSAA eligibility
- sufficient student interest and commitment to regularly attend practices and athletic contests.

The school administrators, teachers and coaches are committed to monitoring academic progress, communicating opportunities in athletics and academics to our student athletes, and supporting our athletes and athletic performers. **A committed group of individuals with the motivation and self-discipline to balance the demands of regularly attending practices, meeting the necessary attendance and academic standards, and upholding high standards of personal conduct is the key to each team's success and existence.**

In accordance, we offer opportunities for students to participate in the following:

- Winter - varsity boys basketball
- Spring - varsity track and field, marching units (parade season)
- Intramural sports.

Participating in athletics at Clark Prep is strongly encouraged for students who are able to maintain exemplary conduct and balance academics and athletics. Representing Clark Prep in an athletic or extracurricular activity, or supporting the teams/performers, is a privilege. Students who do not hold themselves to high standards will be ineligible to participate, and may face disciplinary consequences. Any person whose conduct fails to promote sportsmanship or reflects poorly on the reputation of Joseph S. Clark Preparatory High School will be asked to leave the event and no monies will be refunded.

Student athletes must:

- Be present at school to participate in extracurricular activities on that day
- Attend class during the first 11 school days of the first semester or he/she will be ineligible for the first 30 school days
- Provide legal proof of age to participate in athletics
- Pass a physical examination
- Complete the LHSAA Athletic Participation/Parental Permission form
- Sign the LHSAA Substance Abuse/Misuse Contract (and his or her parent or guardian must also sign).

Student athletes cannot become 19 years of age prior to September 1 of the current school year.

Once a student enters the ninth grade, he/she has eight (8) consecutive semesters to play athletics. To be eligible for the first semester of school, a student shall have earned at least six (6) units from the previous school year, which shall be listed on the student's transcript, including any special education subject(s) and shall have at least a "C" average. To be eligible for the second semester of a school year, a student shall pass at least five (5) units from the first semester of the school year, including any special education subjects.

If a student attends a school outside of his/her "Home Attendance Zone," he/she is automatically ineligible for one year unless he/she meets the provisions of the Residence and Transfer Rule.

If a student transfers from another high school within Orleans Parish, he or she is ineligible for one year, unless the previous is rated "F" or has closed.

If a student has been recruited to the school for athletic purposes, the student will remain ineligible as long as he/she attends the school. A student cannot play high school athletics if he/she loses amateur status. Suspended and ineligible students cannot participate in any interscholastic contest on any team at any school at any level.

A senior (12th grade student) who has accumulated 20 or more units must be enrolled in a minimum of two (2) courses per semester, none of which are courses the student has previously taken. The two (2) courses may include college courses that have been approved by the Louisiana Department of Education.

Please refer to the LHSAA Handbook for more information at lhsaa.org.

GETTING INVOLVED

FAMILY INVOLVEMENT AT CLARK

FirstLine Schools understands the important impact parental involvement has on a student's achievement and esteem; therefore, it is necessary for schools to see parents as partners, working together on the common goal of student development and success. We must create environments that are welcoming, supportive and nurturing by providing multiple opportunities for parents that foster engagement and build trust. There are numerous ways for parents to become involved; however, it is important that the school leaders and school staff make the commitment to collaborate to identify academic, social, supportive and other meaningful ways of engagement that encourage input and create positive communication and problem solving. Parents and community leaders are always welcome at our schools.

As a guide, each FLS school creates a Parent Involvement Policy that includes but is not limited to the following:

- Host an annual "Open House" where parents will meet teachers, learn about the Title I program requirements, and be given opportunities to become involved in their child's education.
- Have a system for ongoing teacher communication about student progress and experiences at school.
- Staff phone numbers are provided to ensure parents may ask questions when support is needed or concerns occur during the year.
- Conduct report card conferences each trimester and allow parents to pick up their child's report card and meet with the teachers and leaders who support learning in the school building.
- Provide materials and specific training to help parents work with their children, such as Family Math Night, Family Reading Night, or Family Technology Night.
- Host additional meetings throughout the year to provide assistance to parents in understanding the state's academic assessments.
- Send home newsletters informing parents of activities and programs, along with the school marquee providing advance notice of upcoming events.

We believe that strong educational services are an essential element to any thriving community. It is our goal to offer our students the best possible academic environment. There is no doubt that parental involvement in schools is necessary to enhance student achievement; accordingly, there must be a partnership between the school and the homes of our students. We encourage every parent to take as active a role as possible in your child's education.
There are numerous ways for parents to become involved. We want each child to have a successful learning experience. For this to happen, it is important that the school staff, the community and families work together. Parents and school leaders have agreed on and developed the following Parent Involvement Policy:

Clark Prep will:

- Host an annual Open House/Orientation where parents and families will meet teachers, learn about the Title I program requirements and be given opportunities to become involved in their child's education. **Saturday, July 28 is the date of the 2018 Open House/Orientation.**
- Designate times and days for parents to come in to pick up their child's report card each quarter and meet with teachers.
- Provide materials and specific training to help parents work with their children.
- Host additional meetings throughout the year.
- Inform parents of activities and programs, by means of written letters and fliers, robo-calls, texts and emails as well as one-on-one telephone calls and the Clark calendar found on the school website.

Parents and community leaders are most welcome. We will do our best to balance the requirements of our instructional program, the needs of our students and families, and the desires of alumni and community members, and we enjoy hosting events and visitors here on campus whenever our instructional program permits. We appreciate in advance your understanding that in order to ensure a bright future for our present students preserving the learning environment is our top priority, and that we will endeavor to partner with you to ensure that these same students benefit from a strong connection to Clark's proud past, and to our community.

VISITOR POLICY

Creating a school culture that is calm, orderly, nurturing and safe are key elements of a productive school environment. To ensure all FirstLine School communities are safe, everyone (staff, partners, students, parents and volunteers) must adhere to the policies outlined at each school.

PARENT AND FAMILY VISITING PROCEDURES

Parents and family members are encouraged to visit the school; however, all must abide by the visitation procedures and regulations. Parents and families have an additional step as it relates to the following visits:

1. Pre-Scheduled Visits:

Parents and approved family members may coordinate with their child's teacher to schedule a planned visit to observe class. The teacher and the visitor must agree upon the date and duration of the visit. Depending on the purpose of the visit, the duration of the visit can range from 20 minutes to a full day.

2. Unscheduled Visits:

Unscheduled visits are allowed entirely at the teacher's discretion and are limited to a maximum of 15-30 minutes.

VISITING PROCEDURES:

Upon arriving at a FirstLine school, all visitors must first enter through the main office and present a valid state ID, Driver's License or FLS ID. Visitors must sign in using LobbyGuard, which will approve the visitor by producing a badge. The badge must be worn at all times on the school's premises. If the LobbyGuard system flags the ID, the visitor will be asked to remain in the front office.

If the visitor is from a family support agency, the representative must also show their employment ID and have parental permission to work with the student. The school counselors should be informed of the visit.

In the case of a scheduled visit, a school staff member will escort the visitor at the scheduled time. In the case of an unscheduled visit, a school staff member will notify the teacher of the proposed visit and the teacher will then approve or deny the visit.

VOLUNTEERING

Volunteering is a great way to get involved and positively inspire and motivate a child to improve academically, behaviorally. No matter how much or how little time you have to give, your contribution will make a tremendous impact. During the school year, schools and the Edible Schoolyard New Orleans (ESYNOLA)'s garden and kitchen classes will identify ways to engage parents and community regularly and for special events. Sample volunteer opportunities include:

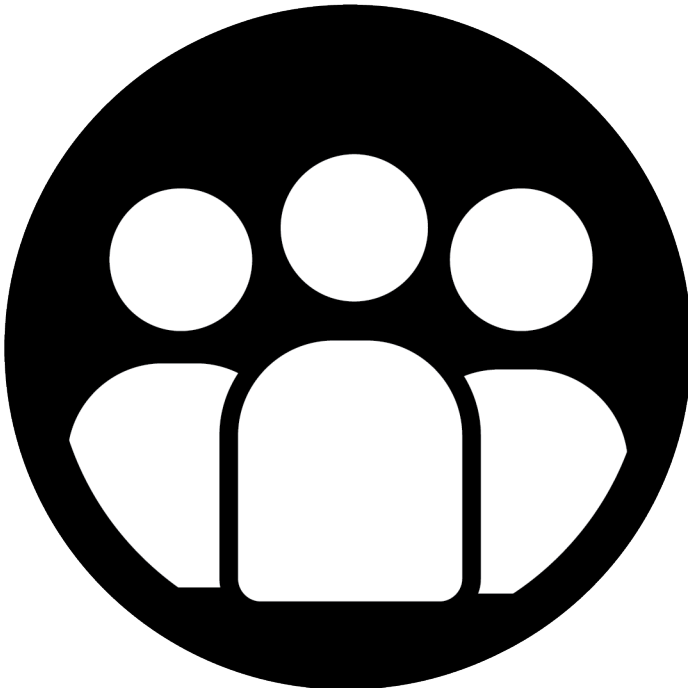
- Participating on parent committee
- Supporting enrichment programs
- Supporting aftercare services
- Supporting school recess
- Tutoring and mentoring students
- Assisting in classes in the garden and teaching kitchen
- Garden maintenance such as weeding, watering, harvesting crops, and composting
- Helping with special events
- Chaperoning Mardi Gras parades and field trips
- Helping in the school cafeterias during lunchtime

All volunteers must attend a volunteer orientation and submit basic volunteer paperwork, including an application and a volunteer agreement. Volunteers serving in certain capacities will be required to pass a background check, in accordance with the LA Child Protection Act.

DRESS CODE

All volunteers are required to follow the dress code of the school in which they serve. FirstLine teachers follow a professional-casual dress code as well as a professional hygiene code. Gentlemen are asked to wear pants, a tucked-in shirt, and closed-toe shoes. Ladies are asked to wear pants, a modest length skirt, dress or dressy shorts to the knee. Volunteers cannot wear clothing that is in any way revealing or inappropriate for a school environment. Clothing with provocative, profane or suggestive messages is not allowed and volunteers who are dressed inappropriately will be asked to change or to leave school for the day. To get started as a volunteer, please contact the school front office or email the volunteer coordinator at volunteer@firstlineschools.org.

STUDENT SUPPORT



Section 5

STUDENT SUPPORT SERVICES

In addition to the academic and enrichment programs available to all FirstLine students, we offer a range of support services including:

- A full-time school nurse
- Special education evaluations, re-evaluations, specialized instruction and related services for students suspected of having a qualifying disability or exceptionality (including gifted and talented) according to the Individuals with Disabilities Education Act and Louisiana Bulletin 1508
- Accommodations and supports for students found eligible under Section 504 of the Rehabilitation Act of 1973
- Identification and support for students whose first language is not English
- Direct and coordinated social, emotional and behavioral support with parental consent
- Academic and behavioral interventions for students in need of additional support through Response to Intervention (RTI).

STUDENT SPECIAL EDUCATION PROGRAM DESCRIPTION

FirstLine Schools believes all students with disabilities are entitled to free and appropriate educational services that foster an adult life characterized by satisfying relationships with others, independent living, productive engagement in the community, and participation in society. A rich variety of early intervention, educational, and vocational programs must exist for students to achieve these outcomes.

We provide a continuum of services for students with disabilities. We believe that the concept of inclusion is a meaningful goal to be pursued in our schools and communities. Our goal is to serve students with disabilities in general education classrooms with their non-disabled peers whenever possible. Trained personnel support inclusive practices to ensure the individual needs of the student are met.

Access to services is based on a student's individual needs and goals. Students and their families work with a planning team to determine the best placement, curriculum option, and exit plan for the student.

Gifted Services	Students identified as academically gifted receive the services outlined in their Individual Education Plan (IEP) and are delivered by a qualified teacher.
Talented Services	Students identified as talented in art, music, and/or theatre receive the services outlined in their Individual Education Plan (IEP), delivered by a qualified teacher.

RESPONSE TO INTERVENTION (RTI) AND SCHOOL BUILDING LEVEL COMMITTEE (SBLC):

Students in need of support socially, emotionally, behaviorally, or academically may qualify for interventions in order to meet grade-level benchmarks and expectations. To assist these students, school-based RTI/SBLC teams work with the student's parent/guardian to determine the type and scope of supports needed. RTI/SBLC teams include teachers, interventionists, coordinators and school administrators. The RTI/SBLC team monitors student performance to ensure supports are effective.

Teachers and parents/guardians can refer a student to the school's RTI/SBLC team any time they suspect a student may need additional supports. Parents/guardians should fill out a Parent Request for SBLC Meeting Form, included in the Appendix of this handbook, to request a meeting.

SPECIAL EDUCATION SERVICES

According to the Individuals with Disabilities Education Act (IDEA), "*special education*" refers to specifically designed instruction, at no cost to parents or guardians, to meet the unique needs of students with disabilities.

FirstLine Schools provides students with disabilities IEPs designed to meet their individual needs in accordance with all federal and state regulations. Qualifying students may receive services delivered by qualified instructors including, but not limited to: speech, occupational therapy, physical therapy, adaptive physical education, assistive technology, audiology, braille instruction, social work and/or counseling, extended school year services, special education instruction, or special transportation. For more information please contact your school's special education coordinator. For contact information please see the inside front cover of this handbook.

STUDENT & FAMILY SUPPORT SERVICES

To best support our students and families, our school social worker offers services at Joseph S. Clark High School, and connects Clark families to programs and services in the school and in the community. She supports our mission of successfully preparing students for their future, and coordinates with Firstline Student and Family Support Services to offer a variety of services that increase student achievement and promote healthy lifestyles and support families.

Clark's student support team includes representatives in the areas of social services, academics, attendance and behavior/discipline, as well as school nurse when available. This team meets regularly to determine appropriate next steps for a referred student. If a student does not meet criteria to receive services at school, or needs services beyond what can be provided in the school context, the team will work with the student and family to determine other appropriate next steps.

COUNSELING SERVICES

Counseling programs in the school provide a wide range of comprehensive services to students. Services are intended to address barriers to learning (risk factors), promote healthy lifestyles and support success for all students. Our social worker provides program services that include: individual counseling for a variety of issues that impact students' success, including consultation with parents and guardians, teachers, community service providers; facilitating skills-building student support groups; and conflict mediation and resolution.

HOMELESSNESS

McKinney-Vento Homeless Education Assistance Improvements Act of 2001: Through the McKinney-Vento Act children who are homeless have certain rights and protections to enable them to continue with their education while homeless.

If your family lives in any of the following situations, you may qualify for rights provided by McKinney-Vento:

- In a shelter, motel, vehicle or campground
- On the street
- In an abandoned building, trailer, or other inadequate accommodations
- Doubled up with friends or relatives because you cannot find or afford housing.

Through McKinney-Vento, your children have the right to:

- Go to school, no matter where you live or how long you have lived there. You must be given access to the same public education as any other student.
- Attend a school and participate in school programs with children who are not homeless. Children cannot be separated from the regular school program because they are homeless.
- Enroll and attend classes while the school arranges for the transfer of school and immunization records or any other documents required for enrollment.
- Receive the same special programs and services, if needed, as provided to all other children served in these programs.
- Receive transportation to school.

If you need assistance contact School Social Worker/Homeless Liaison Eliza Brinkmeyer (504) 676 - 9716. You may also call the National Center for Homeless Education at the toll-free Help Line number: 1-800-308-2145.

POLICY AND PROCEDURE FOR STUDENTS WITH DISABILITIES

I. OVERVIEW OF PROCEDURAL SAFEGUARDS

A. General. Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. If a student violates the Student Code of Conduct (disciplinary offenses outlined in the discipline policy), before consequences or punishment are imposed, the principal/designee must consider whether the student:

• Has a disability as defined by Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act; or

• Is a student who is "thought to have a disability."

While all students may be disciplined, the placement of students with disabilities cannot be "changed" when the offense is directly related to his/her disability or when the individual education plan (IEP) or Section 504 plan is not implemented, except in the case of emergency circumstances (drugs, weapons, significant bodily injury). See Section II for more information about emergency circumstances.

B. Determining Change in Placement. A change in placement is a legal term that applies to the situations described below. A student's school suspension that occurred in a Louisiana local education agency (LEA) during the same school year of transfer into another Louisiana LEA "counts" and is added to any additional suspensions in the new school.

1. More than 10 Consecutive Days of Suspension, i.e., Expulsion
   Any suspension that is for more than 10 consecutive days is considered to be a change in placement.

2. More than 10 Total Days of Suspension in One School Year.
   A series of suspensions with days that total more than 10 total school days in a school year is a change in placement[1]. The special education coordinator, with assistance and documentation from the administration/disciplinarian, monitors the
   number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.
3. Additional Considerations. The following considerations apply to in-school suspension; a suspension or removal for a portion of the school day, and for suspensions from transportation.
   a. In-school Suspension. An in-school suspension will not be considered as a suspension for the above purposes as long as a student is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the extent they would have in the current placement. Any in-school suspension that does not meet this standard must be considered as a suspension for purposes of these procedures.
   b. Suspension/Removal for Portion of School Day. Students sent home from school in the morning because of misconduct are considered to have a full-day suspension. Students sent home in the afternoon are considered to have a half-day suspension. These conditions apply unless the student's Behavior Intervention Plan (BIP) specifically calls for the student to receive a shortened school day when certain behaviors are exhibited.[2]
   c. Bus Suspension. The following standards apply based on whether transportation is a related service on the IEP:
      1) When Bus Transportation is an IEP Service. When transportation is an IEP service, a student's removal from the bus is considered to be a suspension unless transportation is provided in some other way. In this case, transportation has been determined to be necessary for the student to access educational services.
      2) When Bus Transportation is NOT an IEP Service. When transportation is not an IEP service, the student's removal from the bus is NOT considered to be a suspension. In this case the student/parent have the same obligations for the student to get to and from school as any nondisabled student suspended from the bus. However, school officials should consider whether the bus behavior is similar to classroom behavior that IS addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.

FirstLine Schools has procedures in place to monitor and cumulatively total all suspensions for students with disabilities.

C. Determining Manifestation Determination and Services.

1. Manifestation Determination. Within 10 days of any decision resulting in a change of placement the LEA representative, parent, and relevant members of the child's IEP Team (as determined by the
   parent and the LEA representative) must meet and determine whether the student's behavior
   is a manifestation of his/her disability using the Manifestation Determination form.
   The procedures below are used to make this determination.
   a. Making the Decision
      1) Review Relevant Information. The team participants review all relevant information in the student's file, including the IEP. If the IEP was not implemented, the team documents why it was not implemented and whether the failure to implement the IEP impacted the student's behavior.
      2) Observe Behavior. The team also reviews documentation of staff observations regarding the student's behavior. This should include an analysis of the student's behavior across settings and times throughout the school day.
      3) Information from Parents. The team reviews any relevant information provided by the parents.
      4) Ask Two Questions to Determine Manifestation. The team must consider the two questions below to determine if a student's behavior was manifested by his/her disability.
         a) Relationship of Behavior to Misconduct. Was the conduct caused by or directly and substantially related to the student's disability? Consider whether the behavior in question has been consistent and/or has an attenuated association with the disability:
            - Consistent Behavior. Behavior that has been consistent across settings and across time may meet this standard.
            - Attenuated Association. Behavior that is not an attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the student's disability.

         b) IEP Implementation. Was the conduct a direct result of the school's failure to follow the student's IEP? If so, the principal must ensure that immediate steps are taken so that the identified deficiencies are remedied.
2. Behavior Is Manifestation of Disability. If the relevant members of the IEP team answer yes to either question, then the student's behavior is a manifestation of his/her disability. In this case:
   a. Return to Placement. Unless the IEP team agrees to a change of placement as part of the modification of the BIP, the school must return the student to the placement from which they were removed. Note: this provision does not apply to students involved with weapons, drugs or serious bodily injury. (See Section II.)

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[1] *In-school suspension and suspension from the bus may constitute a suspension to the extent they impact implementation of a student's IEP. See additional information on the next page.*

[2] *Note: The Student Information System allows only the entry of suspension for a full day; half days are not permitted. Thus, there may be a difference between a student's actual total number of suspension days and the total recorded on the System. The student's "actual" full time equivalent days of suspension, however, are relevant to the application of these standards. Schools are strongly encouraged to enter suspension data in "real time."*

b. Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). The IEP team must conduct or review a functional behavioral assessment (FBA) and create a behavior intervention plan (BIP) addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. Note: If the FBA requires a new assessment of student behavior, parental consent is required.

3. Behavior is NOT Manifestation of Disability.
   a. Same Consequences. If the IEP team members agree that the student's conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as all students.[3]
   b. Required Services. A student with a disability who is removed from his/her current placement must receive the following services beginning on the 11th day of cumulative suspensions during the school year. The IEP team:
      1) Identifies Services. Identifies and documents educational services the student will receive to enable the student to continue to participate in the general education curriculum, although in another setting (e.g., an interim alternative educational setting [IAES], etc.), and to progress toward meeting the goals set out in the student's IEP; and
      2) Develops/Reviews FBA/BIP. Provides, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior violation so that it does not recur.
      3) Considers Need for More Restrictive Services. May convene and modify the student's IEP. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.

II. WEAPONS, DRUGS OR SERIOUS BODILY INJURY: EMERGENCY PROCEDURES

In circumstances related to a student's use of weapons, drugs or imposition of serious bodily injury, school officials may remove a student for 45 school days by following the procedures below.

A. Criteria for Emergency Removal.

1. Weapons. A student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the school's jurisdiction.
   A weapon is a device, instrument, material or substance, animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury (excluding pocket knife with a blade of less than 2 ½ inches in length); firearms, including a starter gun; the frame or receiver of such a weapon; a muffler or silencer; any destructive device including any explosive incendiary or poison gas bombs, grenades, rockets, missiles and mines; does not include antique firearms.
2. Drugs. A student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the school's jurisdiction.
   A controlled substance is a drug or other substance in the Federal Code that does not include a substance legally used and possessed under the supervision of a licensed health-care professional.
   Possession of alcohol and tobacco does not fall under "controlled substance." Therefore, the principal cannot move a student to an Interim Alternative Education Setting IAES for possession of these items under this section. Instead, the removal is subject to the procedural safeguards applicable to other types of misconduct.
3. Serious Bodily Injury. A student inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or an LEA.[4]
   Serious bodily injury involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

B. Removal

1. General. The school may immediately remove the student for up to 45 school days to an IAES. Because drugs, weapons and serious bodily injury are so dangerous to a safe school climate, a school may remove a student under these circumstances for 45 school days regardless of whether the team believes that the behavior is a manifestation of the student's disability.
   The 45 school days do not include those days the school is not in session, e.g., Spring Break. The IEP team may specify a removal for fewer days than the maximum 45 days.

C. Removal during the 45 school day period. The school must convene a meeting to determine whether the student's behavior is a manifestation of his/her disability. (See Section I.C. above for more information about the manifestation determination process.)

1. Behavior IS Manifestation of Disability
   a. FBA/BIP. As discussed above, the IEP team must conduct or review an FBA and create a BIP addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. Note: if the FBA requires a new assessment of student behavior, parental consent is required.
   b. Reevaluation. The student may be referred for a reevaluation.

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[3] *If a parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability or with the interim alternative educational services or location, the parent may request an expedited due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise.*

[4] *To comply with the law, a 45 school day emergency removal for serious bodily injury must be extremely serious, i.e., requiring medical treatment.*

c. More Intensive Services. The IEP team may meet to consider more intensive special education services upon the expiration of the 45 day IAES or sooner.

2. Behavior is NOT Manifestation of Disability
   a. Disciplinary Hearing. If all team members determine that the conduct was not a manifestation of the student's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.
   b. FBA/BIP. The student must receive, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior related to the disciplinary violation so that it does not recur.

III. APPEALS

A. Reasons for Requesting an Expedited Due Process Hearing

1. Parent Disagreement. Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing.
2. School Considers Student to be Dangerous. If a school has documented reasons to believe that keeping the student in his/her current school is substantially likely to result in injury to the student or to others, the school should request an emergency hearing for the purpose of transferring the student to an IAES for up to 45 school days. Note: this standard is not as high as serious bodily injury; it does not allow for an immediate 45 school day removal.

B. Authority of Hearing Officer

1. A hearing officer may:
   a. Return the student to the placement from which the student was removed if the hearing officer determines that the removal did not comply with these procedures or that the student's behavior was a manifestation of the student's disability; or
   b. Order a change of placement to an IAES for not more than 45 school days if maintaining the current placement of the student is substantially likely to result in injury to the student or to others.
2. A school may:
   a. Repeat request for an expedited hearing if it believes that returning the student to the original placement is substantially likely to result in injury to the student or to others.

C. Expedited Due Process Hearing Procedures.

1. An expedited hearing must occur within 20 school days of the date the request is filed. The hearing officer must make a determination within 10 school days after the hearing.
2. Unless the parents and school personnel agree in writing to waive the resolution meeting or agree to mediate the dispute:
   a. A resolution meeting must occur within seven days of receiving notice of the hearing request; and
   b. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request.
3. Evidence not disclosed to the other party three business days before the hearing is excluded, unless the parties agree otherwise.

Expedited due process hearing decisions are appealable to state or federal court.

D. Placement during Appeal of Discipline Decision

1. Weapons, Drugs or Serious Bodily Injury. The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.
2. Behavior Not Manifested by the Student's Disability. The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.
3. Behavior Is Manifested by Student's Disability but Belief that Behavior is Substantially Likely to Cause Injury (to self and others). The student remains in the placement she/he was in at the time of the behavior in question unless the parent and school personnel agree otherwise.

IV. STUDENTS WITHOUT IEPS OR SECTION 504 PLANS "DEEMED TO HAVE A DISABILITY"

In some cases, a student without a disability will be deemed to have a disability. The criteria for making this determination and the applicable procedures relevant to such a finding are discussed below

A. Knowledge of suspected disability (Thought to be a student with a disability)

There are certain circumstances that would indicate a school had knowledge that a student might (or is thought to) have a disability prior to the violation of the disciplinary violation. The following three situations give rise to such legal evidence.

1. Evaluation Requested. The parent requested an evaluation.
2. Written Concern. The parent expressed concern <u>in writing</u> to the student's teacher or school administration about the student's need for special education and related services.
3. Specific Concerns by Staff about Pattern of Behavior. The student's teacher or other school staff told school supervisory personnel of specific concerns about the student's <u>pattern of behavior</u>.
4. If any of the three factors above are present, then school officials consider disciplinary action as if the student has a disability.

B. NOT Deemed To Have Knowledge. This provision does not apply if:

1. Parent did not consent to an initial evaluation of the student;
2. Parent refused special education and related services for the student; or
3. The student was evaluated and was determined not to have disability.

If any of these three circumstances exist, the student may be subjected to the same disciplinary measures applied to those without disabilities engaging in similar behaviors.

The US Department of Education's comments to the IDEA states: a public agency will not be considered to have a basis of knowledge merely because a child receives services under the coordinated, early intervening services of the IDEA law UNLESS a parent or teacher of a child receiving early intervening services expresses a concern, in writing, to appropriate agency personnel that the child may need special education and related services.

C. School Personnel Have No Knowledge and Parent Subsequently Requests an Evaluation

If the parent requests an evaluation for a suspected disability after the student is sent to an IAES, the school must conduct an expedited evaluation at parental request. However, the student remains in placement, including an IAES, during the evaluation. If the student is found to have a disability, an IEP must be developed. The IEP team must then conduct a manifestation determination. If the behavior is manifested by the student's disability, the team reconsiders the student's placement in light of the new information.

V. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

A. Reporting Crimes. Nothing in this part prohibits school personnel from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.

B. Transmittal of Records. School personnel reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. Records must be transmitted only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA) and Act 837 of Louisiana.

VI. APPLICATION OF SECTION 504 AND ADA

Generally, students with disabilities eligible for services only under Section 504/ADA (i.e., need related and supplementary aids and services only) are entitled to the procedural safeguards specified in this section. An exception to this general rule applies to students with behavior that is not a manifestation of his/her disabilities. In this case, these students are entitled to those services normally available to nondisabled students who are suspended or removed pursuant to the school's student behavioral expectations outlined in the student handbook.

HEALTH SERVICES

At FirstLine Schools we strive to provide a safe and healthy environment for all students and staff. For more information about our approach to developing healthy lifestyles for our employees, students, and families please see our "Health and Wellness Policy."

If your student has medical needs he or she will receive an Individual Health Plan. This plan provides a detailed outline of services provided by the school nurse and/or trained staff throughout the school day. For more information about Individual Health Plans please see the school nurse.

MEDICATION

The school nurse cannot dispense over-the-counter medications to students. According to state law, the school nurse must be authorized by a physician to administer routine medications. If your student takes prescribed medication during the school day please make an appointment with the school nurse to obtain the required documentation and to set up an Individual Health Plan for your student. Authorizations for medication must be completed on a yearly basis.

HEALTH SCREENINGS AND SUPPORT

The school nurse ensures state mandated vision, hearing, and immunization requirements are met. The school nurse also works with community partners to assist students and families with any other health related needs.

MENTAL HEALTH SERVICES AND SUPPORT

The mental health of our students is a priority. Due to the significant amount of time students spend in school it is important to identify, refer and support students who may benefit from additional school and/or home-based social and/or emotional support(s).

A school-based social worker and/or counselor are available throughout the school day and can provide assistance and connect students and families with a variety of resources including: mental health agencies, health care professionals, and more. We ask that such services be scheduled outside of school hours when possible.

RIGHT TO KNOW LETTER

Dear Parent,

Your child attends Joseph S. Clark, which receives Federal Title I funds to assist students in meeting state achievement standards. Throughout the school year, we will be providing you with important information about this law and your child's education. This letter lets you know about your right to request information about the qualifications of the classroom staff working with your child. At Joseph S. Clark, we are very proud of our teachers and feel they are ready for the coming school year, and are prepared to give your child a high-quality education. As a Title I School, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you, or you may at any time check the credentials of your child's teacher at www.teachlouisiana.net.

You may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived.

All our regular teachers have college degrees and many have advanced degrees. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to make sure their teaching skills remain at the highest possible level. You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

I encourage you to support your child's education and communicate with your child's teacher(s) on a regular basis. For more information on ESSA, and the role of parents, please visit the United States Department of Education's (USDE) website at http://www.ed.gov/essa.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact Lindsey Cross at Joseph S. Clark at (504) 402-3668 or email me at spence@firstlineschools.org.

Sincerely,
Sabrina Pence
Chief Academic Officer
FirstLine Schools

FORMS

Section 6

Families should use this form to request a meeting to discuss concerns they have about their child's progress or if you believe your child should be evaluated to determine if he/she may have a qualifying disability. The School Building Level Committee (SBLC) is a team that meets regularly to discuss ways to help students who may need additional supports. The SBLC consists of administrators, teachers, and any other staff who can help your child. You will be invited to join this team to discuss your concerns after you turn in the completed form into the front office.

Parent Request for SBLC Meeting

Date: _____

Student Name: _____ GRADE: _____ DOB: _____/_____/____

I am concerned about my child and believe my child should be referred to the School Building Level Committee (SBLC) for the following reason(s):

_____ Academic difficulties

___Reading/English Language Arts/Writing __Math ___Speech/Language

____ other subject(s): _____

_____ Social/emotional/behavioral concerns

_____ Medical/health concerns

_____ Evaluate for Section 504 eligibility due to a disability

_____ other concern(s): _____

When the meeting has been scheduled, please send home written notification of the meeting and contact me at:

Name: _____

Mailing address: _____

Telephone: _____ Alt. Telephone: _____

_____ _____

Parent/Guardian Signature Date

STUDENT–FAMILY COVENANT AND PARENT AGREEMENT

Please read, sign and return this page to your school's front office by August 15th, 2017.

As a student at a FirstLine school I agree to:

- Do my best to live the school values.
- Make the school a safe environment so my classmates and I can succeed academically.
- Arrive on time every day.
- Come to school prepared and ready to do whatever it takes to accomplish my goals.
- Do my best work every day, even when it is hard.
- Do the right thing, even when no one is looking.
- Be respectful to my classmates, my teachers, and other members of the school community.
- Do my homework every day.
- Ask for help when I need it.
- Promptly give my parent or guardian all notices and information from the school.
- Be accountable and accept responsibility for my actions.

As a parent or guardian of a student(s) at a FirstLine school I agree to:

- Do whatever it takes to help my student reach his or her goals.
- Make sure my student arrives at school on time every day.
- Help my student complete his or her homework each night.
- Support and encourage my student to read at home for fun.
- Ensure my student is getting at least eight hours of sleep each night.
- Monitor and take responsibility for how my student uses the internet and social media.
- Get involved at school by volunteering in the classroom, at school events, on field trips or by joining our parent organization.
- Participate in decisions relating to my student's education.
- Support my student's participation in extracurricular activities and school events.
- Promptly read all notices sent home with my student and respond as appropriate.

As a FirstLine school our team will:

- Provide high-quality curriculum and instruction in a supportive environment.
- Set clear expectations for academics and behavior.
- Provide regular reports of your student's academic progress through progress reports, report cards, and state test results.
- Hold regular family-teacher conferences.
- Communicate respectfully about your student's behavior.
- Ensure our staff respond to you within 24 hours and are available by phone until 8:00 pm and in person during conference hours.
- Provide families opportunities to get involved.
- Provide families adequate notice of school events, field trips, and important information..
- Support your student's academic goals.
- Provide personalized academic and emotional support to struggling students.

The Family Handbook and the policies contained therein are reflective of what is best for our students.

I acknowledge that I have received the 2017-18 Family Handbook and am responsible for reading this document from cover to cover. I agree to abide by this and future versions of the 2017-18 Family Handbook. I understand that FirstLine Schools reserves the right to change the policies in this handbook at any time.

Student Name	Parent/Guardian Name	Parent/Guardian Signature
School Name	Student's Grade	Date

FIRSTLINE SCHOOLS CHILD ACCESS POLICY

Child safety and respecting parental rights are of paramount importance at FirstLine Schools. While your child is in our care, we are responsible for making sure they are safe.

The purpose of this policy is to avoid placing the school and school staff in the middle of custody disputes. Because this policy cannot anticipate and cover all possible circumstances, school staff will keep each child's best interest and safety in mind when making case-by-case decisions. We will honor all current judicial orders, e.g. custody orders, stay-away orders, protective orders, injunctions and the like. In the event we are presented with competing judicial orders, we will give primacy and adhere to the most recently signed and dated judicial order.

In the absence of a current court order that states otherwise, FirstLine Schools and our school sites and staff will presume each parent, as listed on the child's birth certificate, share unrestricted legal custody and the right to make educational decisions for the child. As such each parent has the right to:

- View their child's educational record;
- Participate in parent and teacher conferences together or separately;
- Access the child, both during school hours and for the purposes of checking the child in and out of school;
- And receive pertinent school documents, such as report cards.

If a parent is restricted from any of the above due to a current court order, the parent or guardian with legal custody must provide the school with a signed copy of the court order detailing the restricted rights.

If a parent is listed on the child's birth certificate, but did not enroll the child in school, is not listed on enrollment documents and/or in the student information system, cannot present legal custody documents, and has not participated, to the knowledge of school staff, in the child's schooling, then the enrolling parent/guardian of the child will be notified and, in some circumstances, the school resource officer prior to the child being released into the parent's care. Additionally, we will require a copy of the parent's valid driver's license or state identification and the parent's phone number prior to releasing the child into the parent's care. Nothing in this provision prevents the parent from accessing or checking out the child if these conditions are met.

In the event a person who purports to be a child's parent attempts to access the child and he/she is not listed on the birth certificate and is not listed on the authorized sign-out sheet, then the person will not be allowed to access the child. The person will also not be allowed to view the child's educational records unless the enrolling parent/guardian has provided the school with written consent.

ACKNOWLEDGMENT OF RECEIPT
OF FIRSTLINE SCHOOLS POLICY ON CHILD ACCESS

I understand FirstLine Schools will provide access to the child, as defined in this policy, to any parent listed on the child's birth certificate. I further understand that as enrolling parent/guardian, it is my responsibility to provide FirstLine Schools with any legal documentation that restricts a parent's access to the child.

Parent/Guardian's Signature _____

Parent/Guardian's Printed Name_____

Date: _____