



The Delores Taylor Arthur School for Young Men

3774 Gentilly Blvd.
New Orleans LA 70122
504 – 841 – 9102

Family Handbook 2021-2022

The Delores Taylor Arthur School for Young Men does not discriminate on the basis of race, religion, color, national origin, sex, sexual orientation, gender, gender identity, disability, or any other legally protected basis, in providing education or providing access to benefits of education services, activities, and programs, in accordance with applicable local, state, and federal laws, including Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended; and Title II of the Americans with Disabilities Act, as amended

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POINTS OF CONTACT

President/CEO	Byron R. Arthur
Chief of Staff	Emily Sixkiller
Academic Director	Demetrius Franklin
Special Education Coordinator	Marie Roth
Counselor	Jacquet Williams
School Nurse	Kevin Woods

Motto

Juvenes Ad Meliorem Civitatem as translated to mean “Gentlemen striving toward a better community”.

Mission Statement

The Delores Taylor Arthur School for Young Men is committed to preparing each student to utilize his intelligence for the benefit of the community in which he lives.

Vision Statement

The Delores Taylor Arthur School for Young Men envisions a world where all young men have an opportunity to contribute to the communities in which they live regardless of race, ethnic origin, socio-economic position, or disability. We prepare students for success by increasing college readiness, career readiness, and 21st century learning skills of communication, collaboration, creativity, and critical thinking.

The Founding Principles

1. **Equity:** Our practices of self-directed learning, relational agency and have students explore important questions will allow us to attain and measure success with results that promote equity.
2. **Personalization:** Structures such as advisories, houses, flexible teacher time, agency regarding aspects of the schedule, student ownership, and co-design of projects meet the spectrum needs of each student.
3. **Authentic Work:** Our emphasis upon public display of work, projects that answer community issues and questions, public engagement through forums and organizations, as well as learning beyond the walls of the campus eradicates the barriers that education places between the student and the world we are preparing him to enter.
4. **Collaboration:** Project-based learning, debate deliberation and dialogue, and robust student activities develop the skills of working toward a common end with a cohort of individuals.

The Arthur School Approach

- Our people are mission-driven and have high expectations for everyone in our school community
- Our people view the education of young people as a privilege and we are honored that families trust us with something as precious as their children
- Our people approach teaching, learning, and creating with unbridled passion..
- Our people understand that we must rely upon one another to be successful.
- Our people are committed to diversity, equity, and inclusion.
- Our people will work to preserve a space of honest and open exchange of ideas.
- Our people will celebrate differences.
- Our people will respect one another.

Student Conduct To And From Campus

Arthur School Students on the street or on public transportation are in the public eye. Students must behave in a manner that is reflective of the academy. Students must observe all laws, respect the property of others, and show courtesy to and consideration for others. Whenever it is possible to do so, students should be willing to assist those who have experienced some misfortune or distress. Students awaiting the arrival of RTA buses should remain on the side of the road, not in the street or horse playing while in uniform. Students are reminded that when RTA buses arrive at the end of the school day, they should be boarded in an expeditious and orderly manner. At all times students must respect the personal dignity and property of others.

- a. Walk on the sidewalk or side of the road. Respect lawns, gardens, and shrubbery of all property.
- b. Do not damage the property of others or loiter on porches, lawns.
- c. Do not cluster in groups that might block the passage of people using the sidewalk, driving, or crossing the street.
- d. Do not litter or throw food, bottles, wrappings, or trash on the lawns, porches, or gardens of our neighbors and the surrounding area.
- e. Do not engage in disrespectful activities, particularly those involving students from other schools.
- f. Do not trespass or enter any unauthorized building.

Conduct on the School Bus

Students are to comply with the directives of the bus driver and bus monitors for their own safety. They are to avoid any behavior that might be a distraction to the bus driver or injurious to others. The Arthur School conduct and discipline rules apply to daily transportation, field trips, and all extra-curricular and curricular trips. If a student accrues three bus referrals, a parent conference will be initiated by the administration. Once completed, future infractions on the bus will result in the student's removal from the bus and revocation of bus privileges. Revocation of bus privileges may occur after any offense or infraction based on the severity of the infraction.

Conduct on the RTA Bus

In addition to following all Arthur School rules and expectations of conduct, students are to comply with the directives of the bus driver for their own safety. Students are expected to avoid any behavior that might be a distraction to the bus driver or injurious to others. As an outside entity, the RTA has the right to refuse service or remove a student from the bus at any time.

Dining Room Rules and Procedures

Students are expected to follow the code of conduct while in the dining room. Appropriate behaviors for the dining room include the following: No cutting in line; no loud talking or yelling; no walking around from table to table; keeping your area clean; clean up after yourself; stand in line and move through the line in an orderly fashion and keep your hands to yourself; not saving seats; being respectful to dining room monitors and staff; following all directions given. Students exhibiting inappropriate behaviors not aligned with the code of conduct or appropriate cafeteria behaviors will receive disciplinary action. Students will also receive disciplinary action for using another student's ID card for the purpose of attaining Breakfast/lunch/food items.

UNIFORM GUIDELINES

Students are expected to maintain high standards of appearance and conduct on and off campus. The dress code is designed to provide an Arthur School student with a neat and uniform appearance as well as identify them as an Arthur School student. All clothing must be clean and free from rips, holes, or tears. The Arthur School reserves the right to rule on anything not included here that the school deems to be unacceptable attire or appearance. The administration will make this decision.

THE ARTHUR SCHOOL UNIFORM

UNIFORM STORE INFORMATION

Skobel's School Uniform

www.skobels.com

3001 Clearview Parkway
Metairie, LA
504-264-7733

SHOE STORE INFORMATION

Ponseti's Shoes

<https://www.ponsetis.com>

4460 Veterans Blvd.
Metairie, LA
504-885 - 0028

Shirts

All Arthur School Students will wear an Arthur School uniform white dress shirt. The shirttail must be tucked in; the belt should be easily visible from all directions. Wearing a uniform shirt identifies the students as a representative of The Arthur School and obligates them to have a neat personal appearance both on and off campus, even when The Arthur School is not participating in a school-related activity. The shirt must be fitted to the student's size. Shirts that are baggy or torn may not be worn.

Students must also purchase a school polo shirt to wear as part of the uniform on designated days.

Trousers

Arthur School Students are required to wear the plain front, grey pants, available at our designated uniform vendor.

Belt

All Arthur School Students are required to wear a solid, all black plain metal buckle belt available at our designated uniform vendor.

Socks

Students are required to wear solid black socks. Socks must be worn properly and cover the ankle at all times.

Shoes

Students must wear the solid black shoes, available through our shoe vendor, Ponseti's Shoes (including any and all trim, logos, and shoelaces). Shoes must be in good repair and properly worn.

Inclement Weather

Sweatshirts that are faded, torn, or otherwise damaged may not be worn. On days of extreme cold, approved jackets can be worn over an approved sweatshirt or jacket **OUTSIDE THE SCHOOL BUILDING ONLY**.

Hats

Hats or headbands of any kind may not be worn with the school uniform. In cooler weather, a knit hat may be worn outdoors only. Bandanas are not allowed to be worn on campus or at any school function.

Backpacks/Bookbags

Backpacks and bookbags must be mesh or clear, see-through material. Mesh backpacks must be of neutral colors.

Backpacks must be mesh or see through and have minimal logo representation (manufacture tags/logos in subdued colors no larger than 5 inches long by 2 inches wide) and must be worn over both shoulders while in uniform. Gym/duffel and computer bags will be carried by hand and must never be placed over the shoulder at any time.

Students are not permitted to carry any bag that is not made of a mesh or clear, see-through material while on campus. Unauthorized bags, flowers, balloons, stuffed animals, blankets, etc. are not permitted and will be confiscated and held in the office to be picked up at the end of the day. Some items may require a parent to pick up the confiscated item (school discretion).

According to *New Jersey v. T.L.O.* the U.S. Supreme Court determined that schools only need reasonable suspicion and not probable cause to search students. School officials have the right to search any purse, baggage, or package if reasonable suspicion exists.

If you believe your family qualifies for an Economic Hardship Waiver, please contact the school level counselor.

ATTENDANCE

ABSENCES

When a student is absent or tardy from school, the parent/guardian should send a note to the school office explaining the reason for the absence upon the student's return to school. All notes must include the following: the date of the note, the name of the student, the date of the absence(s) or tardy, the specific reason for the absence(s) or tardy and the parent or guardian signature. Students are expected to attend school every day; however, parents should not send a student to school when ill. If a student is absent for three consecutive school days due to illness, it is recommended that the parent seek medical attention for the student. Please refer to SEAT TIME requirements related to school attendance. While records are maintained to determine excused and unexcused absences as they relate to school truancy, SEAT TIME requirements do not differentiate between excused and unexcused in totaling attendance for Carnegie Units. Excessive absences may result in course failure.

Excused absences allow the student to make up the missed work, but the absence is counted against the overall attendance requirement for Carnegie Units and course credit. An example is personal or family illness documented by a parent's or doctor's note. Examples of unexcused absences include an absence without a parent's note or skipping school.

TARDY POLICY

Students are expected to arrive at school on time every day. When students are not in their assigned class when the tardy bell rings, they are considered tardy to school. Tardy students must sign in at the front office before going to class. A doctor's or parent note is needed to excuse tardiness to school.

Students are expected to arrive to class on time. When students arrive to class after the tardy bell has rung they are considered tardy to class and will receive disciplinary action according to the teacher's classroom management plan or the schoolwide discipline plan. After four instances of being tardy to class, a discipline referral may be issued and disciplinary action may be taken according to the Arthur School's discipline policy.

Bell Schedule

Regular Schedule	
8:00 – 8:20	Morning Meeting/House
8:25 – 9:55	Period 1
10:00 – 11:30	Period 2
11:30 – 12:20	Lunch
12:25 – 1:55	Period 3
2:00 – 3:30	Period 4
3:35	Dismissal

Abbreviated Schedule	
8:00 – 8:20	Morning Meeting/House
8:25 – 9:10	Period 1
9:15 – 10:00	Period 2
10:05 – 10:50	Period 3
10:55 – 11:40	Period 4
11:40 – 12:10	Lunch
12:15	Dismissal

SEAT TIME

High school attendance of 160 days per year is required to receive Carnegie units on a yearlong block schedule. Students must attend 80 days/class sessions in A block classes and 80 days/class sessions in B block classes. Each class attendance is evaluated individually in determining the seat time requirement to award Carnegie units. Students cannot miss more than 14 days from school or 7 class sessions from A-day or B-day classes. Late arrivals and early dismissals are included in calculating class attendance. **Both excused and unexcused absences are included when calculating seat time.**

Any student who misses 15-19 full days of school, excused and unexcused, is required to make up seat time until they recover sufficient time to only have missed 14 days. Example: If a student misses 19 full days, they need to recover 5 days during seat time. Grades are calculated using the published grading system.

Any student who misses 20 or more full days of school, excused or unexcused, is required to make up 6 days of seat time in order to qualify for the opportunity to earn their credits. In order to earn credit a student must:

1. Pass the class
2. Pass the final exam
3. Pass 2nd semester

All three requirements as described above must be met. Grades are calculated using the published grading system.

VISITOR POLICY

All visitors must check in with the front office immediately upon arrival to the school building. All visitors (parents, guardians, family members, advocates, etc.) will have to present a government issued ID and will be issued a visitors badge/sticker. This visitor badge/sticker must be worn and visible while on campus. Visitors will be escorted to and from their destination while on campus. Visitors will need to check out of the front office upon leaving the campus and turn in their visitor's badge/sticker.

WITHDRAWAL FROM SCHOOL

If it is necessary to withdraw a student from school, please notify the school at least 24 hours in advance by contacting the registrar's office (enrollment@thearthurschool.com). Your child will receive a withdrawal form, report card, and their personal belongings when leaving. Any outstanding cafeteria or library charges should be cleared prior to the withdrawal of a student. All school issued items such as laptops and textbooks must be returned to The Arthur School.

DELIVERY OF PHONE MESSAGES DURING THE SCHOOL DAY

Phone messages to students from parents will be delivered only at the end of the school day to avoid disruption of classes. In cases of emergencies, the parent may speak with front office personnel who will ensure the message is delivered.

Students are not permitted to use classroom phones during the school day unless they need to make arrangements for a way home after school tutoring or practice. Use of classroom phones is at the teacher's discretion. Students may use a designated phone in the office to make after-school arrangements and must document all calls made on a phone log.

EMERGENCY INFORMATION

Please ensure emergency contact information is updated at all times. In the event that it becomes necessary for The Arthur School staff to obtain emergency care for your child, all attempts will be made to contact you directly or your emergency contact person. If we are unable to reach you or one of your contact numbers, the nurse will seek assistance from emergency medical professionals. The Arthur School assumes no financial liability for expenses incurred because of the accident, injury, illness and/or unforeseen circumstances.

GRADING POLICY AND PRACTICES

The Arthur School has four grading periods. Report cards are issued each nine weeks. Progress reports are also issued mid-nine week period. Students with disabilities will receive progress reports related to goals and objectives specified on their IEPs. Report cards and progress reports are mailed home. Please refer to the school calendar for dates of grade report and progress report mailings. It is the responsibility of parents or guardians of students to inform the administrative office when mailing addresses change.

GRADING SCALE

Letter Grade	Numerical Grade	Standard Quality Points	Honors and Advanced Placement*	TOPS University Diploma Weighted Courses*
A	93-100	4.0	5.0	5.0
B	85-92	3.0	4.0	4.0
C	75-84	2.0	3.0	3.0
D	67-74	1.0	2.0	2.0
F	0-66	0.0	0.0	0.0

Grading Procedures:

1. The above scale shall be adhered to for all subject areas.
2. Students will earn major grades (tests, projects, essays, labs, etc.) and minor grades (homework, quiz, etc.) each quarter. **Participation grades are not awarded.**
3. The following weights will be applied: 60% major grades (e.g. tests, projects, essays, and labs); 40% minor grades (e.g. class work, homework, and quizzes).
4. State of Louisiana LEAP 2025 tests will serve as the final exam and will account for 20% of the final course grade in Algebra I, Geometry, English I, English II, Biology, and US History.
5. In determining semester averages, numerical averages will be used to assign a letter grade. Only letter grades will be shown on the report card.
6. If a student participates in academic dishonesty, plagiarizes, or cheats in any way, a **0%** will be assigned. The student will be allowed to make up the assignment, and the highest grade he or she may earn is a 70%. The assignment must be made up within 7 days. Teachers will complete a discipline referral for an integrity violation noting the date of the incident, the 7-day window the student has to make up the assignment, and a copy of the assignment. See the “Academic Dishonesty” section below for more information.
7. Teachers will allow students the opportunity to make up missed assignments as noted in the “Make Up Work” section below and may allow students to submit extra credit assignments according to the individual teacher syllabus.
8. To earn a Carnegie unit in a full-unit course, a student must earn a minimum of one quality point as a final grade and must pass Semester 2 of each course. Failing semester 2 will result in course failure and no credit awarded regardless of the student’s grade in the first semester. Half credit is not awarded.*
9. The semester exam will count as 20% of the semester grade and will appear on the report card as a separate grade.
10. Student conduct and participation is not considered when computing the semester grade.
11. Students may not miss more than 14 days of school. If a student misses too many days they may fail the course. Credit is not awarded to students not meeting seat time requirements. See seat time in the attendance section for more info.

HOMEWORK ASSISTANCE

Free afterschool online tutoring and homework assistance services is available through the State Library of Louisiana and heir local public library <http://www.homeworkla.org/>

LATE WORK AND MAKE-UP WORK

If a student has an excused absence, the student is allowed to make up missed work for full credit within seven (7) calendar days. After seven (7) calendar days, make up assignments for students with excused absences will be considered late assignments (see below for the late work policy).

If a student has an unexcused absence or has been suspended as a disciplinary action, the student shall be expected to make up all missed work within seven (7) calendar days and may earn a maximum possible grade of 80%. Work will not be provided during an out of school suspension and must be collected upon the student's return to school.

Late assignments are assignments that are not turned in to the teacher on the assigned due date. Students are permitted to turn in late assignments with a penalty (maximum grade of 80%) within seven (7) calendar days of the original due date. The late grade penalty (maximum grade of 80%) will be applied at the teacher's discretion. A failing grade will be entered until the late work has been completed and turned in to the teacher.

All teachers have grading policies that allow students to re-do, retake, revise, or complete alternate assignments in order to improve their grades. Replacement assignments, assignment re-dos, assignment retakes, or assignment revision policies are determined by the teacher of record for each class and are outlined in each course syllabus. All replacement assignments, assignment re-dos, retakes, or revisions must be initiated within seven (7) days from the date the assignment is returned to them and the final deadline is determined by the teacher.

ACADEMIC DISHONESTY

Academic dishonesty is an integrity violation. If a student participates in academic dishonesty, plagiarizes, or cheats in any way, a **0%** will be assigned. The student will be allowed to make up the assignment, and the highest grade he or she may earn is a 70%. The assignment must be made up within 7 days. Teachers will complete a discipline referral form noting the date of the incident, the 7-day window the student has to make up the assignment, and a copy of the assignment.

Plagiarism is stealing a person's ideas or writing, this may include copying and pasting work from the internet, allowing others to copy your work, allowing others to complete your work, or turning in your own or another student's work as your own. Unintentional plagiarism can be avoided by using the correct citation guidelines.

Cheating may include copying/using other students' work, acquiring answers to exams, and looking up answers/using an unauthorized aid, among others. Cheating is also allowing another student to copy your work or giving another student answers or collaborating on assignments the teacher intended for students to do individually. Both plagiarism and cheating are dishonest and do not allow the teacher to correctly assess your ability level in order to help you improve.

CREDITS/GRADE PLACEMENT

Students in grades 9 – 12 will be promoted when they have earned the required number of credits, as indicated below and/or by obtaining a semester grade of “D” or better in each ½ units or full unit course completed.

9 th Grade	0 – 5.5 Units
10 th Grade	6 – 11.5 Units
11 th Grade	12 – 16.5 Units
12 th Grade	17+ Units

CREDIT RECOVERY

Students are offered an opportunity to make up course work if a failing grade is earned in a class and final credit is not earned. The credit recovery is offered in an online format. Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually.

Students earning Carnegie credit in a credit recovery course must have previously taken and failed the field. Previously attempted coursework is considered an academic record and will be recorded on the official transcript. Completed credit recovery courses will be recorded and clearly labeled as credit recovery on the official transcript. Please contact a school counselor for details regarding credit recovery.

TUTORING

Teachers are available for after school tutoring. Each teacher will set his or her own tutoring days and communicate their specific tutoring times and procedures in their syllabus.

SPECIAL PROGRAMS

School Building Level Committee (SBLC)

The School Building Level Committee is a general education, data driven, decision – making committee whose standing members consist of at least the principal (or designee), a classroom teacher, and the referring teacher. In discussing an individual student’s difficulties, the students’ parent or guardian is an invited participant. The SBLC will review and analyze all screening data, RtI results, progress monitoring data and determine the most beneficial option for the student which can include, but is not limited to:

1. Conduct no further action at this time
2. Continue current intervention and progress monitoring through the RtI process
3. Conduct additional interventions through the RtI process
4. Refer the student to the appropriate committee to conduct a Section 504 Evaluation
5. Refer the student to the pupil appraisal personnel for support services
6. Refer the student to pupil appraisal personnel for an individual evaluation to determine if an educational exceptionality is present

If a student experiences learning or behavioral difficulties, the parent/guardian should contact the student’s counselor. The counselor will follow up with the Grade Level Team and a referral to the SBLC Committee will be made.

At any time a parent may request an evaluation for special education services with the Special Education Coordinator. Within 15 calendar days, the SBLC Committee will meet with the parent/guardian. If the Committee recommends an evaluation, the parent will be notified and asked to provide written consent for the evaluation. The evaluation and report must be completed within 60 calendar days from when the consent is received.

The results of the evaluation will be explained, and a copy of the report will be given to the parent at an IEP Team meeting where deliberation will take place to determine if an educational exceptionality exists under IDEA. If so, the IEP Team has 30 days to complete the IEP, which will be presented to the parent/guardian at an IEP Team Meeting, reviewed, and amended as the IEP Team agrees.

If it is determined that an evaluation is not needed, the Arthur School staff will provide the parent with a written notice as to why the student will not be evaluated. This notice will include a copy of the parent's rights if they disagree with the findings of The Arthur School. The student will be referred back to the SBLC Committee for alternative supports and interventions.

Students with Identified Educational Exceptionalities under IDEA

Students identified with an educational exceptionality under IDEA and a current IEP will be reviewed by the IEP Team, including the parent/guardian and the student to review progress and determine placement and services. Services include special education instruction in and out of the classroom and related services may include speech/language therapy, physical therapy, occupational therapy, transportation, counseling and/or social work services. Accommodations and assistive technology are also discussed at the IEP Team meetings. For additional information, contact the Special Educational Coordinator.

Students with Special Transportation Requirements

Students whose IEPs include the need for special transportation shall be provided the transportation as determined by the IEP Team, as well as any other associated services required. The school shall provide the driver with all relevant transportation needs, as described in the IEP as well as parent contact information. The driver shall communicate bus arrival/departure times with the parent and special education teacher. The parent will also receive the bus dispatch number to discuss any concerns or emergencies, if necessary. Any transportation concerns should be communicated to the special education and or/transportation administrator. Any students with specialized transportation indicated on their IEPs who require a drop off plan will have specific plans for drop offs when parent/guardian is not home. IEPs and necessary plans are provided to transportation company.

English Learners

Students determined to be non-English proficient by the English Language Placement Exam or from previous scores on the English Language Proficiency Test (ELPT) are eligible for English Language Support through English as a Second Language Learners.

In accordance with state law and federal guidelines, students may be exited from the English Language Support program when he or she has scored in the proficient range in all four domains on the English Language Proficiency Test (ELPT) or in the proficient range on their most recent English LEAP 2025 assessment. A student scoring in the proficient range will be reclassified from English Learner (EL) to Full English Proficiency and will no longer be eligible for English language support. The student will be monitored for two years during which time his or her academic progress will be followed closely. If at anytime he or she appears to be struggling due to language demands, he or she will be reconsidered for English Language support.

Language Access Policy

Home Language Survey information is collected yearly. The survey is included as part of an information packet provided at the beginning of the school year. The form should be completed, signed by a parent, and returned to the front office as soon as possible. This information is used to provide Language Access for all school documents.

The Arthur School is committed to provide families of EL students with the tools and resources they need to support learning at home, and will translate or provide translation resources for all parent communication into Spanish, Vietnamese, Arabic and other languages as necessary.

Aviso de asistencia lingüística: Si tiene dificultades para comprender el Inglés, puede solicitar sin cargo servicios de asistencia con el idioma. Para esta información llame al (504) 841 - 9102 o envíe un correo electrónico a info@thearthurschool.com.

Section 504

No qualified disabled student shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any service program or activity.

Reasonable classroom accommodations shall be provided to qualified students for access to the general education curriculum. Parents/Guardians should contact the School Counselor for information.

Sign Language Interpreter

The Arthur School in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Individuals with Disabilities Education and Improvement Act of 2004 and will provide qualified sign language interpreters for all Deaf and Hard of Hearing students who require these services in connection with district activities. Contact the Special Education Coordinator for more information about The Arthur School's Language Access Policy.

TEACHER

All staff members have an email address that can be found on The Arthur School website. Contact the teacher directly with questions concerning grades, make-up work, classroom behavior and attendance. To provide another means of communication for parents, teachers utilize Google Classroom. Parents can receive weekly summary emails by emailing a specific teacher to request access.

SCHOOL COUNSELOR

The school counselor is available to address concerns regarding academic placement, course selection, college/career preparation, social/emotional concerns, and overall attendance/behavior. Please contact them at (504) 841 - 9102 to make an appointment or email the counselor directly. Parents may make appointments to meet with all teachers by contacting the school counselors.

DEAN OF STUDENTS

Parents should contact Mr. Demetrius Franklin for any behavior/discipline concerns. He should also be contacted for any concerns related to student conflicts, bullying, or any other concerns regarding the safety and security of our school and students.

PRESIDENT/CEO

The President/CEO will become involved in any unresolved issue only after a parent or student has first communicated directly with the teacher and/or school counselor, and/Mr. Franklin. Please see The Arthur School Grievance Procedures and Guidelines below.

COMMUNICATION COURTESY

It is often easiest to contact teachers and staff via email. All staff members' email addresses are listed on the school website: thearthurschool.com. Please allow up to 2 school days for staff members to return phone calls and emails. We ask that you call to make an appointment when you wish to meet with staff members, including administrative and counseling staff.

INTER-AGENCY COOPERATION

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

VISITING TEACHER/ Child Welfare and Attendance Supervisor/Families in Need of Services (FINS) Officer

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

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

CAFETERIA SERVICES

Breakfast and lunch are served daily. Exact cost for cafeteria services will be published at the beginning of the school year. The Child Nutrition Program requires annual submission of lunch applications to receive Free or Reduced meals. Students are not allowed to charge for meals when they do not have funds to purchase breakfast or lunch. All food and drinks must be consumed in the cafeteria.

FOOD AND DRINK

Students are only allowed to eat and drink in the cafeteria during the scheduled breakfast and lunch times. Students are not allowed to eat or drink in any area other than the cafeteria or walk the halls with food and/or drink containers. Students are only authorized to carry un-flavored water in a clear water bottle. Students who wish to bring their own lunch will need to store their food in an appropriately sized lunch bag in their backpack or locker. In the event that a parent wants to bring their student a lunch, it must be brought to school before the student's scheduled lunch time. If a parent brings a student lunch after the scheduled lunch time, it will be kept in the front office for the student to pick up after school. Food deliveries of any kind are not allowed for students. Students are not allowed to bring food to share such as party trays, cupcakes, or any potluck style entrees. Food items must be limited to reasonable single serving sizes (no gallon size drink containers, party trays, family size bags of chips, etc.). Teachers may allow students to bring in food items for a special occasion. These items must be approved beforehand and must be kept in their original prepackaged container with the label that identifies the ingredients. Students are not allowed to give food items away as part of a campaign.

FOOD ALLERGIES

Any student who suffers from food allergies should contact the school nurse. The nurse will determine, on an individual basis, a medical plan based on doctor's orders.

GRIEVANCE PROCEDURES AND GUIDELINES FOR PARENTS

The Delores Taylor Arthur School for Young Men is committed to developing a culture based on mutual trust and respect, and every effort will be made to maintain a safe and supportive work and learning environments for all within our school community.

It is acknowledged that during the course of your child's school years, at times, there may be a complaint or concern that you wish to raise about a decision, behavior, act, or omission that you consider to be unacceptable. The Arthur School is committed to ensuring that all grievances are addressed in a fair and equitable manner, and the following procedures will guide parents in addressing grievances as quickly as possible.

Every endeavor will be made to solve grievances at the most direct level. You are encouraged to voice your concerns appropriately and quickly so a timely resolution can be achieved.

Please follow the procedures listed below if you have a grievance or any concerns:

1. Contact your child's teacher directly. Most issues are best resolved promptly at the most direct level. In schools, the classroom or subject teacher is often the best person to handle routine concerns about matters within their classroom and/ or area of responsibility.
2. Some issues will need the involvement of the Academic Director or Counselor. Contact your child's dean or counselor directly if there is a continuation of issues raised with the classroom teacher. You may also contact the Academic Director or Counselor if there are school wide matters (e.g. discipline, school policies and procedures, etc.) or if there are other school-related grievances.
3. If the problem is not resolved through the Academic Director or Counselor, request a **The Arthur School Grievance Form**, complete the form, and submit it to the President/CEO who will take the necessary steps to reach resolution.

Grievance Appeal

An appeal must be submitted within **5 school days** of the Academic Director's decision, providing details of why the outcome of the grievance process is considered to be unsatisfactory. The appeal is to be made in writing and addressed to "*The Delores Taylor Arthur School for Young Men, President/CEO, 3774 Gentilly Blvd. New Orleans, LA 70122*"

Please include:

- Your name and contact details.
- Copy of the completed Grievance Form.
- Outcome of the Grievance Process
- Reason(s) for making the appeal.
- Resolution that is sought.

Once an appeal request has been received, the President/CEO will respond within 10 school days. The President/CEO serves as the hearing officer of last resort. The President/CEO is the final decision authority.

PRIVACY, SAFETY AND SECURITY

DIRECTORY INFORMATION

Federal Law requires The Arthur School, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your student's education records. However, The Arthur School may disclose appropriately designated "directory information" without written consent, unless you have advised The Arthur School to the contrary. The primary purpose of the directory information is to allow The Arthur School to include this type of information from your student's education in certain school publications. Examples include the annual yearbook, honor roll or other recognition lists, graduation programs, sports rosters.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be released to outside organizations without a parent's prior consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. If you do not want The Arthur School to disclose directory information from your student's educational records without your prior written consent, you must notify the Academic Director in writing within two weeks after registration each school year.

RECORDS

The Arthur School shall provide for the transfer of student school records upon written request by any authorized person on behalf of an education facility operated within any correctional or health facility or, for children in the custody of the state, an education facility operated within any other state-approved facility, whether within or outside the state of Louisiana, where such student has become enrolled or is seeking enrollment. The transfer of such records, whether by mail or otherwise, shall occur no later than 10 business days from the date of receipt of the written request. If the student has been expelled, the transferred records shall include the dates of the expulsion and the reason(s) for which the student was expelled.

No education record of any student may be withheld as the result of lack of payment of any fine, debt, or other outstanding obligation. A student or their parent(s) may inspect the education record of the student in accordance with the federal Family Education Rights and Privacy Act. Any student seeking admission to The Arthur School who has been suspended or expelled from any public or nonpublic school within or outside the state of Louisiana shall provide information on the dates of any suspensions or expulsions and the reason or reasons for which the student was suspended or expelled.

VALUABLES/PERSONAL PROPERTY

Students are responsible for the care and custody of personal items. The Arthur School cannot assume responsibility for items lost or stolen while at school. The Arthur School recommends that valuable items such as cameras, jewelry, money, expensive clothing, etc., be left at home.

MEDICATIONS

Parents and guardians must deliver all medications (prescription and non-prescription) in an original pharmacy container, sealed and labeled with the student's name. The medication must be prescribed by a doctor and accompanied by a doctor's order. The nurse will then hold and administer these medications in the clinic. All unlicensed school personnel (USP) authorized to dispense medication do so under the guidance and authority of the school nurse.

Students are not allowed to bring medications of any kind to School. Any medication (unless prescribed for emergency conditions as outlined below) found on a student will be confiscated and turned over to disciplinary deans for action. Students are not allowed to take medications in class or hallways. Emergency medications (e.g. Epi-pens, Inhalers, Glucagon, Diastat, Insulin, etc.) require a doctor's order and a review by the school nurse. The student will need to demonstrate proficiency in self-administering these medications before being allowed to keep them on his or her person. Insulin medications must be administered in the Nurse's office due to needle hazards. Parents of students with special medical needs requiring an individual health plan (IHP) or an adverse reaction health plan should make contact with the school nurse prior to the start of the school year.

Students will be sent home: If a student has a fever of 100.4 F or greater, he must stay home until fever-free for 24 hours without medications (e.g. Tylenol, IBP, etc). Students with contagious diseases, or suspected of having a contagious disease, cannot return to school until cleared by a doctor (e.g. Parents must present a doctor's note with a stated date of return). Students experiencing nausea--with confirmed vomiting--must be sent to the nurse's office immediately. In most cases, students with this issue will be required to depart campus with a parent or guardian until the issue is resolved.

Students are not permitted to carry prescription or over the counter medications. Any medication left over at the end of the school year must be picked up or it will be discarded. Medication orders must be renewed at the beginning of each school year.

FIRE DRILLS/ SAFETY DRILLS

Fire drills are conducted so that students and staff are prepared in the event of a real fire. When an alarm is sounded, all students should immediately leave the area as directed by the teacher and proceed to the designated exit. They should walk in an orderly manner to the safety zone; they should turn and face the building while remaining in line, follow the directions of teachers, instructors, and security personnel, and assist teachers in gaining accountability of all students as expeditiously as possible. In case of an obstructed fire drill in which an exit is blocked, the students should then proceed to the nearest, safe, alternate exit.

Destructive weather/tornado sheltering drills will be conducted at the discretion of the academy's leadership; however, students and staff will participate in at least one tornado sheltering response drill annually.

Armed intruder drills will likewise be conducted at the discretion of the academy's leadership; however, all staff will participate in at least one simulated armed intruder response drill annually.

INCLEMENT WEATHER/HURRICANE DAYS

In the event that school must be closed due to severe weather, the announcement of such closing will be made on local television and radio stations as well as on The Arthur School website and official The Arthur School Facebook page. The school administration will release this information to the stations early enough in the morning to alert parents of the school closing prior to students leaving home for school.

PROHIBITED ITEMS

Students may not bring any item on campus that is a distraction to the educational environment. The Arthur School Leadership has the right to determine these criteria. Prohibited items will be confiscated. This includes but is not limited to blankets, flowers, and toys (e.g., fidget spinners, card games, and stuffed animals.) Only water in a clear bottle is authorized. Any other type of drink will be confiscated and disposed of. Headphones and earbuds are not allowed to be worn except for an approved academic use.

Approved academic use is during an instructional period, under supervision of an instructor, where there is an educational need for their use; or for an approved accommodation as documented on the students' individual accommodation plan.

Confiscation of Property: Students should not bring personal property such as radios, electronics, toys, or athletic equipment to school unless permission has been granted by the site administrator or designee. In any case, the school will not be responsible for personal property. The replacement or repair of personal property used at school is the responsibility of the owner. When a student brings personal property to school without permission to do so or if the possession of such property results in the disruption of the educational process, such property may be confiscated. Parents are to contact the school administrator/designee to arrange for the return of confiscated property. Additionally, students may NOT use any electronic devices to take pictures or record other students or any staff members without prior consent. Furthermore, the posting of photos/videos on any social media site without student and/or staff consent is prohibited. Failure to comply may result in suspension and/or further disciplinary action.

SAFE SCHOOL PLANNING

The Arthur School has established and shall maintain grade-appropriate programs of alcohol, drug and substance prevention, education, information and counseling as provided in R.S.17:404. The Arthur School has established a plan, in accordance with Sec. 4114, of the Elementary and Secondary Education Act, for keeping the schoolsafe and drug-free that includes appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and/or other drugs; has established security procedures at school and while students are on the way toand from school; has established prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments; has established a crisis management plan for responding to violent or traumatic incidents on school grounds; and has established a Code of Student Conduct (and as also required by R.S. 17:416.12 and R.S. 17:416.13) for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that allows a teacher to communicate effectively with all students in the class; allows all students in the class to learn; allows all students and school employees to be treated respectfully; has consequences that are fair and developmentally appropriate; considers the student and the circumstances of the situation; and, is enforced accordingly.

SELLING OF ITEMS BY INDIVIDUALS

Permission from the Academic Director is required prior to any sales on campus. Selling any items (including candy) without permission is a suspendable offense.

CELL PHONE AND COMMUNICATION DEVICE POLICY

I-Pods, MP3 players, portable speakers, and gaming devices are not allowed on campus at any time. Cell phones may be used before and after school only. Cell phones must be turned in to the House Leader/Homeroom Teacher every day. Students who fail to comply with this policy will have their personal electronic device confiscated by their teacher, campus security, counselor, or an administrator.

- Upon the first confiscation, the student will be warned, and possible disciplinary action taken, a notation will be made in the student's discipline file, and the student's administrator will return the device to the student after school.
- Upon the second occurrence, the device will be confiscated and will be held for 2 school days. After that time, the device will be returned during a parent conference.
- Any further occurrence violating this policy will result in confiscation for 10 school days and further disciplinary action, including (but not limited to) detention, and/or suspension.

The Arthur School is not responsible for lost or stolen items when students do not follow the cellphone and communication device policy.

Additionally, students may NOT use any electronic devices to take pictures or record other students or any staff members without prior consent. Furthermore, the posting of photos/videos on any social media site without student and/or staff consent is prohibited. Failure to comply may result in suspension and/or further disciplinary action.

TECHNOLOGY/INTERNET SAFETY POLICY

It is the policy of The Arthur School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

ACCESS TO INAPPROPRIATE MATERIAL

To the extent practical, technology protection measures (or “internet filters”) shall be used to block or filter the internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

INAPPROPRIATE NETWORK USAGE

To the extent practical, steps shall be taken to promote the safety and security of users of The Arthur School online computer network when using electronic mail, chat rooms, instantmessaging, and other forms of direct electronic communications.

Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

EDUCATION, SUPERVISION AND MONITORING

It shall be the responsibility of all members of The Arthur School staff to educate, supervise, and monitor appropriate usage of the online computer network and access to the internet in accordance with this policy, the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of The Arthur School or designated representatives.

The Arthur School or designated representatives will provide age-appropriate training for students who use the school’s internet facilities. The training provided will be designed to promote the school’s commitment as outlined below:

The standards and acceptable use of Internet Services as set forth in The Arthur School Internet Safety Policy;

- a. Student safety with regard to:
 - i. safety on the internet;
 - ii. appropriate online behavior, on social networking websites and in chat rooms
 - iii. cyber bullying awareness and response.
 - iv. Compliance with the E-rate requirements of the Children’s Internet Protection Act

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the school’s acceptable use policies.

STUDENT AND PARENT AGREEMENT FOR THE ACCEPTABLE USE OF THE ARTHUR SCHOOL COMMUNICATIONS SYSTEM

Students may be given access to The Arthur School’s electronic communications system for educational purposes. The electronic communications system includes the following: The Arthur School’s network, servers, computer workstations, applications, databases, library catalog, online resources, internet access, email and any other technology designated for use by students.

With this opportunity comes the responsibility of proper use. Inappropriate use will result in the consequences listed below, which may include the loss of the privilege to use these educational tools.

Internet access is part of The Arthur School’s electronic communications systems. It is possible that in the course of completing classroom assignments that students may come across possibly objectionable material. While The Arthur School uses filtering technology and protection measures to restrict access to such material, it is not possible to absolutely prevent such access. It will be the student’s responsibility to follow the rules for appropriate and acceptable use.

RULES FOR APPROPRIATE USE

1. Students must only open, view, modify, and delete their own computer files, unless they have specific permission from a teacher or staff member to do otherwise.
2. Internet use at school must be directly related to school assignments and projects.
3. Students may be assigned an individual account and must only use those accounts and passwords that they have been granted permission by The Arthur School to use. All account activity should be for educational purposes only.
4. All students must assume personal responsibility to behave in an ethical manner even when technology provides them the freedom to do otherwise.

INAPPROPRIATE USES

1. Using The Arthur School’s electronic communications system for illegal activities.
2. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures. This includes the use of a proxy server or any other means to bypass security monitoring.
3. Sharing your username or password with others or borrowing someone else’s username, password, or account access.
4. Purposefully opening, viewing, using, or deleting files belonging to another person without permission.
5. Electronically posting personal information about yourself or others, such as addresses, phone numbers, pictures, etc.

6. Downloading or plagiarizing copyrighted information without the permission of the copyright holder.
7. Intentionally introducing a virus or other malicious programs onto The Arthur School's system.
8. Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
9. Wasting or abusing school resources through unauthorized system use.
10. Gaining unauthorized access to restricted information or network resources.
11. Damaging school technology physically or programmatically.

CONSEQUENCES FOR INAPPROPRIATE USE

1. Suspension of access to The Arthur School's electronic communications system.
2. Revocation of The Arthur School's electronic communications system account(s);
3. and/or other appropriate disciplinary or legal action in accordance with the applicable laws.

EXTRA CURRICULAR ACTIVITIES

SOCIAL EVENTS

All social events scheduled by The Arthur School shall be approved by the Academic Director. The Arthur School approved adult chaperones must be present at these functions. Students who fail to conduct themselves properly or are in violation of The Arthur School Dress Code and Grooming Standards at any social event will be asked to leave and will be subject to discipline. All extracurricular activities (sponsored by or held in the school) are considered to be learning experiences and must be controlled by school personnel.

FIELD TRIPS AND COMPETITIVE ACTIVITIES

Any student who is a participant or spectator at an event related to The Arthur School is expected to follow The Arthur School rules. Students will not be allowed to participate in field trips or athletic/other competitions if they earned an out of school suspension or an F during the previous grade reporting period.

Coaches/Moderators shall verify that each student submits a permission form signed by the parent/guardian prior to leaving on the trip. If the parent refuses to give permission, the student does not participate. Sponsors and chaperones are entrusted to support and enforce the rules and regulations as outlined in the student handbook including dress code requirements.

ORGANIZATIONS

Clubs and organizations covering many topics of interest may be offered to allow students the opportunity to grow and develop socialization and leadership skills. All clubs and organizations must be curricular-focused and have an approved school sponsor. Membership in these clubs, subject to scholastic qualifications, is open to all students. Students in leadership positions and students who participate in extracurricular activities, on or off campus, are subject, at all times, to school and association policy regarding participation.

STUDENT FEES

Payments for fees are made in the front office via cash or check made payable to Lyceum Schools, Inc. All fees must be paid when upon request before services are rendered. The following is a list of student fees for reference:

- Lost or stolen laptop computer replacement fee:
 - Chromebook Computer: \$350.00
 - Chromebook Charger: \$50.00
- Malicious/Intentional damage to computer equipment:

All malicious or intentionally damaged system repairs require a \$50.00 service fee

 - Battery: \$25.00
 - LCD Display: \$60.00
 - Palmrest: \$10.00
 - Keyboard: \$15.00
- Student ID replacement \$5.00
- Athletic/club fees may vary. Contact the sponsor for more info.
- Class dues vary by grade level voted on and implemented by student grade level representatives.
- Copies of records \$1.00 for the first page, \$.50 for each additional page (see Copies of Records).
- Transcripts- One transcript of a student's grades will be provided without charge at the time of graduation, with each additional copy provided at a cost of \$ 5.00 each. Mailing costs are extra fees for any record request.

Students are responsible for any and all applicable fees at time of request. If you believe your family qualifies for an Economic Hardship Waiver, please contact the grade level counselor. Examples of families facing economic hardship include, but are not necessarily limited to, families receiving unemployment benefits or public assistance, including Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI) or Medicaid; foster families caring for children in foster care; and families that are homeless. After submitting an economic hardship waiver, parents will be notified by October 1; or, within ten (10) days if submitted after October 1, of a decision to waive all, portion, or none of the school fees.

All records and documents associated with fee assistance requests are confidential. The parent/guardian will be notified of the assistance decision in writing and/or by phone, via the contact information that you provide on this form. The Arthur School may ask parents and guardians who do not meet the criteria above to provide additional documentation supporting their requests for a reduction or waiver of student fees. If a parent/guardian disagrees with the denial of assistance they may appeal the decision to the President/CEO, in writing, within five(5) days of notice of the decision.

POSITIVE BEHAVIOR INCENTIVES AND SUPPORT (PBIS)

An integral part of the student conduct of conduct is the PBIS. In order to assure classroom management using positive behavioral supports and effective disciplinary tools, The Arthur School will identify data-driven academic, career and technical, discipline/behavioral performance results in the School Improvement Plan (SIP).

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

Each teacher at The Arthur School shall develop lesson plans and teach expectations across each school setting by providing direct instruction on expected behaviors at the beginning of the school year and reinforcing those expectations throughout the year for all students. The Arthur School shall design programs for students with special needs so that the students are challenged and engaged in school curriculum and are appropriately placed so they remain in school rather than being suspended/expelled or becoming drop-outs.

The PBIS system is designed to provide an effective environment for teaching and learning, as well as improve life-long skills for the family and the community. Family support is the key factor for success of a positive behavior support plan. The Arthur School is committed to this program.

ANTI-BULLYING POLICY

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs people of their dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the faculty, staff, and administration of The Arthur School. Students who bully another person shall be held accountable for their actions whether it occurs on the school grounds; off the school grounds at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated bus stops.

Definition

Bullying is any behavior or pattern of behavior by a student, or a group of students, that is intended to harass, intimidate, ridicule, humiliate, or instill fear in another child or group of children. Bullying also includes unacceptable behavior identified in this policy which is electronically transmitted. Bullying behavior can be a threat of, or actual, physical harm or it can be verbal abuse of the child. Bullying is a series of recurring actions committed over a period of time directed toward one student or successive, separate actions directed against multiple students. Bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and the school's ability to educate its students in a safe environment.

Examples of "bullying" may include but are not limited to a pattern of behavior involving one or more of the following:

- Sarcastic "compliments" about another student's personal appearance
- Pointed questions intended to embarrass or humiliate
- Mocking, taunting, or belittling
- Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person
- Demeaning humor relating to a student's race, gender, ethnicity, sexual orientation, or personal characteristics/mannerisms
- Blackmail, extortion, demands for protection money or other involuntary donations or loans.
- Blocking access to school property or facilities.
- Deliberate physical contact or injury to person or property.
- Stealing or hiding school belongings.
- Threats of harm to student(s), possessions or others and/or.
- Cyber-bullying

- Gestures, including but not limited to obscene gestures and making faces
- Repeatedly and purposefully shunning or excluding from activities; 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 RTA, 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

"Bullying" is conduct that meets all of the following criteria:

- Is directed at one or more pupils
- Substantially interferes with educational opportunities, benefits or programs of one or more pupils
- Adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect.

Expectations of Conduct

Demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate bullying is expected of all administrators, faculty, staff, and volunteers. These individuals are expected to provide positive examples for student behavior.

Students are expected to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of others. The Arthur School will provide an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as school and community property on the part of students, staff and community members.

The Arthur School believes that the best discipline is self-imposed and that it is the responsibility of staff to use disciplinary situations as opportunities for helping students learn to assume responsibility and the consequences of their behavior. Staff members shall apply practices designed to prevent bullying and encourage students' abilities to develop self-discipline.

Remedial Measures and Consequences

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of bullying, and protect the victim of the act. Remedial measures may be applied in response to a credible "Informal Bullying Report."

Complaints of Bullying, Investigation of Complaints, and Corrective Action Procedures

The Arthur School requires the President/CEO, to be responsible for receiving complaints alleging violation of this anti-bullying policy. All school employees are required to report alleged violations of this policy. All other members of the school community (students, parents, volunteers, and visitors) are encouraged to report any act that may be a violation of this policy.

Informal reports may be made anonymously via school-wide "bully boxes," but a formal report that could result in disciplinary action may not be based solely on the basis of an anonymous report. Informal, anonymous reports will be discussed in confidence with a school counselor, who will then decide if remedial measures are appropriate; or, if the severity of the bullying action(s) and the reliability of the report require a formal report and subsequent investigation.

The counseling department will institute and coordinate remedial measures for less severe incidents or not fully-substantiated reports of bullying. Any member of the leadership team may also direct or implement remedial measures. Informal reports and the school's response will be documented using the "Informal Bullying Report" form. The counseling department and the leadership team members may, at their discretion, notify parents of either the complainant and/or the accused of an informal complaint of bullying.

School counselors will refer more serious incident reports of bullying as formal reports to the President/CEO's designee, the discipline officer for student affairs. Formal reports and the school's response will be documented using the "Formal Bullying Report" form. The counseling department will not implement disciplinary consequences.

Formal reports may also be made by any member of the school community and may also be made directly to the principal. Formal reports may not be anonymous, but all efforts will be made to increase the confidence and trust of the student complainant. Any adult staff member may draft a formal complaint based on a verbal complaint of a student complainant. Formal complaints shall set forth the specific acts, conditions, or circumstances alleged to have occurred that may constitute bullying.

Upon receipt of a formal report, the President/CEO's designee will appoint an impartial adult staff member to serve as the investigating official. At this point, parents of the student complainant(s) and accused(s) students will be notified of the formal complaint.

The staff shall encourage students to support other students who walk away from these acts, constructively attempt to stop these events, or report them to an adult.

The President/CEO's designee, usually the Academic Director, will conduct follow-up interviews with all confirmed victims of bullying to ensure that the intimidating and/or harassing behavior has ceased. The investigating official shall investigate a written, formal report of bullying. She/he shall write a written report including all relevant information (interviews, witnesses, etc.) and an opinion as to whether or not an incident or incidents did occur. If a determination of bullying is reached, the investigating official will make a recommendation to the President/CEO's designee of corrective action (remedial and/or disciplinary consequences). The President/CEO's designee will communicate in writing to the complainant and the accused bully within five school days of completion of the investigation, stating the findings of the investigation and any corrective action planned by the school.

Corrective actions (remedial measures and/or disciplinary consequences) will be implemented as quickly as possible, unless the accused is appealing the imposition of discipline (i.e., expulsion) and the school is barred by due process consideration or a lawful order from imposing the discipline until the appeal process is concluded.

Additional Policy Provisions:

Students will annually be provided with age-appropriate information on the recognition and prevention of bullying. Students will annually be provided the procedures by which they may file an informal or formal complaint.

School staff will annually be provided copies of this policy and procedures for recognition, prevention, and reporting of bullying. Parents will annually be provided copies of this policy and procedures for recognition, prevention, and reporting of bullying. Both student complainants and student witnesses may have a parent or trusted adult with them, if requested, during any investigatory activities.

Anti-retaliatory provisions will be fully implemented, to wit: An act of reprisal or retaliation will be considered bullying; a formal complaint will be initiated with all subsequent required actions (remedial measures and/or disciplinary consequences). Falsely accusing another of bullying will also be considered bullying; an informal or formal complaint will be initiated with all subsequent required actions (remedial measures and/or disciplinary consequences). Since bystander support of bullying can support these behaviors, the school prohibits both active and passive support for acts of bullying. Students who actively or passively support acts of bullying may receive disciplinary sanction for a class 2 infraction, "aiding and abetting or encouraging others to violate school rules."

DISCIPLINE

Students must follow the procedures, rules, and guidelines outlined in the handbook. The Arthur School follows a progressive discipline plan. When a student earns additional consequences, the penalty may be more severe. The Arthur School reserves the right to apply more or less severe consequences as deemed appropriate by the administration. The Arthur School retains the right to use disciplinary discretion. The Arthur School administration may refer students to Youth Opportunity Center (YOC), Families in Need of Services (FINS), Student Hearing Office (SHO) or other third-party support groups as deemed appropriate by the administration.

DISCIPLINE & DUE PROCESS POLICY

Every student at The Arthur School has the right to full due-process procedures as they relate to the adjudication of discipline issues. Parents and students will be advised as to their options during the due process hearing.

Discipline Due Process for students with Disabilities is provided under the heading Special Programs, sub-section "Discipline Due Process and Procedures for Students with Disabilities". The following is a brief description of the discipline procedures for students receiving referrals:

1. The Academic Director will meet with the student. At this meeting, the student will be advised of the behavior infraction and given the opportunity to explain their version of the facts.
2. If, after the student meeting, the Academic Director still chooses to suspend the student, the principal or designee will contact the student's parent/guardian by phone, email, or mail. The Academic Director will give notice of the suspension, the length of the suspension, the reason for the suspension, the appeals process, and the date of the readmission conference. The Academic Director must attempt to give this information to the parent/guardian in writing.
3. If a minor, the student shall remain in school until the end of the school day unless released into the care of his/her parent/guardian. However, if the student poses a danger to himself/herself or others, the Academic Director may remove the student from the school immediately. After the student's removal, the school will follow the regular suspension process as soon as is practicable. No student shall be sent home without the school properly documenting the reason for the suspension.
4. If a student has been suspended, the student is expected to make up missed work and may earn a maximum possible grade of 80. Work will not be provided during an out of school suspension. Seven days is allowed to complete make-up work. A failing grade will be entered until the makeup work has been completed and turned in to the teacher.

5. Before a minor student returns to school, the parent/guardian (or their predetermined adult designee) must participate in the scheduled readmission conference. This conference can be held in person or by phone. If a parent refuses to respond, the Academic Director may choose not to readmit the student until the parent, guardian, or other adult designee responds, and the school social worker may refer the student to Municipal Court for truancy. If it is the student's first suspension of the school year, the Academic Director may readmit the student if it is in the best interest of the student, even if the parent does not attend the readmission conference.

The Arthur School Appeals Process

Level 1 Offenses

Documented counseling, detentions or motivation assignments will be issued for level 1 offenses. Repeated level 1 offenses may result in stricter disciplinary action. After School detention(s) may be issued by any staff member or administrator for the following violations:

- Boarding and deboarding school transportation at incorrect stop
- Horseplay/foolish behavior
- Entering an off-limits or restricted area
- Eating/drinking during prohibited times
- Dress code violation
- Not having proper materials or supplies for class
- Not participating in class
- Not wearing required clothing for physical training
- Littering
- Failing to do or complete homework
- ID violation, not wearing
- Engaging in inappropriate public displays of affection (holding hands, kissing, hugging, etc.)
- Talking in class at inappropriate times
- Disrespect towards a student
- Inappropriate body language (slouching, rolling of eyes to a teacher, etc.)
- Inappropriate language or behavior
- School/Classroom procedures not followed
- Spitting
- Tardy to class
- Throwing objects
- Any other infraction that is deemed similar in severity to other level 1 offenses

Level 2 Offenses

The following are serious more disruptive and harmful offenses, and warrant stricter disciplinary sanctions including loss of privileges, multiple administrative detentions, Saturday Detention(s), PASS, and Out of School Suspension.

- Aggressive verbal behavior
- Assisting or encouraging others to violate school rules
- Being in an unauthorized area without permission
- Bullying/cyber bullying*
- Causing bodily harm requiring medical attention*
- Cell Phone Violation
- Computer violation
- Damage or destruction of school or public property, including school ID, calculators, and laptops
- Damage or destruction of uniforms to include writing on boots, misuse of uniforms
- Drawing/writing inappropriate items
- Dangerous behavior that risks safety to self or others.
- Disrespect for authority
- Disrupting class
- Engaging in any conduct that disrupts the school environment, educational process or endangers the safety of others
- Habitual tardiness
- Extortion, harassment of a sexual or non-sexual nature, or intimidation of a student, school employee, or other individual attending a school activity*
- Failure to comply with instructions during safety drills
- Failure to follow bus rules and procedures
- Failure to follow NOMMA procedures
- Failure to get haircuts, hair color, or hairstyle violations
- Failure to serve teacher's assigned detention
- Fighting *
- Gambling
- Graffiti
- Headphones/earbuds in uniform
- Inappropriate behavior in assemblies, formations, or field trips
- Inappropriate physical contact
- Instigating or provoking a fight
- Integrity violation- cheating, plagiarism, forgery, dishonesty, withholding the truth
- Leaving campus without permission; skipping school
- Loitering

- Making an unfounded charge against authority
- Off campus uniform violations (Includes not wearing cover outside)
- On campus uniform or grooming violation
- Possession of electronic cigarettes, tobacco, lighters or other smoking paraphernalia
- Possession of prohibited items
- Propping open exterior doors
- Recording a fight or other inappropriate behavior
- Sharing with others or posting inappropriate behavior to social media
- Skipping class/school
- Solicitation or intent to sell products on campus without permission, including candy
- Stealing (to include possession of missing items)
- Unsportsmanlike conduct as a participant or spectator at an athletic event
- Use of profanity and/or inappropriate public behavior (including obscene gestures/words)
- Verbal, non-verbal, or written threat towards anyone (including electronic)
- Violation of fire regulations including pulling a fire alarm or using a fire extinguisher without the presence of a fire
- Any other infraction that is deemed similar in severity to other level 2 offenses

*May result in a referral to the OPSB Student Hearing Office or recommendation for expulsion.

Level 3 Offenses

The following behaviors are very serious and will result in a recommendation to be expelled from The Arthur School

- Assault (threat) of an individual with a dangerous substance or implement
- Assault or threat with a weapon
- Being under the influence of any controlled dangerous substance governed by the Uniform Controlled Dangerous Substance Law, or any prescription drug not prescribed to the accused student, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body
- Carrying, possessing, or using a firearm, knife with a blade of two inches or longer, or any other instrument the purpose of which is lethal force.

- Distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substance Law, or any prescription drug.
- Engaging in consensual sexual acts on school property or at any activity of which the school has jurisdiction.
- Engaging in non-consensual exposure of body parts in a sexual manner to another.
- Engaging in student-initiated intentional physical altercation with a member of the school staff.
- Intentional battery or assault on any individual using a weapon or which causes serious, documentable injury that necessitates medical care.
- Possessing any controlled dangerous substance governed by the Uniform Controlled Dangerous Substance Law, or any prescription drug, or unmarked medication.
- Possession or use of any implement/substance with the ability to seriously harm another person.
- Robbery of an individual on school property or at any activity of which the school has jurisdiction.
- Sexual assault and other sexual acts where one party is non-consenting.
- Sharing sexually explicit material, including through the use of an electronic device.
- Theft of school property or the personal property of individuals on school property or at any activity of which the school has jurisdiction.
- Unauthorized entry of school property, or any space which the school has jurisdiction, with evidence of theft or vandalism.
- Well-documented and on-going behaviors that threaten, intimidate, or bully another individual, including the use of any electronic device to threaten, intimidate, or bully.
- Well-documented and ongoing commission of serious acts that threaten the safety of others.

End of year Offenses

Behavior offenses at the end of the school year may result in consequences to be administered over the summer or at the beginning of the next school year.

INTERVENTIONS/CONSEQUENCES

Classroom Management Systems - Before a discipline referral is written to The Academic Director, teachers will follow their own classroom management plan that is aligned with school policy and procedures. This plan includes interventions that are meant to change inappropriate classroom behavior. Some infractions are serious enough to warrant a discipline referral on the first offense.

Motivation Assignment or Teacher Assigned Detention - Any staff member may issue his or her own detention or motivation assignment to penalize a student for classroom misconduct, for not being prepared for class, or for being tardy to class. A teacher's detention will be served at a time deemed appropriate by the teacher. A motivation assignment must be completed and turned in to the teacher at the teacher's request. Individual teachers determine the length of the detention.

Administrative Detention - Administrative Detentions for level 1 and level 2 behaviors. Parents will be notified when the student receives an after-school detention. They are to report directly to the assigned detention room and will follow the rules of the detention supervisor. No student will be allowed in detention after 3:40 p.m.

After 3:40 p.m. the student will be considered late and will not be admitted. Students who fail to report will receive additional sanctions.

Saturday Detention - Students may be assigned a Saturday detention for level 1 or level 2 offenses including but not limited to the following reasons: tardy to school, tardy to class, dress code violations, failure to wear your ID, or failure to serve a detention assigned by a teacher. Saturday detentions are assigned by the dean of students. If a student receives a Saturday detention, they must report at the designated time on the designated Saturday. Saturday detentions will be 3 hours. Breakfast and lunch are not served during Saturday detention. Failure to report to Saturday detention may lead to an out of school suspension and a mandatory parent conference.

Check In/Check Out - Check In/Check Out is a Tier II behavior intervention plan designed to work with students who have continuing behavior issues. As needed, students will check in and out with a predetermined faculty member at times appropriate to support the student.

Loss of Privileges - Students with behavior concerns may lose school privileges to include but not limited to: athletics, clubs, field trips, school dances, graduation ceremony, awards banquets, or other school functions. Administration will make the determination if a student loses out on privileges and notify the parents.

Out of School Suspension - A student may be suspended in accordance with the discipline policy of The Arthur School. Any student who is suspended from school may not participate in any school activity or be present on school property. OSS may be given for level 2 offenses or multiple level 1 offenses.

After any OSS, a parent meeting with one of the discipline staff (or a designee) must occur before the student re-enters school. Failure to appear will result in the student being sent to PASS until the parent comes for the conference.

Expulsion from School – The Arthur School leadership team will work closely with parents before a student is expelled. A level 3 offense is very serious. An accumulation of suspensions is, likewise, a serious matter. On the fourth suspension for any reason, a recommendation for expulsion can be made. The sanctions of expulsion and suspension are driven by state law (LA R.S. 17:416). The Arthur School is located in Orleans Parish, as such, the OPSB Student Hearing Office conducts all hearings for students that are recommended for expulsion from The Arthur School. The Student Hearing Office adheres to a common expulsion policy that will be provided by the Student Hearing Office, should your child be recommended for expulsion.

DISCIPLINE DUE PROCESS AND PROCEDURES 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 Arthur School Code of Conduct, before consequences or punishment are imposed, the principal/designee must consider whether the student:

- Has an IDEA or Section 504 disability; or
- Is a student who is “suspected of having disability”

While all students may be disciplined, the placement of students with disabilities cannot be “changed” when the offense is directly and substantially related to his/her disability *or* when the 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 LA local education agency (LEA) during the same school year of transfer into another LA LEA “counts” and is added to any additional suspensions in the new school.

- 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.
- 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. The special education director, with assistance and documentation from the principal, or designee, monitors the number of days each student has been suspended. Students with disabilities who havenot reached this 10-day threshold may be suspended under the procedures that apply to all students. In-school suspension and suspension from the bus may constitute a suspension to the extent they impact implementation of a student’s IEP.

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:

1. appropriately participate in the general curriculum;
2. receive IEP specified services; and
3. participate with nondisabled children to the extent he/she 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 is considered to have a full-day suspension. Students sent home in the afternoon are considered to have had a half-day suspension. These conditions apply unless the student’s BIP specifically calls for the student to receive a shortened school day when certain behaviors are exhibited.

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."

c. Bus Suspension: The following standards apply based on whether transportation is a related service on the IEP:

1. Bus Transportation *is* 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. Bus Transportation *is not* 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 peers 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.

C. Determining Manifestation Determination & 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 their exceptionality using the Manifestation Determination form. The procedures below are used to make this determination.

a. Making the Decision

- i. 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.
- ii. Observed 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.
- iii. Information from Parents. The team reviews any relevant information provided by the parents.

b. Ask Two Questions to Determine Manifestation. The team must consider the two questions below to determine if a student's behavior was manifested by their exceptionality.

- i. Relationship of Behavior to Misconduct. Was the conduct caused by or directly and substantially related to the student's exceptionality?
- ii. IEP Implementation. Was the conduct a direct result of the school's failure to follow the student's IEP? If so, the Academic Director must ensure that immediate steps are taken so that the identified deficiencies are remedied.

D. Behavior *is a manifestation* of exceptionality.

If the relevant members of the IEP team answers yes to either question, then the student's behavior is a manifestation of his/her exceptionality. In this case:

1. 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 he/she was removed. Note: this provision does not apply to students involved with weapons, drugs or serious bodily injury. (See Section II.)
2. FBA & 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.

E. Behavior *is NOT* a manifestation of exceptionality

1. Same Consequences may be imposed as nondisabled peers. If the IEP team members agree that the student's conduct was not a manifestation of his/her exceptionality, then the student may be subject to the same consequences as all students. If a parent disagrees with the team's decision that the behavior was not a manifestation of the student's exceptionality 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.
2. 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 will:
 - a. 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
 - b. 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.
 - c. 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 an exceptionality 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 ; 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.

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 Academic Director cannot move a student to an 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. To comply with the law, a 45 school day emergency removal for serious bodily injury must be extremely serious, i.e., requiring medical treatment.
- Serious bodily injury involves a 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. 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.
2. 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. Action during 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* a manifestation of exceptionality:

- 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.
- 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 exceptionality

- 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 cadet or to others, the school should request an emergency hearing for the purpose of transferring the cadet 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 exceptionality; 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. The school may repeat its request for an expedited hearing if it believes that returning the cadet to the original placement is substantially likely to result in injury to the cadet 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 Exceptionality. The cadet 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 Exceptionality but Belief Behavior is Substantially Likely to Cause Injury. The student remains in the placement he/she was in at the time of the behavior in question unless the parent and school personnel agree otherwise. When an expedited hearing has been requested by either a parent or the LEA, the student shall remain in the Interim Alternative Educational Setting pending the decision of the hearing officer or until the expiration of the timespecified, whichever occurs first, unless the parent and LEA 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 cadet 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 in writing 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 cadet's pattern of behavior.

If any of the three factors above are present, then school officials consider disciplinary action as if the cadet 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 a 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 cadet'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 cadet 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 cadet 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.

VI. Application of Section 504 and ADA

Generally, cadets 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.

TITLE IX POLICY AND PROCEDURES

The Arthur School does not discriminate on the basis of sex in its education programs and activities and, accordingly, requires its staff, teachers, employees and students to abide by the requirements of Title IX of the Educational Amendments of 1972 and its implementing regulations. Sexual harassment is a form of sex discrimination and is explicitly prohibited, whether such conduct occurs on or off campus during or after school hours during or directly related to school-sponsored activities, or at a time and/or place directly related to school functions or an employee's school-related duties. It is the intent of The Arthur School to maintain an environment free from sexual assault and sexual harassment of any kind; therefore, this policy commands that no student shall be subjected to sexual misconduct, sexual assault, or sexual harassment by other students or The Arthur School staff or employees.

This policy shall be enforced and the accompanying procedures shall be implemented regardless of whether a complaint has been filed with or an investigation has been instituted by any law enforcement agency.

Sexual harassment occurs when: education benefits are conditioned upon participation in unwelcome sexual conduct (i.e., Quid Pro Quo); unwelcome conduct occurs that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; and/or sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Title IX requires The Arthur School to take steps to prevent and remedy two forms of sex-based harassment: sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Title IX also prohibits gender-based harassment, which is unwelcome conduct based on a student's sex, or harassing conduct based on a student's failure to conform to sex stereotypes.

Sex-based harassment can be carried out by school employees, other students, and third parties. All students can experience sex-based harassment, including male and female students, LGBT students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

Sex-based harassment creates a hostile environment if the conduct is sufficiently serious that it denies or limits a student's ability to participate in or benefit from the school's program. When a school knows or reasonably should know of possible sex-based harassment, it must take immediate and appropriate steps to investigate or otherwise determine what occurred. If an investigation reveals that the harassment created a hostile environment, the school must take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

Questions regarding Title IX may be referred to the U. S. Department of Education, Office of Civil Rights (OCR) or to The Arthur School Title IX Coordinator – Mrs. Emily Sixkiller at phone number: (504) 841 – 9102; or email esixkiller@thearthurschool.com

Definition of Sexual Harassment

- 1) Sexual assault or sexual harassment is unwelcome conduct of a sexual nature.
- 2) Sexual harassment may include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when at least one (1) of the following occurs:
 - a) Submission to such conduct is made, either implicitly or explicitly, a term or condition of the student's grades, academic status, or progress or is used to deprive the student of access to the educational opportunities and benefits provided by the NOMMA School.
 - b) Submission to or rejection of such conduct is used as the basis for academic or other school-related decisions affecting the student.

- c) Such conduct of a sexual nature is sufficiently severe, persistent, or pervasive and has the purpose or effect of unreasonably interfering with the student's academic performance or of creating an intimidating, hostile, or offensive educational environment for the student.

Extended Definition of Sexual Harassment which may include but is not limited to:

- Verbal harassment or abuse;
- Uninvited letters, telephone calls, or materials of sexual nature;
- Uninvited or inappropriate leaning over, cornering, patting or pinching;
- Uninvited sexually suggestive looks or gestures;
- Intentional brushing against a student's or school employee's body;
- Uninvited pressure for dates;
- Uninvited sexual teasing, jokes, remarks or questions;
- Any sexually motivated unwelcome touching;
- Any conduct resulting in an intimidating, hostile or offensive educational environment; or
- Attempted or actual rape or sexual assault or sexual battery.

No Retaliation

Retaliation of any nature against any student or teacher, staff, or employee who makes a report or complaint or who participates in any investigation under this policy is a serious violation of NOMMA sexual harassment policy. Such retaliation is considered an act of sexual discrimination itself; therefore, reports and complaints of such retaliation are handled in the same manner as those of sexual harassment. A reference to "sexual harassment" in this policy and the related procedures shall also include retaliation. As such, retaliation against any employee or student who brings sexual harassment charges or who assists in investigating such charges shall be prohibited. Any employee or student bringing a sexual harassment complaint or assisting in the investigation of such a complaint will not be adversely affected, discriminated against, or punished because of the complaint.

Violations

- 1) Students and employees are encouraged and expected to immediately report incidences of alleged sexual discrimination or harassment and/or retaliation in accordance with these regulations and procedures.
- 2) A report or complaint – written or verbal – of an alleged violation of this policy must be sufficiently clear and explicit so that it can be recognized as a legitimate report of sexual discrimination or harassment or retaliation. This means that a report or complaint must, at a minimum, include: (1) a description of an alleged act of sexual discrimination or harassment or retaliatory conduct, including the date, time, and place it allegedly occurred; (2) identity of the alleged victim; (3) identity of the alleged harasser; and (4) identity of the reporting person.
- 3) All alleged violations of this policy shall be handled seriously and according to these regulations and procedures.
- 4) Discipline/Consequences.
 - a) Any student who is determined to have engaged in a sexual assault, sexual discrimination, or harassment or retaliation against another individual in violation of this policy may be subject to disciplinary action, up to and including expulsion.

- b) Any employee who is determined to have permitted, engaged in, or failed to report sexual assault, sexual harassment or retaliation in violation of this policy and the related procedures may be subject to disciplinary action, up to and including termination.

Enforcement

Each Administrator, staff member, and teacher has the responsibility of taking such reasonable steps necessary and practicable to maintain a work environment and educational environment free of sexual assault and sexual discrimination or harassment. Such steps shall include implementation of the following:

- 1) All teachers, other staff members, and all employees shall cooperate, as needed, in any formal and informal investigations instituted under this policy. The Title IX Investigator is responsible for investigating any report of sexual discrimination or harassment involving student on student in coordination with the Title IX Coordinator. Reports involving an employee shall also be immediately reported to the Title IX Coordinator.
- 2) All principals, administrators, and staff in charge of discipline of students shall, in accordance with policy and law, take such disciplinary action against any student found to be in violation of the sexual harassment policy as may be appropriate under the circumstances.
- 3) Within the first week of school each school year, the Title IX Coordinator through each Principal or Building Site coordinator, shall ensure that an in-service program addressing the sexual harassment policy and procedures is provided for all teachers, staff, and employees.
- 4) During orientation at the beginning of each school year or at the time of a new student's enrollment, the Academic Director of the school shall ensure that instruction about sexual harassment, The Arthur School policy, and its procedures are provided to students.
- 5) Teachers, counselors, and administrators shall instruct students on the sexual assault, dating violence, or sexual harassment report and complaint procedures within the educational setting on an as-needed basis.
- 6) The Title IX Coordinator shall ensure that the sexual assault, dating violence, or sexual harassment policy and procedures are provided to all students, parents, and employees by:
 - a) Including a restatement of the policy and procedures in the student handbook;
 - b) Posting an age-appropriate restatement of the policy against sexual assault and sexual harassment, the report and complaint procedures, and notice of the Title IX Coordinator at visible and accessible sites for students, for parents, and for employees;
 - c) Making a copy of the complete policy and procedures available on request for students, parents, and employees at the school office and the central office; and
 - d) Maintaining the policy and procedures on The Arthur School's website.

****The Title IX Coordinator for The Arthur School is:**

Mrs. Emily Sixkiller; Chief of Staff; (504) 841 – 9102; esixkiller@thearthurschool.com

Appeal of Title IX Finding

Any appeal or grievance related to a Title IX Investigation shall be sent in writing to the President/CEO at the following address: 3774 Gentilly Blvd., New Orleans, LA 70122 and emailed to: barthur@thearthurschool.com

In reviewing the decision, the President/CEO may uphold, modify, or reverse the decision of the Title IX Coordinator; however, the President/CEO's review of the Title IX Investigative findings is final.