

Safe
Responsible
+ Respectful

Positive School Culture

2008-2009 Student Code of Conduct



TABLE OF CONTENTS

Page(s)

Letter from Superintendent	3
Student and Parent/Guardian Acknowledgement	4
Mission of the Recovery School District	5
Purpose of the Student Code of Conduct	5
Definition of Discipline	5
Student Pledge	6
Behavioral Expectations and Responsibilities	6
Scope of the Student Code of Conduct	8
Dress Code Expectations	9
Attendance Expectations	10
Visitors to Campus	11
School Bus Conduct	12
Classifying Infractions	12
Corrective Strategies: Alternatives to Suspension & Expulsion	13
Level 1 Infractions: <i>Corrective Strategies and Consequences</i>	14
Level 2 Infractions: <i>Corrective Strategies and Consequences</i>	15
Level 3 Infractions: <i>Corrective Strategies and Consequences</i>	16
Suspensions	18
Due Process Procedures for Suspensions	18
Appeal of Suspensions	19
Expulsions	20
Due Process Procedures for Expulsions	21
Hearing by Superintendent or Designee	22
Direct Expulsion	23
Appeal of Expulsion	23
Discipline for Students with Disabilities	24
Glossary of Terms (<i>Italicized Words</i>)	27
Contact Information	33

Revised 07/25/08



Letter from Superintendent

Dear Members of the School Community:

Welcome to the 2008-2009 school year. I am pleased to share with you the Recovery School District's (RSD) new Student Code of Conduct. The RSD is dedicated to making sure all our students are in school and engaged in learning. This Student Code of Conduct partners with the district-wide implementation of *Positive Behavior Support* to foster student academic and behavioral success.

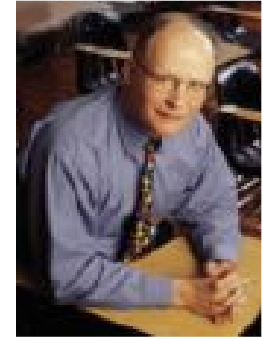
The first key to academic and behavioral success is ensuring that each student has exemplary attendance. In addition, the RSD believes that all members of the school community need to respect each other in order for our schools to be positive learning environments for children.

The information in this Student Code of Conduct outlines consistent expectations for student's behavior in school, describes appropriate interventions, outlines consequences for students who engage in inappropriate behavior, and explains the rights and responsibilities of members of the school community. This code applies to the actions of students during school hours, on the way to and from school, on school property, traveling in vehicles sponsored by the district, and attending all school sponsored events.

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

Thank You,

Superintendent Paul G. Vallas



BE SAFE ❖ BE RESPONSIBLE ❖ BE RESPECTFUL ❖ BE SAFE ❖ BE RESPONSIBLE ❖ BE RESPECTFUL

NOLA
PUBLIC SCHOOLS
Recovery School District
2008-2009
Student Code of Conduct

Student and Parent/Guardian Acknowledgement

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

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

I have received, reviewed, and understand the Recovery School District Student Code of Conduct.

Print Student Name

Student Signature

Date

Print Parent/Guardian Name

Parent/Guardian Signature

Date



Louisiana Recovery School District

Student Code of Conduct

Mission of the Recovery School District

The mission of the Recovery School District is to provide a superior learning environment in which every student, regardless of ability, attains educational success and graduates with proven skills that will provide them access to quality institutions of higher learning or to the workplace.

Purpose of the Student Code of Conduct

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

Definition of *Discipline*

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

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



STUDENT PLEDGE

As a student in the Recovery School District:

- I pledge to be safe, responsible, and respectful
- I pledge to be a problem-solver
- I pledge to work hard, do my best, and be proud of myself

YES! I AM PROUD OF MYSELF!

Behavioral Expectations and Responsibilities

Responsibilities of the School Community:

- Be safe and responsible
- Respect the rights of students, parents/guardians, faculty, staff, and visitors
- Encourage and assist others
- Understand the Student Code of Conduct and what is expected of you



Responsibilities of District Administrators

- Provide appropriate training and resources as needed to implement *Positive Behavior Support* at each school site
- Assist parents/guardians who are unable to resolve issues at the school-level
- Review and revise (if needed) the Student Code of Conduct annually
- Conduct expulsion hearings
- Review suspension appeals

Responsibilities of School Administrators

- Distribute the Student Code of Conduct to students, parents/guardians, and all school personnel
- Implement the Student Code of Conduct in a fair and consistent manner
- Review discipline referrals and determine appropriate intervention or consequence
- Use professional judgment to prevent minor incidents from becoming major challenges
- Identify appropriate training and resources as needed to implement *Positive Behavior Support*

Responsibilities of Teachers

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

Responsibilities of Students

- Attend school and all scheduled classes daily
- Follow the Student Code of Conduct
- Follow the RSD dress code
- Respect school property and the property of others
- Work hard and do your best
- Follow school's expectations and rules
- Ask teachers, social workers, counselors, parents/guardians, school administrators, and other adults for help to solve problems

Responsibilities of Parents/Guardians

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



Scope of the Student Code of Conduct

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

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct must not be used to discipline students for poor academic achievement or failure to complete assignments.
- A parent/guardian's refusal to appropriately support their child's education cannot be considered misconduct on the part of the child.
- The Student Code of Conduct applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law (*see page 24).
- The Student Code of Conduct applies to actions of students during school, **ON THE WAY TO AND FROM SCHOOL**, while on school property, while traveling in vehicles sponsored by the district and at all school-sponsored events.



Dress Code Expectations

Each school site shall develop a dress code policy in partnership with students, parents and school personnel. The RSD expects that each dress code policy will support a positive school culture by identifying attire that promotes school safety and student health. In all cases the school principal shall inform the student, parent/guardian, and school community about the school dress code policy. All students and parents/guardians are expected to follow the written policy.

Questions about the school Dress Code Policy should be referred first to the school principal or other school authority. Individuals who still have questions about a school's Dress Code Policy can contact the RSD *Office of School Management* at (504) 373-6200.

Procedures for Correcting Inappropriate Attire:

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

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

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

2nd Occurrence: The student will be returned to class with a letter of reminder and parent/guardian is called in for conference with teacher or other school personnel. The teacher or other school personnel will determine if the school social worker is needed to assist the child in obtaining a uniform.

3rd and Subsequent Occurrence: The student will be returned to class with a letter of reminder, and parent/guardian is called in for a conference with teacher and/or other school personnel. The student will attend an after school on-site detention.



Attendance Expectations

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

Attendance Policy for Elementary and Middle School Students

Students must be present a minimum of 156 days per school year to be eligible for promotion.

Attendance Policy for High School Students

Students must be present a minimum of seventy-eight (78) days per semester to be eligible to earn credit for the courses taken. Students attending high school classes operating in 90-minute blocks of instructional time shall be in attendance seventy-eight (78) days, or its equivalent, in order to be eligible to receive credit.

Exceptions:

Children are required to attend school each day scheduled by the school system, except for excused absences listed below. Absences are “temporarily” excused until the school is able to verify a note from the parent/guardian, or doctor explaining the absence. The principal or his/her designee shall contact parent/guardian to ascertain reasons for absences. Temporarily excused absences for both high school and elementary school students can be made for the following reasons:

Temporarily Excused Absences

1. Personal illness
2. Prior approved travel for education
3. Death in family (not to exceed one week)
4. Natural catastrophe and/or disaster
5. Participation in school-approved activity which necessitates student being away from school. These activities will be reviewed by personnel for educational appropriateness
6. Absence for the observance of recognized holidays of the child’s own faith
7. Any of the extenuating circumstances listed below:
 - Extended personal illness of a child whose attendance in school would endanger his/her own health or that of his/her classmates, as verified by a physician, dentist, or nurse practitioner licensed to practice in Louisiana
 - Extended hospital stay as verified by a physician or dentist licensed to practice in Louisiana
 - Extended recuperation from an accident as verified by a physician or dentist licensed to practice in Louisiana
 - Extended contagious disease within the family as verified by a physician or dentist licensed to practice in Louisiana
 - Children exempt by R.S. 17:226
 - Other extenuating circumstances approved by the Supervisor of Child Welfare and Attendance (i.e. School Social Worker) in consultation with the principal or his/her designee



For any other extenuating circumstances, parent/guardian must make a formal appeal by communicating with the Supervisor of Child Welfare and Attendance and requesting that an absence be excused.

Make-Up Work

When a student returns to school after an excused absence, the student shall have the opportunity to complete missed assignments. Make-up work shall be permitted only when written excuses from parent/guardian have been received in accordance with this policy.

A student who is absent five (5) or more days in any nine-week grading period must make up missed work before the end of the grading period or the student shall receive an incomplete grade. The student can make up work during the next nine-week grading period, but if he/she fails to do so, the incomplete grade automatically becomes a failing grade. It shall be the responsibility of the teacher to inform the student of the deadline for any make-up work.

Students missing school as a result of any suspension shall be counted as absent considered unexcused and shall be given failing grades for work missed. (State Statute Bulletin #741) If a suspension is modified or reversed through the suspension appeal process, related absences will be excused and the students will receive make-up work for those excused days. For any other extenuating circumstances, parent/guardian shall have the right to appeal the denial of promotion to the Supervisor of Child Welfare and Attendance.

Visitors to Campus

To provide safe and orderly learning environments, **ALL** visitors to campus must report to the school office **IMMEDIATELY** upon entering the school to request authorization from the school principal or an appropriate school official designated by the school principal.



School Bus Conduct

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

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

A *bus suspension* does not necessarily mean a suspension from school. If a child is suspended from the bus, it is the parent/guardian’s responsibility to ensure that the child gets to school on time.

If a student with special needs receives a *bus suspension*, the school is responsible for providing an alternative form of transportation to and from school.

Classifying Infractions

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

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

Level 2 (major) Infractions – Discipline incidents that severely interfere with others’ safety and learning are of a threatening or harmful nature and/or are legal violations and warrant administrative interventions should be considered Level 2 behaviors.

Level 3 (major) Infractions – Discipline incidents that require immediate response from administration, crisis team, entire staff, and/or community support are Level 3 behaviors.



Corrective Strategies: Alternatives to Suspension and Expulsion

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

In the effort to fully implement *Positive Behavior Support* and reduce the loss of instructional time due to out-of-school suspension and expulsion, the Recovery School District expects that each school will utilize a wide variety of corrective strategies that do not remove children from valuable instructional time.

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

- Contact and/or conference with parent/guardian.
- Behavioral contracts
- Check-in/Check-out (CICO)
- Home/school communication system
- Reflective activity
- Loss of privilege
- Schedule adjustment
- Referral to the school social worker
- Refer the student to the Response to Intervention Team
- After-school detention
- Saturday School
- Bus Suspension (see School Bus Conduct)
- Supervised work assignment



Level 1 Infractions: Corrective Strategies

District-wide Behavioral Expectations	Examples of Expected Behaviors	Level 1 Infractions	Possible Corrective Strategies: Multiple strategies may be used depending on individual student's needs. This is not meant to be an exhaustive list.
BE SAFE	Walk in hallways.	1.1 <i>Horseplay</i> or running in the hall/class 1.2 Throwing objects 1.3 Out-of-assigned seat/table/area	<p>First Infraction:</p> <ul style="list-style-type: none"> • Re-teach the behavioral expectations • Have the student apologize and make amends with those affected • Provide a <i>reflective activity</i> <p>Repeated Infractions:</p> <ul style="list-style-type: none"> • Contact and/or conference with parent/guardian • Implement a <i>home/school communication system</i> • Utilize <i>Check-In/Check-Out (CICO)</i> • Loss of privilege • Implement a <i>behavior contract</i> that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Refer to the school social worker • Refer the student to the <i>Response to Intervention Team</i> • <i>After-school detention</i> • <i>Saturday School</i> • <i>Use of in-school intervention</i> • <i>Bus Suspension</i>
BE RESPONSIBLE	Arrive to class on time and participate in class.	1.4 Inappropriate items* in class 1.5 Passive non-compliance i.e., sleeping, refusing to participate 1.6 Unexcused tardiness and absenteeism to class 1.7 Cheating or plagiarism	
BE RESPECTFUL	Follow the teacher's directions and use positive language with peers.	1.8 Profanity/cursing 1.9 Disruption in class, on school grounds, on a school bus or RTA bus 1.10 Any other infraction that the Principal deems to be similar in severity to other Level 1 infractions	

* "Inappropriate" items are a school based decision.



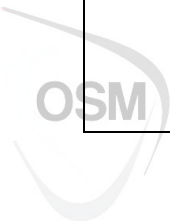
Level 2 Infractions: Corrective Strategies

District-wide Behavioral Expectations	Examples of Expected Behaviors	Level 2 Infractions	Possible Corrective Strategies: Multiple strategies may be used depending on individual student's needs. This is not meant to be an exhaustive list.
BE SAFE	Solve problems peacefully.	2.1 Fighting or instigating a fight 2.2 Using or possessing tobacco products, matches or lighters 2.3 Possession of fireworks 2.4 Coming to school under the influence of drugs or alcohol	<p><u>For Level 2 infractions, the following steps must be implemented:</u></p> <ol style="list-style-type: none"> 1. MANDATORY parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference 2. MANDATORY student conference and <i>school-level investigation</i> <p>If the principal determines that discipline action is warranted:</p> <ol style="list-style-type: none"> 3. MANDATORY <i>school level conference</i> with student, parent, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies 4. If needed, referral to the <i>Response to Intervention Team</i> to complete a <i>Functional Behavioral Analysis (FBA)</i> and implement <i>Behavioral Intervention Plan (BIP)</i> 5. MANDATORY Suspension <p><u>For infractions under 2.4 and 2.9 the following steps shall be taken:</u></p> <ol style="list-style-type: none"> 1. MANDATORY parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference 2. Conference with student 3. RTI team makes assessment and determines appropriate intervention
BE RESPONSIBLE	Take care of school property and ask before borrowing other people's property.	2.5 Stealing/possession of stolen property 2.6 <i>Vandalism</i>	
BE RESPECTFUL	Consider other people's feelings and respect personal space.	2.7 <i>Harassment/bullying</i> 2.8 Making a threat 2.9 Inappropriate and/or unwanted <i>sexual behavior</i> 2.10 Physical assault without serious bodily harm 2.11 Leaving school grounds without permission 2.12 Any other infraction that the principal deems to be similar in severity to other Level 2 infractions	



Level 3 Infractions: Corrective Strategies

District- wide Behavioral Expectations	Examples of Expected Behaviors	Level 3 Infractions	Possible Corrective Strategies: Multiple strategies will be used depending on individual student's needs. This is not meant to be an exhaustive list.
BE SAFE	Ask for help if you are not safe.	3.1 Possession, use of concealment of illegal drugs or firearms at school or school related activities* 3.2 <i>Aggravated assault</i> to another student or school district employee 3.3 <i>Sexual Assault</i> 3.4 Starting a fire 3.5 Possession of a <i>dangerous weapon</i> 3.6 Use of any object or substance to harm, frighten or intimidate others	<p><u>For infractions involving possession, use or concealment of illegal drugs and firearms, the following steps must be implemented:</u></p> <ol style="list-style-type: none"> 1. MANDATORY student conference and <i>school-level investigation</i>. <p>If the principal determines that a recommendation for expulsion is warranted:</p> <ol style="list-style-type: none"> 2. MANDATORY parental contact 3. MANDATORY <i>school level conference</i> 4. MANDATORY referral to the <i>Response to Intervention Team</i> to complete <i>FBA</i> 5. MANDATORY referral to <i>school social worker</i> 6. MANDATORY recommendation for expulsion and interim placement
BE RESPONSIBLE	Be cooperative in the event of an emergency.	3.7 Causing false fire alarms or making bomb threats 3.8 Extortion 3.9 Theft of property	<p><u>For all other Level 3 infractions, the following steps must be implemented:</u></p> <ol style="list-style-type: none"> 1. MANDATORY student conference and <i>school-level investigation</i>.
BE RESPECTFUL	Understand when the answer given to you is, "No."	3.10 Burglary 3.11 Robbery 3.12 Any other infraction that the principal deems to be similar in severity to other Level 3 infractions	<p>If the principal determines that a recommendation for expulsion is warranted:</p> <ol style="list-style-type: none"> 2. MANDATORY parental contact. 3. MANDATORY <i>school level conference</i> with school social worker present 4. If needed, referral to the <i>Response to Intervention Team</i> to complete <i>FBA</i> and implement <i>BIP</i> 5. MANDATORY referral to school social worker for assessment and, if necessary, referral to emergency mental health treatment or implementation of school-based treatment plan. <p>Corrective Strategies:</p> <ul style="list-style-type: none"> • Create <i>home/school communication system</i> • Re-teach the behavior expectations



<p>District-wide Behavioral Expectations</p>	<p>Examples of Expected Behaviors</p>	<p>Level 3 Infractions</p>	<p>Possible Corrective Strategies: Multiple strategies will be used depending on individual student's needs. This is not meant to be an exhaustive list. (Continued from page 16)</p> <hr/> <ul style="list-style-type: none"> • Have the student apologize and make amends with those harmed or offended • Provide a meaningful <i>reflective activity</i> • Loss of privilege • Create a <i>behavior contract</i> that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • <i>Check-in/check-out</i> • Arrange linkage with a counseling agency • <i>After-school detention</i> • <i>Saturday School</i> • <i>Suspension</i> • May be recommended for expulsion

*reference Louisiana Law

**R.S. 14:95



Suspensions

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

Responsibilities of the school and the parent/guardian when a suspension is given are explained below in the section entitled, “Due Process Procedures for Suspensions.”

Due Process Procedures for Suspensions

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

1. The school must conduct a student conference and school-level investigation within a 24 hour period.*
2. Prior to any suspension or recommendation for expulsion, the principal or designee must inform the student of the “particular” misconduct of which he/she is accused and the basis for the accusation. **
3. Prior to any suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition. **
4. The school must contact the parent/guardian by telephone or send a certified letter giving notice of the suspension, the reason for the suspension, and the date and time of a conference to be conducted within 5 days with the principal or his/her designee required for the readmission of the student.**
5. If the parent/guardian fails to attend the required conference within 5 days of the mailing of the certified letter or other contact with the parent/guardian, the truancy laws shall become effective.
6. The school must give the parent/guardian notice in writing of the suspension and the reason for the suspension.**
7. **THE STUDENT SHALL REMAIN IN SCHOOL UNTIL THE END OF THE SCHOOL DAY UNLESS RELEASED INTO THE CARE OF A PARENT/GUARDIAN. NO STUDENT SHOULD BE SENT HOME WITHOUT PROPER DOCUMENTATION OF THE PARTICULAR MISCONDUCT AND REASON FOR SUSPENSION.**

8. Any parent/guardian of a suspended student shall have the right to appeal a suspension to the RSD Superintendent or to a designee of the Superintendent. The decision of the Superintendent is final.
9. The school must hold a school-level conference conducted with the principal or designee, parent/guardian, and the school social work specialist within a reasonable time.

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

If you encounter a problem with discipline procedures, or you feel that your child has not been treated fairly in resolving discipline issues, please contact the Director of Student Support Services at (504) 373-6200, ext. 20028.

***RSD Policy**

**** Louisiana State Law**

Appeal of Suspension

Any parent/guardian of a suspended student shall have the right to appeal a suspension to the RSD Superintendent or designee. The Superintendent or designee will conduct a hearing to review the suspension, based on the merits of the case. The decision of the Superintendent shall be final.

Parents of students with disabilities who disagree with any long-term removal for disciplinary reasons have the right to request a due process hearing.

To appeal a suspension:

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

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



Expulsion

Expulsion is defined as “a removal from all regular school settings for a period of not less than one school semester.”

Any student, after being suspended for committing an expellable offense, may be expelled upon recommendation by the school principal. The principal shall immediately suspend and recommend for expulsion a student who is found carrying or possessing:

- a firearm
- a knife the blade of which equals or exceeds two inches in length (unless that student is eleven years of age in pre-kindergarten through grade five, in which case suspension is permissible but not required)
- another dangerous instrument
- any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, in any form (including any student who distributes, sells, gives, or loans one of these substances).

Any student who has been suspended on three occasions for committing any of the offenses set forth in R.S. 17:416, during the same school year, **may** on committing the fourth such offense be expelled from all public schools within the Recovery School District until the beginning of the next regular school year. The student’s reinstatement shall be subject to the review and approval of the RSD Superintendent.

A hearing to consider the recommendation for suspension shall be conducted by the RSD Superintendent or his/her designee.

Any student who has been expelled will be not be readmitted to a public school within the Recovery School District without the express approval of the RSD Superintendent.

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

Due Process Procedures for Expulsions

A principal cannot expel a student. A principal can recommend a student for expulsion. If a principal recommends a student for expulsion the student will then be ***“suspended pending a hearing for a recommendation for expulsion”***. **The student will then have an expulsion hearing, in which a hearing officer working for the RSD Office of School Management will determine if the recommendation for expulsion is upheld, denied, or modified.**

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

1. The school must conduct a student conference and school-level investigation within a 24-hour period.*
2. Prior to any suspension or recommendation for expulsion, the school principal or designee must inform the student of the “particular misconduct of which he/she is accused” and the basis for the accusation. **
3. Prior to any suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition. **
4. The school must hold a school-level conference conducted with the principal or designee, parent/guardian, and social worker within reasonable time.
5. A recommendation for expulsion is made by the principal. The student will be suspended pending expulsion hearing. Procedures for suspensions will be followed.
6. The school must contact the parent/guardian by telephone or send a certified letter giving notice of the recommendation for expulsion, the reason for the recommendation for expulsion, and the date and time of a hearing to determine whether the student is expelled.
7. The school must give the parent/guardian notice in writing of the recommendation for expulsion and the reason for the recommendation for expulsion.**
8. If the parent/guardian fails to attend the required conference within 5 days of the mailing of the certified letter or other contact with the parent/guardian, the truancy laws shall become effective.
9. **THE STUDENT SHALL REMAIN IN SCHOOL, UNTIL THE END OF THE SCHOOL DAY. UNLESS RELEASED INTO THE CARE OF A PARENT/GUARDIAN. NO STUDENT SHOULD BE SENT HOME WITHOUT PROPER DOCUMENTATION OF THE PARTICULAR MISCONDUCT AND REASON FOR RECOMMENDATION FOR EXPULSION.**



10. A hearing is conducted by the RSD Superintendent or a designee, within 10 days of the incident.
11. A determination of whether to expel the student is made by the RSD Superintendent or a designee.
12. The principal and teacher as well as the student may be represented by someone of their choice at this hearing.
13. Until the hearing takes place, the student shall remain on suspension.
14. The parent/guardian of the student, within five days after the decision to expel the student has been rendered, may request the district to review the findings of the Superintendent or his designee. Otherwise, the decision of the Superintendent shall be final.
15. The board, in reviewing the case, may affirm, modify, or reverse the action previously taken.
16. If the board upholds the decision of the Superintendent, the parent/guardian may within 10 days, appeal to the district court for the parish in which the student's school is located. The court may reverse the ruling of the board.

Hearing by Superintendent or Designee

A hearing shall be conducted by the RSD Superintendent or his/her designee at the request of the school administration for all recommendations for expulsion. This hearing will determine the facts of a conduct infraction and make a finding of whether the student is guilty of conduct warranting the recommendation of expulsion.

The student will be informed of the particular misconduct of which he/she is accused and will be given the opportunity to defend his/her actions. The student may be represented by a person of the student's choice. The concerned teacher shall be permitted to attend the hearing and shall be permitted to present relevant information.

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

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

Upon conclusion of the hearing, the RSD Superintendent or designee shall determine whether such student shall be expelled or if other corrective or disciplinary action shall be taken. Records shall be maintained and made available upon request.



Direct Expulsion

The conviction of any student for a felony or the incarceration of any student in a juvenile institution for an act which, had it been committed by an adult, would have constituted a felony may be cause for expulsion of the student for a period of time as determined by the board. The expulsion shall require the vote of two-thirds of the elected members of the state Board of Elementary and Secondary Education (BESE).

Registration and school placement of students convicted of a felony or returning from incarceration will be reviewed by the RSD Superintendent or his designee in a conference with parents.

The conviction of any student of a felony or the incarceration of any student in a juvenile institution may be sufficient cause for the RSD Superintendent to refuse admission of said student to any school under his/her jurisdiction except upon review and approval of a majority of the elected members of BESE if and when a request for admission is made to the board.

Appeal of Expulsion

A parent/guardian may request the Board of Elementary and Secondary Education (BESE) or its designee to review the findings of the RSD Superintendent or designee at a time set by the board. Otherwise, the decision of the Superintendent or designee will be final.

To appeal an expulsion:

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

After formal notification of the request and after reviewing the findings of the Superintendent or designee, BESE or its designee may affirm, modify, or reverse the action previously taken.

The parent/guardian may further appeal the RSD's decision within ten (10) calendar days to Civil District Court.



Discipline for Students with Disabilities

A student with a disability may not be out of school for more than a total of 10 days per school year as a result of disciplinary action.

Special education students are subject to the same rules as other students, but with limitations. After the removal of a special education student for more than 10 school days (consecutive or cumulative) for any reason, the student must be provided with procedural safeguards. Procedural safeguards are a set of technical state and federal laws that override all other state laws to the contrary.

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

SUSPENSION

After the first suspension the school should:

- 1) Conduct a Functional Behavior Analysis (FBA).
- 2) Develop and implement an individual Behavior Intervention Plan (BIP) to address the behavior that resulted in suspension.
- 3) Conduct a conference with parent/guardian.

After the second suspension, the school should:

- 1) Reconvene the IEP Team to discuss/review the academic, social, and behavioral needs of the student
- 2) Conduct a FBA and develop/implement an individual BIP only if the behavior exhibited is a new behavior. If the behavior is a repeated behavior, review/revise the BIP to address the suspendable behavior.
- 3) Discuss, review, and revise the IEP, as needed, to address the behavior resulting in the suspension.

After the third and subsequent suspensions, the school should:

Convene the Manifestation Determination Review Committee and conduct a review to determine whether the behavior is related or not related. At least one person on the committee must know the student and one other must be knowledgeable of the student's disability. The parent/guardian must be notified of the review and every effort must be made to have the parent/guardian participate in the decision. If the parent/guardian does not participate, documentation of such must be included.

EXPULSION (LEVEL 3 BEHAVIORS/NOT-RELATED)

- 1) A student may be recommended for expulsion when a LEVEL 3 offense occurs.
- 2) When a student commits a LEVEL 3 offense that involves guns, other weapons, drugs, and/or presents a danger to self or others, the school is not prohibited from contacting law enforcement agencies.
- 3) All documentation submitted for any request for expulsion must be compliant. **Non-compliant Disciplinary Action packets will not be processed for a hearing.** The student must be returned to the originating school and the recommendation for expulsion will be terminated due to non-compliance. **A student may not be excluded from school during this period if the total number of days the student has been excluded for the year exceeds ten (10) days.** Should the school pursue the Recommendation for Expulsion, the student remains in school and the Hearing Officer will consider the recommendation on a case-by-case basis.
- 4) Following the behavior for which expulsion is being considered; a Manifestation Determination decision must be made as to whether the behavior is **Related** or **Not Related** to the student's exceptionality. This decision must be made by a Manifestation Determination Committee consisting of at least one person who knows the student, one person familiar with the student's exceptionality, and the parent(s). **NOTE:** Every effort must be made to include parents in this decision. If parents do not participate, then all efforts to include the parents must be documented. The decision must be documented on the *Manifestation Determination Summary Form*.
- 5) If the Manifestation Determination Committee determines the behavior is **Related** to the student's disability, the student shall **not** be recommended for expulsion. An Official Notice of Disciplinary Action Form must be completed, signed by the Manifestation Determination Committee and submitted to the Hearing Office along with a copy of the *Manifestation Determination Summary Form*.
- 6) If the Manifestation Determination Committee determines the behavior is **Not Related** to the student's disability, an Official Notice of Disciplinary Action Form, along with the *Manifestation Determination Summary Form*, and submitted to the Hearing Office within 24 hours. The student's current IEP, *Multi-Disciplinary Evaluation (MDE)*, BIP, police report (if applicable), security report, and other pertinent information must be attached. A BIP must be developed and submitted. **NOTE: A BIP must be submitted on all students classified as ED and on all students who have been suspended prior to the recommendation for expulsion.**
- 7) If the Manifestation Determination was **Not Related**, a student hearing will be scheduled by the Hearing Office. **A hearing will not be scheduled until all required documents are received by the Special Education Discipline Office. A student may not be excluded from school during this period if the total number of days the student has been excluded for the year exceeds ten (10) days.** A current IEP (developed within the last 30 school days) must be presented at the time of the hearing to assist in making program/placement decisions.

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



- 8) If the Hearing Office renders a **Not-Guilty** decision, the student will be returned to the school that requested the expulsion.
- 9) If the Hearing Office renders a **Guilty** decision, the length of the expulsion period will be determined. The student will be placed, through the Hearing Office, in an appropriate Interim Alternative Educational Setting (IAES) for up to 45 calendar days. During the 45 day period, appropriate interventions will be developed and implemented to address the behavior(s) for which the expulsion is being recommended.
- 10) At the end of the expulsion period, the Hearing Office will review the current IEP to determine its appropriateness and whether a new program / school placement is needed. If a new IEP is needed, **the Teacher of IEP Records will update the IEP** and submit a copy to the Hearing Office within ten (10) days. If a new placement is needed, it will be secured by the Hearing Officer through the Student Support Services Office.
- 11) **STUDENT MUST SERVE THEIR FULL PERIOD OF EXPULSION.**
NOTE: Students who exit the system immediately following their expulsion, and then attempt to re-enter after the expulsion has expired, will be required to serve the full length of their expulsion after re-entry. Since a placement letter is required for re-entry, they must contact the Office of Student Support Services before re-entering.
- 12) An expelled student who fails to register at the IAES within three (3) school days will be reported to the Truancy Office and the Department of School Social Work Services.

Student Code of Conduct

GLOSSARY OF TERMS

Behavior Contract – an agreement between the child and teacher and, often, the student's parent(s). The behavior contract is a written agreement that indicates how the individual will behave, the appropriate consequence should the student not behave according to the contract, and the reinforcement(s) to be utilized for successful compliance. The behavior contract is intended to provide the student with structure and self-management.

Behavior Intervention Plan (BIP) – a plan that is the result of a Functional Behavioral Analysis (FBA). Behavior intervention plans are written documents that describe the behavior to be changed, strategies or interventions implemented to address the target behavior. Behavior intervention plans are developed by either the classroom teacher or a team of school personnel. Behavior intervention plans assist the teacher in proactively and effectively dealing with behavior. BIPs aid in communicating behavioral expectations to individual students or an entire classroom. BIPs also communicate the consequences of achieving the goal or objective and helps teachers remain consistent. The use of a behavior intervention plan assists in establishing the expectations of the teacher. In addition, BIPs permit frequent feedback regarding the effectiveness of the management strategies being employed, assist in documentation of student or class progress and provide useful guidelines for interacting with students.

The Booker T. Washington Transitional School – an accelerated school that promotes a district, nontraditional curriculum designed to provide over-age students with an accelerated educational program that reinforces academic achievement in an environment that meets their individual needs.

Bullying – the act of intentionally causing harm to others through verbal or physical harassment.

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

Change of placement – occurs when either (1) the school removes the student from his or her educational placement for more than 10 consecutive school days; or (2) the school removes the student from his or her educational placement on several occasions that constitute a pattern and add up to more than 10 school days.

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



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

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

- Contact and/or conference with parent/guardian.
- *Behavioral contracts*
- *Check-in/Check-out (CICO)*
- *Home/school communication system*
- *Reflective activity*
- Loss of privilege
- Schedule adjustment
- Referral to *the school social worker*
- Referral to Response to Intervention Team
- *After-school detention*
- Saturday School
- *Bus Suspension*
- Supervised work assignment
- Suspension

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

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

Discipline – the steps or actions that teachers, administrators, support staff, parents, and students follow to enhance student academic and social success.

Due Process Hearing – a formal hearing to resolve special education disputes between parents and schools. The Individuals with Disabilities Education Act (IDEA) includes rules of procedure for resolving such disputes. These rules include mediation, due process hearings and appeals to state or federal court. A due process hearing is usually a formal, contested trial.



Exceptionality – a child’s special learning need. There are several types of exceptionalities, including Autism/Asperger's Syndrome, Emotional Disturbance, Gifted and Talented, Learning Disabilities and Mental Retardation. Identifying a student’s exceptionality is the first step in determining the appropriate academic classroom placement for that student.

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

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

Family Educators – Recovery School District employees who coordinate Family Resource Center activities and outreach to families of students throughout the district. Family educators are responsible for facilitating communication among school staff members and families; recruiting adult educators, teachers, and speakers for parent workshops; interpreting and translating workshop materials into languages spoken by families so they are able to fully participate in center activities; publicizing center activities to families, staff members, and the community at large; making arrangements for parent-student-teacher meetings; recruiting, training and supervising volunteers for the center and school activities; and representing the center at meetings of the school faculty and other school and district governance.

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

Functional Behavioral Analysis (FBA) – a process of examining the function that a particular behavior serves for a student that includes an analysis of the frequency, intensity and duration of a behavior. The end result of the FBA is a Behavior Intervention Plan (BIP) – a plan to implement intervention for specific behaviors as identified.

Horseplay – Rowdy, rough, or boisterous play.

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

Inclusion – Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. (They are included in the feeling of belonging among other students, teachers, and support staff.) The Federal Individuals with Disabilities Education Improvement Act (IDEIA 2004) makes it clear that schools have a duty to educate children with disabilities in general education classrooms where possible.



Individuals with Disabilities Education Improvement Act (IDEIA) – a federal law mandating that all children with disabilities have available to them a free, appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living. It provides funds to assist states in the education of students with disabilities and requires that states ensure the rights of children with disabilities and their parents are protected. IDEIA also assists states in providing early intervention services for infants and toddlers with disabilities and their families.

Individualized Educational Plan (IEP) – a document that sets out a specific plan for educating children with special needs. Under federal special education law (IDEIA), all children identified as having special learning needs must have an IEP.

IEP Team – a group of people who are responsible for developing, reviewing, and revising the IEP (Individualized Education Plan) for a student with special needs. The IEP team must review each student's progress yearly to determine current progress and future needs. The review needs to consider whether annual goals for the child are being achieved, staff and parental concerns about the student's progress, the results of any re-evaluation conducted, and what changes need to be made. By law, the IEP Team must include the following individuals:

- At least one general education teacher, if the student is (or might be) participating in the general education environment
- At least one special education teacher or provider
- A representative of the local educational agency (LEA) who is knowledgeable about specially designed instruction for students with disabilities, the general curriculum, and the availability of LEA resources
- The parent/guardian
- The student, as appropriate
- Someone who can interpret the instructional implications of evaluation results, who may be another team member
- Other people whom the parent/guardian or the school have chosen to invite

In-School Suspension – the temporary removal of a student from the regular school classes and the placement of a student in an approved “time-out” program, usually at the same school.

Instructional Supports – changes that teachers can make in the classroom to help students with exceptionalities learn more efficiently. These changes may include modifications to the classroom environment or method of teaching, as well as finding different methods to assist the student in expressing what he or she has learned. The teacher may also arrange for extra assistance from other school professionals.

Interim Alternative Educational Setting – any public or private school, elementary or secondary school offering a more flexible program of study than a traditional school. Under Louisiana law, children who are expelled must be offered alternative education. This is sometimes done through alternative programs within a school. Other times, school districts place children in a different setting, such as a separate alternative school.

Intervention Services (IS) – interventions used prior to referring a student for a multi-disciplinary evaluation to determine if special education services are needed.



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

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

Manifestation Determination Review (MDR) – a safeguard to ensure that students are not being punished because of their exceptionalities. An MDR examines the child's behavior and previously documented information about the student in an effort to determine whether the behavior for which the student is being disciplined is not a manifestation of the student's disability. The MDR Committee consists of the parent and at least two individuals, one who is familiar with the student's behavioral patterns and one who is knowledgeable of the student's exceptionality.

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

No Child Left Behind Act (NCLB) - The No Child Left Behind Act of 2001, commonly known as NCLB, is a federal law that aims to improve the performance of United States primary and secondary schools by increasing the standards of accountability for states, school districts, and schools, as well as providing parents more flexibility in choosing which schools their children will attend.

Out-of-School Suspension – is the temporary removal of a student from school. Suspensions are limited in time and the student should be able to return to school after the term of suspension is completed. During the suspension period, students are not permitted to visit their school campus.

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

Positive Behavioral Support (PBS) – an approach to eliminate challenging behaviors and replace them with social skills. Use of PBS is a "best practice" that decreases the need for more intrusive or aversive interventions (i.e., punishment or suspension) and can lead to both systemic as well as individualized change.

Re-evaluation – If a child already receives special education services, he or she must have a re-evaluation at least every three years or more often if needed. The purpose of a re-evaluation is to: (1) determine whether a student continues to have a disability and needs special education and related services; (2) identify how the student is functioning in school and identify any educational needs; (3) determine if any changes need to be made in the student's IEP to assist the student in meeting the annual goals and objectives included in the IEP and participating, as appropriate, in the general curriculum.



Reflective Activity – an assignment designed to give the student an opportunity to think critically about an instance in which he/she broke a rule. The assignment should guide the student towards determining an appropriate behavior for the given situation instead of the behavior that broke a school rule. An example of a reflective activity given to a student: “Write a paragraph answering these two questions: 1) What caused you to walk out of the classroom?; and 2) What you could have done differently when you started to feel like you wanted to walk out of the classroom?” Another reflective activity would include asking the student to fill out a self-evaluation that the teacher then reviews with the student. After discussing the self-evaluation, the teacher and student could develop a plan to help address the student’s areas of weakness.

Related Services – transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. The following are included within the definition of related services: speech-language pathology and audiology services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluation purposes; school health services; social work services in schools; parent counseling and training; and transportation.

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

Saturday School – See listing for “Detention”.

Sexual Assault – any physical contact of a sexual nature without voluntary consent. While associated with [rape](#), sexual assault is much broader and the specifics may vary according to social, political or legal definition.

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

Suspension – See listing for “In-School Suspension” and “Out-of-School Suspension”.

Vandalism – the conspicuous defacement or destruction of a structure, a symbol or anything else that goes against the will of the owner/governing body, and usually constitutes a crime.

504 Plan – a plan that outlines the services needed by a student that has been identified 504 eligible and protected under Section 504 of the Rehabilitation Act. Essentially, Section 504 covers students who have been defined as having any physical or mental impairment that interferes with any major life activities (learning, walking, talking, etc.). These students may or may not fall under the protection of IDEIA 2004 (Individuals with Disabilities Education Improvement Act)



**Office of School Management
Contact Information**

Main Office: (504) 373-6200

Name	Position	Extension
Michael Hagen	Deputy Superintendent	20018
Sabrina Marsh-Sanders	Assistant Deputy Superintendent	20094
Sandra Johnson	Director of Student Support Services	20082
Carolyn Trask	Transition Coordinator	20137
Bridget Rey	Transition Interventionist Coordinator	20117
James Moore	Hearing Officer	20098
Vincent Nzinga	Director of School & Community Relations	20161
Deborah Alfred	Parent Community Outreach Coordinator	23631
Troy Peloquin	Volunteer & Donations Coordinator	20106

