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Rosenwald Collegiate

Student and Family Handbook

2022-2023



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LETTER FROM THE PRINCIPAL

Dear Scholars and Families,

Welcome to the 2022-2023 school year! We are excited to launch this year with a continued dedication to providing an excellent education for students at Rosenwald. This year will be marked with fresh beginnings in a newly renovated facility, new leadership and updated policies and procedures that prepare each student to succeed in the college and career pathway of their choice.

We publish this handbook as a clear and consistent guide that unites us in our school's beliefs, policies and procedures. This handbook shall be administered in accordance with federal and state laws and mandates, including but not limited to, RS: 17: 252-Model Master Discipline Plan, House Bill No. 1487/Act No. 756, and Schedule G of the Charter Agreement. This handbook has been written with consideration of House Bill 559 requiring public school governing authorities to publish related information on their websites and Senate Bill 67 relating to school discipline, suspensions and expulsions.

The policies set forth in this handbook apply to actions of scholars during school, on the way to and from school, while on school property, while traveling to and from school-sponsored events, at all school-sponsored events, and on social networking websites and other internet correspondence. School-wide, small group and individual interventions are constantly being considered and evaluated. Throughout the year, we reserve the authority to change policies reflected in the handbook to better meet the needs of scholars. Updates will be posted and available in our front office. We will do our best to ensure that all members of our community are informed. If and when this happens – please do not hesitate to reach out to me, or your scholar's advisor, with any questions.

We are partners in education and we look forward to working closely as a community. The more that families are involved in school, the better we serve students. Please use the information contained within this handbook as a resource throughout the year and feel free to contact me if you have any questions or concerns.

Yours in Education,



Rhonda Dale
Principal, Rosenwald Collegiate Academy

SECTION I. ABOUT ROSENWALD

Rosenwald Collegiate Academy

This year, Rosenwald will move into its newly renovated building at 6501 Berkley Drive in Lower Coast Algiers. The history of Rosenwald began with the opening of the first Rosenwald school in the Cutoff in 1923. Before it was closed in the wake of Hurricane Katrina, Rosenwald was a K-8 school that served the Algiers community. Rosenwald Collegiate Academy was founded as a high school in the 2018-2019 school year. Rosenwald started with only a ninth grade— the Class of 2022. In our inaugural year, the Class of 2022 outperformed much of the city of New Orleans in their End of Course exams, achieving the highest ninth grade LEAP scores in the city. This earned the school an "A" letter grade in growth, the highest score of any open-enrollment high school in Orleans Parish. Likewise, Rosenwald's students' growth also ranked first among open enrollment schools in the state. Rosenwald is proud to be a comprehensive public high school serving grades 9-12.

Mission

The Mission of Rosenwald Collegiate Academy is to prepare each student to succeed in the college and career pathway of their choice.

Values

Achievement: We set ambitious goals and reach them.
Teamwork: We unite and support each other's success.
Power: We take action because we believe in our capacity to help ourselves and others.
Pride: We uplift our strengths and celebrate our accomplishments.
Grace: We are kind and turn failure into opportunity for growth.

Mascot



We are the Pride because it represents our pride in ourselves, in our history, and in our community. A pride of lions looks out for each other and works together towards a common goal. This mascot was adopted in the fall of 2018 when the school was re-founded as a high school. We invite alums from generations of the Julius Rosenwald Accelerated School to come home and help us as we continue the traditions of the Rosenwald school that has served the Cutoff community for generations. We celebrate the long standing legacy of the Rosenwald graduates and invite them to join our Pride.

Visiting school

- If you would like to meet with a staff member and/or observe classes, please call the main office at 504.503.1400 or email at info@rosenwaldcollegiate.org. This will help us identify the best time to visit.
- The main office is open from 8:30 am - 4:00 pm.
- All visitors to the school must sign in and will be asked to present identification.
- Specific staff members, including the principal, are not always available for drop-in meetings, as they are in classrooms and meeting with staff and students throughout the day. Please call the main office or email the staff member to schedule a meeting.
- You must be authorized to pick-up a student, and must show photo identification.

Pride Parent Teacher Organization

- Provide families with concrete support and concrete ideas for ways to help their children
- Allow families to connect with and support each other
- Support the school in reaching its goals
- Connect families to volunteer opportunities at the school
- Develop and implement special programs for families
- Sponsor events for the entire school community
- Raise money for the school

Any parent may join the Pride PTO by attending meetings. We will have a series of meetings throughout the school year. The PTO calendar will be shared with families at the start of the school year.

Enrollment

Rosenwald Collegiate is an open enrollment public charter school. We participate in the OneApp process; for more information about how this process works and the policies that govern it, visit www.EnrollNOLAPS.com or a Family Resource Center. Students interested in attending Rosenwald Collegiate Academy must submit a OneApp and be matched with our school. Once matched with our school, the student and his/her parent or guardian must complete all enrollment paperwork.

If you need additional assistance please contact the Operations Coordinator Ms. Washington at (504) 233-2241.

SECTION II. SCHOOL OPERATIONS

Collegiate Academies Board

Collegiate Academies' Board of Directors is the governing body of our organization. The Board oversees all policies for the school. The Board meets monthly while school is in session. Dates of Board Meetings will be posted on the CA website www.collegiateacademies.org. Meetings are open to family members and other members of the public. We encourage you to attend and meet our board!

Collegiate Academies Board Members 2022

Stephen Rosenthal ***Chairman***	Jonathan Wilson ***Vice Chairman***	Doug Finegan ***Treasurer***	Gregory St. Etienne ***Secretary***
Tanya Bryant	Ann Duplessis	Adam Hawf	Tahirah Lee
Terrance Lockett	Rachell Williams	Sharhonda Williams	Kevin Wilkins

22-23 School Calendar

The first day of school for Freshmen is Thursday, August 4, 2022. The first day of school for 10th-11th grade students is August 8, 2022. The last day of the classes is Thursday, May 25th.

August 4, 2022: First day of school 9th grade*
August 8, 2022: First day of school 10th-12th grade*
September 5, 2022: Labor Day
October 7, 2022: Fall Break
October 10, 2022: Indigenous Peoples' Day
November 8, 2022: Election Day
November 11, 2022: Staff Professional Development Day
November 21- 25, 2022: Thanksgiving Break
December 19- January 3, 2022: Winter Break & Staff Professional Development
January 16, 2022: Martin Luther King Jr. Day
February 17-24, 2022: Mardi Gras Break
March 31, 2022: Staff Professional Development Day
April 7-14, 2022: Spring Break
May 25, 2022: Last Day of School

Arrival: 8:25-8:40am Monday-Friday
Dismissal: 4:10pm Monday-Thursday, 1:35pm on Fridays

Summer Orientation Schedule: August 4th through August 12th student arrival is from 8:25-8:40am and dismissal is at 1:30pm. Ninth grade only will attend August 4th and August 5th. All grades will attend August 8th-12th.

Please note that no students may enter the building before 8:25am. Rosenwald Collegiate is not responsible for supervising students until that time. Students are tardy if they arrive after 8:40am. Students are required to arrive at school on time and remain at school through dismissal.

Compulsory Attendance

Students can only be successful if they are present and prepared in school every day. Our curriculum is an ambitious one; every day is essential for students to keep pace. At Rosenwald, excessive absences will not be tolerated. A student with 9 unexcused absences in a semester will not receive credit for any courses they are taking during the semester.

Attendance Requirements

- Students must be present for "60,120 minutes (equivalent to 167 six-hour school days)" per year and 30,060 per semester.
- Because our classes are semester based, students must meet attendance requirements per semester.
- **Based on our schedule, a student must miss no more than 9 days per semester.**
- In addition, we will take the following actions in accordance with state law:
    - On a student's **third (3rd)** unexcused absence in a given semester, the principal or their designee must notify a student's legal guardian, and hold a conference with them. The notification must include "information relative to the parent or legal guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy. The student's parent or legal guardian shall sign a receipt for such notification."
    - On a student's **seventh (7th)** unexcused absence in a given semester, they are considered truant, and we will refer the student for truancy.

Compulsory Attendance Law

Students who have attained the age of seven years shall attend a public or private day school or participate in a home study program until they reach the age of 18 years. A student is considered habitually absent or tardy (truant) when either condition continues to exist after the fifth unexcused absence. All absences whether "excused" or "unexcused" are still considered absences. Any day a student does not attend school is considered an absence. The types of absences are as follows:

Non-exempt, excused- absences incurred due to a personal illness or serious illness in the family, this absence is considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed. This does not exempt the student from truancy.

Exempt, Excused absences - absences which are not considered for purposes of truancy and which are not considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.

Unexcused absences - any absence not meeting the requirements set forth in the excused absence and extenuating circumstances, students shall be given a failing grade and shall *not* be given the opportunity to make up work. Excessive unexcused absences will be considered as TRUANCY.

Suspensions - this is a non-exempt absence in which a student is allowed to make up missed work and is eligible for consideration to receive credit provided it is completed satisfactorily and in a timely manner. This absence is considered when determining whether or not a student may or may not be promoted, but is not considered for the purposes of truancy. Students absent from school as a result of any suspension shall be counted as absent.

Whole day attendance means being in attendance (as defined above) for at least 51% of the instructional day; half day attendance means being in attendance for 26% to 50% of the instructional day; being in attendance for 25% of the day or less is an absence.

Students who are quarantined due to exposure to an infectious disease will be given the opportunity to make up work.

Exceptions to the attendance policy are considered in extenuating circumstances. These are absences that can be considered for excusal. Documentation must be submitted upon the student's return to school for the following circumstances:

- Extended personal physical or emotional illness as verified by a physician or nurse practitioner (original doctor's note). Note: this means that if you are sick and stay home, but do not go to the doctor, that is an unexcused absence. A parent note may excuse up to 4 days over the course of the school year for illnesses not verified by a physician or nurse practitioner.
- Extended hospital stay as verified by a physician or dentist (original doctor's note)
- Extended recuperation from an accident as verified by a physician or dentist

- Observation of special, recognized holidays of the student's own faith
- Visitation with a parent who is a member of the United States Armed forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per year.
- Absences verified and approved by the school principal such as approved travel for education, death in the immediate family or natural disaster. For any other circumstances (i.e. legal matters, legal issues) parents must make a formal appeal in writing to the principal.

The following reasons for absenteeism will not be treated as excused absences:

- Missing the school bus
- Trips not approved by the principal
- Vacations during the school year
- Birthdays and other celebrations other than religious holidays
- Caring for a young child or elderly adult
- To work on a job
- Skipping or cutting class
- Other personal appointments

Parents/guardians are responsible for scheduling medical appointments outside of school time. In the rare case that a student has a medical appointment during the school day, the student should not be absent the entire day. Upon return, the student must bring a written excuse to the main office. All excuses shall be written by a parent/guardian or physician and submitted immediately to the school upon return.

A note on the use of the terms "exempt" or "non-exempt": This is language used for compulsory attendance laws. Absences that are "exempt" are considered differently when a student appears in court for truancy hearings.

Tardiness

Getting to school on time is key for your child's success. Students who are tardy miss essential instruction, disrupt the learning of others, and risk falling behind. Our doors open to students at 8:25 am each morning. Students must arrive between 8:25 am and 8:40 am. Students arriving after 8:40 am are considered tardy and will be marked with an unexcused tardy if they are unable to provide a valid reason for being late. When students arrive at school after 8:40am, they must be with a parent/guardian, report to the main office before heading to class in order to check in and get a pass. In cases in which a school bus arrives late, those students riding the school bus are not considered tardy. Late arrival is only excused for a valid reason with a note from a parent/guardian or a medical professional.

Early Check Outs

Early pickups are discouraged. Families should notify the school by calling the main office before they arrive to dismiss their child early from school. In order for a student to be dismissed early, a parent or guardian must sign or provide verbal approval. The main office reserves the right to check the identification of any and all persons checking a student out of school and/or contact the parent or guardian to confirm the dismissal. A student who would like to leave early because he or she is not feeling well must get a staff member's approval before calling home. Scholars that are eighteen years of age are not allowed to sign themselves out of school unless they have provided a copy of legal paperwork to the school designating them independent from parents.

The cut off time for early check outs is 3:10pm which is one hour before dismissal.

Early checkouts will be counted as a half day if the student attends for 26-50% of the school day or an absence if the student does not attend school for more than 25% of the school day.

Homebound Instruction

If a student is unable to attend school for more than 10 consecutive days due to a qualifying illness the school will

provide a minimum of 4 hours of homebound instruction per regular school week until the student is able to return to school. Parents must provide documentation from the student's physician or qualified nurse practitioner for the student to receive this service. If you know in advance that your student will miss more than 10 consecutive school days because of a qualifying illness, contact the school to make necessary arrangements.

Attendance Recovery

Completion of 3-hours of Saturday school, evening school, or virtual school will recover 1 Unexcused Absence. Students are expected to complete all work assigned by the teacher leading attendance recovery sessions in order to receive credit for the time. Students that are not present for the entire time or are not able to comply with school rules during attendance recovery will not be granted the attendance recovery credit.

Communication

The staff of Rosenwald Collegiate will communicate regularly with parents and guardians, and we encourage parents and guardians to contact us whenever they have questions or concerns. We are all part of a team and are more successful when students, staff, and families have strong communication. There are several ways we will communicate throughout the year:

- **Calls, Texts, and Emails to/from staff**: We will send home a contact list with the cell phone numbers and email addresses of all staff at the start of the year; you can also pick this list up in our main office. If you reach out to a staff member, they will reply within 48 hours. Similarly, your child's advisor, teachers, and school administrators will reach out to you. If the message requires a response, please reply within 48 hours.
- **Calls to/from main office***:* The main office will be open from 8:30 am - 4:30 pm. We will do our best to answer any phone calls that come in during that time. If we are unable to answer the phone, please leave a message and we will reply within 24 hours. You will also receive automated phone calls from the main office to inform you of important events and updates.
- **Written Communication***:* Rosenwald Collegiate will regularly communicate with families about field trips, events, and other important information. We ask that you read all notes sent home from school and promptly return any permission slips or forms.
- **SchoolRunner***:* SchoolRunner is a website that gives families live updates about their child's attendance, grades, and behavior at school. Families will receive usernames, passwords, and information about how to access SchoolRunner at the start of the year.
- **School Website and Social Media***:* Our school website, www.rosenwaldcollegiate.org, will have the most up-to-date calendar and announcements, as well as digital copies of important documents. You can also follow us on Instagram (@RosenwaldPride) or on Facebook (Rosenwald Collegiate) to see your student in action!
- **Visits***:* To arrange a visit to the school, please call the main office.
- **Meetings***:* If the school requests a meeting with you and your child, we need to discuss something important with you. If you would like to meet with a specific teacher or administrator, please reach out to that staff member directly.

Non-Discrimination Policy

Rosenwald Collegiate as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age. In addition, Collegiate Academies does not permit or condone discrimination based on race, creed, color, national origin, religion, marital status, gender, sexual orientation, gender identity or expression, physical disability, or age in employment matters or assignment in programs or services provided.

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact our Principal, Rhonda Dale.

Rhonda Dale
Rosenwald Collegiate Academy

6501 Berkley Dr,
New Orleans, LA 70131
504.975.0652
rdale@collegiateacademies.org

Grievance Procedure

Any student, parent, or legal guardian may file a grievance or request additional information from the school regarding an incident or action for any reason, including to appeal a disciplinary decision. We believe that strong relationships and frequent communication between students, parents, and our teachers and school based staff are critical to ensuring the success of our students. We also believe that collaboration between these parties is often the quickest and best way to resolve issues. Complainants should first schedule a conference with the immediately involved school staff member to discuss the issue. For example, if a grievance is regarding math class, the parent should contact the math teacher. Collegiate Academies reserves the right to redirect complainant(s) to the appropriate personnel if this step has not been followed.

CA has established the following procedures to solve disputes or grievances in a fair and prompt manner. The formal procedures described below may be implemented only after the parties have engaged in an earnest attempt to resolve matter(s) informally. At each step in the process the responsible parties will verify that all previous steps have been followed and documented. Collegiate Academies reserves the right to redirect complainant(s) to the appropriate personnel if the following procedure has not been followed.

A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, psychologist.

1. If satisfaction cannot be achieved through this discussion, the student or parent should send a written complaint or request for information to the school compliance officer, Blaire Taylor, 6501 Berkley Dr, 504-503-1400, btaylor@collegiateacademies.org within 5 working days.

   The written complaint or request should include:
   - the issue / concern / complaint / information requested;
   - what steps have been taken to resolve the situation;
   - the reason for the complainant(s)' dissatisfaction with the actions already taken or information provided;
   - proposed solutions

   The compliance officer will commence an effective, thorough, objective and complete investigation of the grievance/complaint/request within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and any alleged violator(s), any witnesses to the conduct, and any victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a complaint.

   The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, the Principal and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the grievance/complaint.

2. If complainant(s) conclude that the initial response/course of action was insufficient, the complainant may request that a meeting may then be scheduled with the Principal by contacting Blaire Taylor, 6501 Berkley Dr,, 504-503-1400, btaylor@collegiateacademies.org

Prior to the meeting the Principal will first investigate the matter to ensure that Steps 1 and 2 have been appropriately documented and completed.

After the meeting the Principal will record the grievance and/or appeal and will address any concerns regarding appeal of a disciplinary decision, or any action or inaction taken by the school administration, within five (5) working days.

3. If the complainant is not satisfied with the decision of the Principal, an appeal in writing may be made to Collegiate Academies' Chief Executive Office, Jerel Bryant within ten (10) days of receipt of the decision.

Appeals may be submitted via email to jbryant@collegiateacademies.org or mailed to:

Collegiate Academies
Attn: Jerel Bryant
PO Box 5367
New Orleans, LA 70153

Within thirty (30) working days the Chief Executive Officer will investigate the complaint and may conduct a hearing to gather additional information before issuing a decision. The decision of the Chief Executive Officer will be final. The Board of Directors does not consider individual parent grievances except in cases related to the alleged violation of law.

Nursing Services and Medications

Being physically healthy helps children learn more effectively. For this reason, it is important to have your doctor or health center look into any problem that your child may have. Students may not carry their own medication on campus. All medication must be handed in to and administered by the school nurse or a trained school staff member under the nurse's supervision. If your child requires medication during school hours, we will assist by administering medication. However, medication may not be given without the completion of the appropriate documentation, which must be completed by a healthcare provider. Families can get a copy of this form by calling or stopping by the school. This policy and the requirement to have a form on file applies to all medicine, including aspirin, Tylenol, and other over-the-counter medicines. The school will keep a detailed log of all medicines that are administered. All medication without appropriate documentation on file will be confiscated.

If you have further questions about this policy or nursing services provided by the school, please contact the school nurse at 504-503-1400.

Student Searches

At Rosenwald Collegiate our first priority is the safety of all students and staff. For this reason, when students enter school each day they will walk through a metal detector and all bags will be searched. Any item that a Rosenwald Collegiate staff member determines is unsafe or distracting to the learning environment may be confiscated. A student may be searched on campus at any time if there is reason to believe the student is in possession of an item that is illegal, against school rules, or distracting to the learning environment. Student vehicles brought on campus, student book bags, school desks and other school property are subject to inspection and search by school authorities without prior notice to students or parents. Students are required to cooperate if asked to open book bags, purses, or any vehicle brought on campus. Any student search will be conducted with two adults present. Every attempt will be made to ensure that searches of a student will be conducted by a school security guard of the same gender unless there is an immediate safety threat that precludes this. All searches of this kind are documented with the basis for reasonable suspicion, any confiscated items, and any subsequent disciplinary action.

Student Transportation Policy

We provide transportation to and from school. Any scholar who lives at least one mile from the school is eligible for bus transportation. The school bus will pick scholars up in the morning and take scholars home in the afternoon. If a scholar misses the bus for any reason, it is her/his responsibility to find a way to or from school.

Scholars must comply with the Scholar Code of Conduct while traveling on a school bus to and from their homes or school-sponsored activities. If a scholar commits an infraction covered in the Scholar Code of Conduct on a school bus or at the school bus stop, the school bus driver/monitor will notify the principal or designee who will require the completion of the School Bus Behavior Report. Based on the severity of the consequence, the principal's discretion for consequences include regular school-based consequences, as well as bus suspension or bus expulsion and/or assigned seating. 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. Rosenwald will provide public transportation (RTA) fare for scholars who lose bus privileges.

Any scholars who walk from school to home are expected to follow all school expectations during this transition, as they would be on a school bus and may be held accountable to the consequences outlined in the Scholar Code of Conduct. Respect for traffic, other pedestrians, and neighborhood homes and businesses en route to and from home is an important expectation of all scholars.

The school supervises dismissal from classes at the end of the school day and encourages all scholars to go directly home. The school is not responsible for scholars that choose not to board the afternoon school bus or scholars who take transportation to a school-sponsored event and leave the site or campus for an unknown destination and the school is not responsible for scholars that ride the bus but do not report straight home once they are dropped off by the school bus.

Bus Stops

Rosenwald Collegiate contracts with a third party transportation company that is responsible for all routing, day-to-day operations, maintenance, driver training, and supervision. Prior to the start of the school year school staff will provide student address data to the vendor for stop assignment and routing. Once routes are complete school staff will communicate each student's bus number, stop location, pickup, and drop-off times to his/her parent via phone call and text.

All bus stops meet the following requirements:

- Are within 1 mile of a student's home
- Complies with all provisions of R.S. 32:1
- Cannot be in a location on a divided highway such that a student, in order to walk between the bus and his home or school, would be required to cross a roadway of the highway on which traffic is not controlled by the visual signals on the school bus

Assigning New Bus Stops

If a student requires a new bus stop location because the student has moved or the stop assigned does not meet the requirements listed above, the school will assign the student a temporary stop and contact the vendor to have a permanent stop assigned. Students who receive a temporary stop will be given a pass by the front office that indicates his/her temporary stop. This pass will be presented to the student's bus driver the next time he/she boards the bus. All temporary and permanent stop assignments will be communicated to the student's guardian before they are issued to the student.

Students Who Require Specialized Transportation Plans

If a student's IEP requires that a guardian meet the student at his or her stop and the guardian is not present when the bus arrives, the bus driver will return the student to the school. A member of the school's staff will contact the guardian and ask that they pick up the student from school. The student will remain under the supervision of a school staff member until the guardian arrives

Closed Campus

Scholars are required to remain in the school building (or designated outdoor area) throughout the entirety of the school day. Scholars are expected to stay out of any office or unsupervised space without permission while on campus. If a scholar leaves campus without permission, the family will be notified. The scholar that leaves and returns to campus in the middle of the day will only be allowed to return with a parent meeting with the Principal or Dean of Students. The

scholar will be subject to a search when he or she returns in order to ensure the safety of all scholars on campus. This rule applies from the time that the buses arrive on campus in the morning until the time school is dismissed at the end of the day. A scholar may not exit a school bus and leave campus. He or she must report directly to his/her homeroom or breakfast space upon arrival at school.

Dismissal Procedures

Unless scholars depart on school buses or walk home, families are responsible for picking up scholars at the end of the day. Students may not take out cell phones until they have left the building. Students should be certain to get on the bus immediately as buses will not wait for them, even if they're standing right outside the door. If a student misses their bus it is their responsibility to call home and get picked up or to take the RTA. All scholars that are not staying after school for approved functions will be asked to leave campus. Scholars staying for an approved reason may only ride the evening activities bus if they have official authorization. Under no circumstances can scholars leave campus at dismissal and return to ride the evening activities bus.

Dropping Off / Picking Up and Parking

Families are welcome to drop off and pick up their students. Students must arrive between 8:15 am and 8:40 am in the morning. Please drop off your student at the side entrance where buses drop off. If your child is arriving after 8:40 am, please drop off at the main entrance in the front of the building. Families are also welcome to pick their students up after school. Note that Rosenwald will not "hold" students to be picked up after dismissal. Please park in a designated parking space when visiting the school. Cars may not park in the pathway for buses or in any spot with a "Do Not Park" sign.

Arrival, Dismissal, and Transportation 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 or at the school bus stop, the school bus driver/monitor will notify the principal or designee who will require the completion of the School Bus Behavior Report. Based on the severity of the consequence, the principal's discretion for consequences include regular school-based consequences, as well as bus suspension or bus expulsion and/or assigned seating. 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.

Rosenwald Collegiate supervises dismissal from classes at the end of the school day and encourages all students to go directly home. The school is not responsible for students that choose not to board the afternoon school bus or students who take school transportation to a school-sponsored event and leave the site or campus for an unknown destination and the school is not responsible for students that ride the bus but do not report straight home once they are dropped off.

Students with Cars

Any students who drive their own vehicles to school may find street parking near school. Students may not go to their cars during school hours. Students are expected to follow all state traffic laws and to drive with caution on campus. Student vehicles are subject to search once on campus.

Participation in Co-Curricular Activities

Rosenwald is excited to offer various co-curricular activities, including athletics, clubs, bands and marching units. Participation in any and all of these after school programs is a privilege for students. Coaches may lead closed or open practices. Coaches will conduct tryouts for teams and head coaches have the authority to determine who is eligible to participate on their teams. Head coaches and club sponsors are able to remove members of their team/club at any time and discontinue the privilege of allowing them to go to practice/meetings, participate in activities, stay after school or play on the team if the student violates any school, LHSAA, or team rule that has been established. Coaches have the authority to suspend or permanently remove students from teams and clubs. Previously written notification or warnings are not required to remove co-curricular privileges from students.

Attendance at Games and Other After School Activities

Rosenwald will host a multitude of events on weekends and after school. Some members of the community (or previous students or previous team members) may not be allowed to attend events. If an individual is placed on a not allowed to enter list because of previous actions or behaviors, they may be stopped at the entry point or asked to leave the event. This policy applies to both minors and adults. In addition, anyone who does something that is not aligned to the school values or policies and presents a safety risk to others may be asked to leave an event.

Graduation Activities and Ceremony Participation

In order to participate in graduation activities a student must be a senior in good standing. Students who engage in physical altercations or other suspendable offenses may lose the privilege of participating in subsequent graduation activities.

In order to participate in the graduation ceremony, a student must have already earned all credits required for earning a diploma in the state of Louisiana. In situations where a student is not on track to graduate on time, Rosenwald will partner with families to create an alternative plan to attain credits needed for graduation. Students who need to use summer school in order to get their final credits for graduation will not be allowed to "walk" during regularly scheduled graduation ceremonies. At the end of summer school, if the student has earned all required credits, they will have the opportunity to participate in a school, network or city-wide graduation ceremony.

Student Entrepreneurs

Students may not sell any articles on school property without the permission of the principal or designated school official. Students may not make a collection of money or materials for their own purposes or for an organization to which they belong outside of school without prior permission. There will be opportunities for students to help fundraise for school events, but this will always be done through school and will be organized with school officials.

Advisory

All scholars are placed with an advisory/homeroom during the first week of school. Advisories are created by randomly assigning students to small single-gender groups of 12-18 scholars. The group is identified by a college name or by a word or short phrase associated with positive attributes related to our school values and/or college and career success. Advisories will be assigned group names at the start of the school year. Scholars remain in one advisory for the school year and sometimes for multiple years. Advisory helps ensure that scholars are prepared for college and career success. The role of an advisor is multifaceted: what a specific scholar needs to meet college and career readiness competencies varies and will evolve over his or her high school career. When advisors see evidence of lagging skills in academics or behavior, the advisor engages a conversation at minimum and, when necessary, identifies and implements other interventions. One of the key functions of an advisor is that he or she can gather all the information about a scholar into one place and then make personalized decisions on how to best support the student. Advisory meets Monday through Friday. Each advisor receives a daily report on individualized student performance. Advisors send regular updates to guardians and are available to families for questions.

Unapproved Deliveries

Scholars may not order food or other items and have them delivered to the school during the day. Items may be discarded by the front office without contacting scholars even if they paid for the delivery. No refunds will be granted.

Food Service

We offer scholars healthy breakfast and lunch options. We have contracted with a third party vendor to provide food services. Scholars receive breakfast and lunch at no charge as part of the USDA Free and Reduced Lunch program. All meals meet USDA Scholar Nutrition Guidelines.

Scholars are not allowed to eat candy, food, or drink in hallways or classrooms but may bring their own lunch to school. Any food or drink brought from home must be kept in a scholar's book bag during the school day and may only be taken

out during breakfast, lunch, snack or after school in designated areas. Due to allergy and safety concerns scholars may not bring baked goods to school to share with each other. At no time are scholars allowed to sell food items to each other unless it is part of an approved school club fundraisers. Open containers of food, drink, and baked goods may be confiscated by security upon arrival to school.

Field Trips

Field trips may be scheduled by school personnel in order to provide extensions of the curriculum into community activities. Rosenwald Collegiate staff reserve the right to determine participation in field trips based on academic and culture standing. The following procedures are used in scheduling trips in order to secure the safety and participation of all students:

1. Parental permission must be received for each student prior to the trip. A legal guardian or parent must sign a permission slip to enable the student to participate in the field trip. Students that are eighteen years of age may not sign their own permission slips unless they have provided a copy of legal paperwork for the school to indicate they are independent from parents.
2. Transportation for trips will be arranged by the school.
3. Students are subject to the supervision and regulations of the school and the chaperones. The teacher will review expectations with the students.
4. The school uniform will be worn on all trips unless a special dress code is provided by the school prior to the trip.
5. Students are expected to follow the code of conduct throughout the trip and may be sent home from a trip immediately if they violate the code of conduct and/or they may receive all of the consequences outlined in the student code of conduct.
6. Parents are expected to pick students up promptly at the designated time when field trips return to campus.

Student Technology Use Policy

Collegiate Academies provides students with the technological equipment and services necessary to succeed. This Agreement shall serve as confirmation of the parties' mutual understanding concerning the use of technological resources owned by Collegiate Academies.

Collegiate Academies allows the student to use Collegiate Academies technological equipment and services, including computers, and internet access, under the following terms and conditions:

1. **Conditional Privilege:** The student's use of the school's equipment and services is a privilege conditioned on the student's adherence to this agreement.
2. **Property:** All equipment provided to the student is intended for educational purposes associated with his/her enrollment at Collegiate Academies. All equipment and contents therein are the sole property of Collegiate Academies, and remain so even if the equipment is removed from Collegiate Academies property. The student's log on credentials must be provided to authorized Collegiate Academies employees upon request.
3. **Damages:** If equipment in student's possession is lost, stolen, damaged, missing components, or vandalized, the student/student's family will be personally responsible for the replacement cost of the equipment. Failure to pay the assigned cost may result in loss of privileges including but not limited to participation in prom, graduation, or co-curriculars.
4. **Acceptable Use:** The student agrees that s/he will obey all federal and state laws and regulations when using the school's equipment and services. Under no circumstances shall a student's use of school resources interfere with, or detract from his/her learning or the learning of others. Any Student caught in violation of the acceptable use policy will forgo their access to their Rosenwald Collegiate Email address and access to school Chromebooks on an increasing basis.
5. **Penalties for Improper Use:** If the student violates this agreement and misuses the equipment or services, s/he shall be subject to disciplinary action up to and including expulsion.
6. Misuse of equipment and services includes, but is not limited to, the following:
    a. using the equipment or services for any activities deemed lewd, obscene, vulgar, or pornographic as defined by prevailing community standards, disruptive or offensive to others, or harmful to school morale, including,

but not limited to, transmission of sexually explicit messages or images, ethnic, racial, or gender slurs, unwelcome propositions or love letters, or offensive comments based on any federally protected status.

b. using abusive or profane language in private messages on the equipment or network; or using the equipment or network to harass, insult, or verbally attack others;
c. using encryption software;
d. wasteful use of limited resources provided by the school including networking bandwidth, data plan, paper;
e. causing congestion of the network through lengthy downloads of files;
f. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
g. gaining or attempting to gain unauthorized access to resources or files;
h. identifying oneself with another name or password or using an account or password of another user without proper authorization;
i. using the equipment or network for financial or commercial gain without school permission;
j. theft or vandalism of data, equipment, or intellectual property;
k. invading the privacy of individuals;
l. using the equipment or network for any illegal activity, including computer hacking and copyright or intellectual property law violations;
m. introducing a virus to, or otherwise improperly tampering with, the equipment or system;
n. degrading or disrupting equipment or system performance;
o. creating a web page or associating a web page with the school or school without proper authorization;
p. attempting to gain access or gaining access to records, grades, or files from which the student is prohibited;
q. providing access to the school's equipment or network to unauthorized individuals;
r. taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of Collegiate Academies;
s. making unauthorized copies of computer software;
t. use of technology while driving;
u. Installing software on school computers without prior approval of authorized Collegiate Academies staff;
v. the use of peer to peer file sharing programs.

7. **Liability for debts:** The student/student's family shall be liable for any and all costs (debts) incurred through the improper use of school equipment or services, including penalties for copyright violations.
8. **No Expectation of Privacy:** The student/student's family waives any right to privacy on all Collegiate Academies equipment and services. The student/student's family agrees that the school may monitor the student's use of the school's equipment and network, and may also examine all system activities in which the student participates, including but not limited to email, voice, written, and video transmissions. Collegiate Academies may at times allow technical support to remotely access any Collegiate Academies device, including all equipment provided to the student. All electronic communications to and from students regarding school and student matters must be communicated utilizing Collegiate Academies' electronic messaging systems in order to maximize and help protect the privacy of student information.
9. Other terms and conditions may apply.

Tobacco Use

Rosenwald is a tobacco free campus. Use or possession of any tobacco or vaping product by students, staff, or visitors is prohibited on school grounds and school buses.

School Supplies

The following is a list of recommended supplies for all students:

- Backpack
- 4 notebooks/binders
- Pens/pencils
- Scientific calculator (TI-30X)
- Set of mechanical pencils OR a box of pencils and a plastic hand-held pencil sharpener
- Set of pens

- Set of colored pencils
- Headphones (for use with school issued chromebook)

Lost and Found

The school will keep a lost and found box in the main office. Parents and guardians may visit during regular school hours to check the lost and found. If a student believes he or she has lost an item, the student should ask a teacher to check the lost and found. Students may not go to the main office to check the lost and found during class. The lost and found box will be brought to lunch periodically for students to look for their items. At the end of every quarter, remaining items in the lost and found may be donated to a local charity.

Emergencies and Safety Procedures

Safety/Fire Drills and Evacuation: During an emergency it may be necessary for teachers to give important, immediate, and specific instructions to groups of students. For this reason, drills will be conducted in an orderly fashion and students may be asked to exit in silence. Students must stay with the class they are currently in and must be called to silence immediately when announcements are made. A map for exiting the buildings will be posted at the door to each classroom. Students must line up and report to their designated area where teachers will take attendance of all students that are present. Students must be present with their assigned class and teacher at all times.

Crisis Plans and Lockdowns: When a potential unsafe situation happens on campus, a crisis response is triggered. Codes are used to commence a particular sequence of actions by staff. They are used when it is necessary to communicate quickly. Staff are familiar with the sequence of events associated with each code and will ask students to hold classes or to move to certain areas of the classroom or common space in order to keep them as safe as possible.

Response to Threats: Rosenwald takes threats to the lives and safety of our scholars and staff very seriously. In the event of a serious threat or suspicion of a serious threat, the principal, Director of Operations, Dean of Students and or principal designee will investigate the threat to determine its potential validity and will isolate the scholars involved to ensure their safety. If the threat is perceived to be real and serious, the New Orleans Police Department and relevant family members will immediately be contacted. The New Orleans Police Department will begin their own investigation and determine next steps that potentially involve consequences outside of school. The Principal or Dean of Students will determine any school related consequences and return to community plans.

SECTION III. ACADEMIC POLICIES

Grading

We strive to issue grades that are an accurate representation of a student's mastery of the content, so that grades give feedback to students and families about the degree to which a student is prepared for future coursework and to apply course content to their lives. Teachers define for students exactly what content they are learning and how grades reflect that learning--including mastery grades and how process grades support mastery.

Given our high school context, grades and GPA are high stakes and are the most correlated data point we have to future persistence in post-secondary pathways. It's the responsibility of both teachers and students to attend to grades and GPA on an ongoing basis.

Grading Scale and GPA Calculation

- Collegiate Academies uses the (required) Louisiana grading scale:

Grade	Letter Grade	GPA Points
93-100	A	4
85-92	B	3
75-84	C	2
67-74	D	1
50-66	F	0

- Rosenwald uses 50% as the floor, meaning that 50% is the lowest score that may be recorded in the gradebook, following best practices in grading research (see Carifio and Carey 2013, cited in Feldman, *Grading for Equity*, 2019)
- Note: In Louisiana, courses designated Advanced Placement or Dual Enrollment are on a 5 point scale. A student earning an A in AP US History would receive 5 points (out of a possible 5), a student earning a B would receive 4 points, a C would be 3, etc.

Academic Distinction

Honor Roll: 3.0 GPA
Dean's List: 3.3 GPA
Principal's Honors: 3.5 and above GPA

Grade and Gradebook Weighting

LEAP Courses (Algebra I, Geometry, English I and II, Biology, US History)

	Q1 or Q3	Q2 or Q4	LEAP	Final Grade
Semester 1 or 2	42.5%	42.5%	15%	100%

Semester Non-LEAP Courses

	Q1 or Q3	Q2 or Q4	Final Grade

Semester 1 or 2	50%	50%	100%

Additional Notes

- All final grades from S1 and S2 are combined for a student's yearly GPA.
- If a student is enrolled in a LEAP course (Algebra, Geometry, English I, English II, US History, or Biology), the LEAP is required to be counted within a student's course grade.
- Exceptions to the 15% weight for the LEAP test are made in the cases of students on a LEAP Connect pathway or students who are earning credit through applied 833 individualized criteria. In 833 circumstances, the LEAP test accounts for 5% of the final grade for LEAP courses. The remaining 10% will come from performance on the individualized 833 plan.

Quarterly Breakdown

A student's quarterly average is a weighted average of **Mastery** and **Process**. The weighting percentages are shown in the chart below. Assessments (**mastery** grades) will count for 60% total course grades, with **process** grades (like homework, classwork, prework, and participation) counting for 40%.

Category	% of Overall Grade	Examples
Mastery Assignments and assessments that measure mastery.	60%	Exams, essays, projects, labs, exit tickets that assess content mastery
Process Daily work that reinforces strong academic habits.	40%	Homework, classwork, prework, participation

Grade Entry

Teachers at Rosenwald enter a minimum of three grades per week, of which at least one is an assessment of mastery. Teachers communicate to students which assignments are graded and the effect they will have on students' grades (i.e., the grade weight in relation to other grades). Teachers are encouraged to examine carefully any assessment where more than 30% of the class received a failing grade and/or less than 30% of the class received an A or B. For any assessment where this is the case, the teacher is encouraged to reteach and reassess the standards. In addition, teachers look for opportunities for students to show growth and remaster standards in order to raise or replace lower grades from the beginning of a quarter. This also applies to students with individualized 833 criteria.

Makeups

Assignments that assess mastery (like exit tickets, quizzes and essays) may be made up; assignments that reinforce the process of learning (homework, classwork, prework) cannot be made up more than one week after the due date. Participation grades from live class cannot be made up.

This policy includes retakes and revisions: mastery grades can be revised for a higher grade, while grades for process assignments are final once submitted, and cannot be made up if they are not submitted within one week of the due date. In general, student effort towards raising grades is better spent on completing process assignments on time moving forward, not making up old process assignments. For excused absences, homework/classwork/prework/participation assignments are "x'd" out so they do not count for or against a student, and mastery assignments must be made up

within one week of the absence or within the timeframe agreed on by their teacher. It is the scholar's responsibility to contact teachers about details and instructions for missed assignments. Teachers may assign failing grades to scholars who have not made up missing work on time. A teacher may deduct points for work that is submitted late or may not accept late work for unexcused absences.

State law mandates that students who are removed from class due to behavior (temporarily or because of suspension) must be given the opportunity to make up any school work missed.

Students Who Are Quarantined

Schools will decide what work students must complete if they are quarantined due to exposure to a communicable disease, and when they must submit this work. They will explicitly tell students what must be completed (and what does not need to be completed), and for which classes; all other assignments will be marked "Excused" for the duration of the student's quarantine. Schools have discretion to decide which classes or assignments must be completed, i.e., to determine that students only complete work for core classes while they are quarantined.

Cheating

Cheating means a student has used unapproved resources on an assignment, such that the work they submit is not an accurate representation of what that student knows and is able to do. It includes copying other students' work, using unapproved study aids during a test, accessing online resources when told not to, and more. It also includes assisting another student in submitting an inaccurate representation of their work, e.g., if Student A allows Student B to copy Student A's homework.

A student who cheats sends a signal to their school and teacher that they are not prepared to be successful in this course and future academic endeavors. In Grading for Equity, Feldman notes that students cheat because they don't believe that they "can be successful on the assignment or test without cheating." The student is indicating that they need development in the skills and beliefs they will need to be successful and accomplish the school's mission. Cheating is a serious matter and a threat to teachers' ability to accurately assess student understanding and to support them in increasing that understanding.

Plagiarism

Louisiana State University defines plagiarism "to include any use of another's work and submitting that work as one's own. This means not only copying passages of writing or direct quotations, but also paraphrasing or using structure or ideas without citation." Plagiarism can be intentional (as a form of cheating), unintentional (as part of a good-faith effort to complete an assignment), or somewhere in between. Many students plagiarize because they do not know how and when to cite others' work, or because they do not understand the line between using online resources to enhance their understanding and submitting someone else's words as their own.

Before penalizing students for plagiarizing, a teacher should teach what plagiarism is and how to avoid it (with citations or with proper use of resources) for that teacher's specific class. We have seen that many students do not fluidly transfer their understanding of citation from one class to another (say, from an English class to a Science class), so the concept should be reintroduced and taught for each course a student takes. In addition to providing clarity, this constant spiraling throughout a student's time in high school will help students learn this vital skill.

Cheating and plagiarism may result in the following consequences:

- Zero for the assignment
- Deductions
- Parent phone call
- Parent meeting
- Referral to In School Suspension

- Additional assignments to demonstrate mastery of content
- Restorative circle

Involvement in more than three incidents of cheating or plagiarism in the same school year may result in:

- Grade of an F in the course for the quarter
- Recommendation for summer school or a failing grade in the course.

Teachers will consult with the Director of Curriculum and Instruction and/or the Principal before assigning an F or referring a scholar to summer school. Final consequences are at the discretion of the DCI and Principal.

Promotion and Retention

Students and families use promotion to the next grade level to determine if a student is on track for graduation. The State of Louisiana determines the criteria for graduation, but local education agencies (LEAs) determine the standards for promotion to each grade level, and how best to communicate a student's status to the student and their family. This policy ensures that schools are consistently and clearly using a student's grade level to communicate where that student is in relation to graduating with their cohort. Promotion to the next grade means a student is on track; retention in the same grade means a student is not on track to graduate with their cohort (but might be able to, with special effort, earn the credits necessary to get back on track).

To be promoted to the next grade level, a student must meet attendance requirements specified in the Attendance Policy. Per state policy, a student who does not meet these requirements does not receive grades for the courses they took; even if they earn a passing grade, they receive zero credits for these courses. Assuming a student meets attendance requirements, they can earn promotion by earning enough credits to be on track to graduation according to the guidelines in the CA Pupil Progression Plan.

All promotion, retention and graduation decisions are made based on **credits** (and state testing requirements). There is no placement into a grade except by credit accrual. Rosenwald will do everything possible to set a student up for an on time graduation. There are situations where a student may need 5 or even 6 years to graduate.

Promotion to 10th Grade	**Promotion to 11th Grade**	**Promotion to 12th Grade**
To be a 10th grader, a student must begin the academic year with: - **six (6) or more** credits, AND - **four (4) or more** credits that fulfill a requirement* on the list of 21 non-elective credits required for a TOPS diploma *If students do not take Algebra I in their freshman year, but earn another math credit, that credit counts toward this requirement	To be an 11th grader, a student must begin the academic year with: - **twelve (12) or more** credits, AND - **ten (10) or more** credits that fulfill a requirement on the list of 21 non-elective credits required for a TOPS diploma[1] - at least **one LEAP 2025 testing requirement (out of three total) met** (via a passing score, an April Dunn plan, or an exemption)	A student who has completed three years of high school, and can graduate in two semesters, is a senior. To be a 12th grader, a student must begin the academic year with: - **sixteen (16) or more** total credits, AND - **eight (8) or fewer credits** required for graduation, such that the school is able to place the student in all required courses during the school year (e.g., the student does not need to take Algebra I and Algebra II simultaneously), AND - all **LEAP 2025 testing requirements met** (via a

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		passing score, an April Dunn plan, or an exemption), OR the ability to take the course associated with unmet LEAP 2025 requirements

Special Education Program Description

For an overview of our school's special education program and complaint procedure, go to https://www.collegiateacademies.org/resources**.**

Summer School

Rosenwald may choose to offer summer school to students requiring remedial credit for failed courses.. Students may recover up to two credits per year for previously failed courses.. Grades from credit recovery classes replace the original failing grade when calculating a student's GPA. Both the original attempt and the credit recovery attempt remain on the transcript. For students who failed the state test in May, opportunities for remediation will be given prior to retesting in late June.

Extended School Year

Extended School Year (ESY) is offered for students with disabilities that qualify after individualized screenings as outlined by their Individualized Education Plan (IEP). If a student is determined eligible using IEP aligned eligibility criteria, the IEP team will generate an ESY IEP that outlines the goals, services and timelines that defines the services a student will receive during the summer. If you have questions about ESY services, please contact the front office in order or the student's IEP case manager.

Academic Assessments

Rosenwald Collegiate uses multiple assessments to monitor student progress, inform instruction, and ensure that all students succeed. The faculty works to ensure that assessments are not stressful times for students; they are presented as opportunities to show off all that students have learned. The assessments, which include the diagnostic exams in reading and mathematics, preparation exams for the ACT, internally developed assessments, and state required End of Course Exams are administered throughout the year. Teachers analyze the results to plan their instruction, identify students in need of extra help, and to assess the overall effectiveness of the school's curriculum. Results are shared with families through the report cards that are distributed four times each year.

Homework Help

http://www.homeworkla.org/

SECTION IV. SCHOOL UNIFORM POLICY

All scholars must report to school in the Rosenwald uniform. We require a school uniform for several important reasons:

1) **Uniforms reduce distractions and clothing competition**. Students can be tempted to spend more time discussing and evaluating what others are wearing than they spend focusing on learning. Wearing uniforms eliminates this distraction. Whether families have high incomes or low incomes, scholars come to school dressed the same way. No one feels embarrassed or uncomfortable about his or her clothes.
2) **Uniforms unite us as a community**. When you look at a group of scholars in the school uniform, it is a powerful visual statement of our community. Scholars make a commitment that when they put on the Rosenwald uniform: they are agreeing to live up to the school's high expectations.
3) **Uniforms look professional**. We expect scholars to come mentally prepared for school and "dressed for work." A required dress code or uniform is common in the adult workplace.

What	Uniform Requirements
Tops	Rosenwald blue or gray polo shirts or button down shirts must be worn Monday- Thursday. *Shirts must be purchased from Logo Express and have the Rosenwald Collegiate Academy Logo. All polo shirts should be tucked in to look professional. T-shirts are only allowed on Fridays and only official Rosenwald T-shirts created by Rosenwald are allowed. During designated game days, athletes may wear athletic team warm-ups but this does not include athletic team game jerseys, shorts, or other pieces of their game uniform.* **Fridays ONLY:** Shirts allowed other days of the week **AND** official Rosenwald branded t-shirts or college t-shirts. T-Shirts do not need to be tucked in.
Bottoms	**Khaki chino pants, capris or shorts** Khaki shorts may be no shorter than TWO inches above the crease at the back of the knee. Khakis should be solid in color. Pants, capris, and shorts must be worn at the waist. Khaki (tan, blue, gray, or black chinos are allowed. **Officially sanctioned Rosenwald plaid patterned pants and skirts purchased at Logo Express**. The uniform skirts may be no shorter than TWO inches above the crease at the back of the knee. Skirts must be worn at the waist and not rolled. No pants or leggings of any kind may be worn under skirts. Only solid black, solid blue, solid white tights may be worn under skirts. Scholars do not have to wear tights under skirts. NOT ALLOWED: Pants that are sagging and not worn at the waist. Pants that are khaki in color but made of stretch or jean materials are not allowed. NOT ALLOWED: Cargo pants with oversized pockets on the side of the leg. NOT ALLOWED: Stitching that is defined in a different color on the outside of pockets or on the seams of khaki pants. **Fridays ONLY**: Pants, shirts and skirts allowed other days of the week **AND** jeans or other school appropriate pants of any color that do not show any skin because of rips or holes. Legging, spandex and jogging pants are not allowed.

Belts	**Belts are not required, but may be worn.** Belts should be black, brown or blue.
Shoes	**Any color low top or high top shoes**. All shoes must be closed toe and closed back. Scholars can wear sneakers, dress shoes or boots. Scholars must be able to pull pant legs over high tops and boots. Slides, sandals, high heels and other shoes that are not closed toe and closed back will not be allowed.
Socks	**Socks are not required**. Scholars may wear socks of any color. Socks may not be worn over pants.
Outerwear	Scholars in all grades can wear official Rosenwald sweatshirts, jackets and sweaters purchased at Logo Express.. **Scholars will not be allowed to wear other outerwear items in the school building**. Scholars may also wear jackets, sweatshirts that are royal blue, yellow or white. Shades that are off color (e.g. teal, green or baby blue, purple, etc.) are not allowed. The entirety of the outerwear should be one of those 3 colors. Fasteners such as buttons, snaps, and zippers may be metallic colored, but may not be in any non-approved color (e.g. no purple plastic zippers). **Hooded sweatshirts or jackets with hoods are not allowed.** Scholars must wear an approved shirt under their outerwear (see above). Any student who reports to school with unapproved outerwear will have outerwear confiscated at arrival to school. Items will be available for pick up at the end of the day. Any items left behind will be placed in the lost and found. Items in the lost and found will be donated to charity at the end of each quarter. Rosenwald is not responsible for missing confiscated outerwear, please wear what is allowed so that you do not lose your favorite jacket or hoodie. No profanity, vulgarity, references to acts of violence, gangs, drugs, alcohol, sex, or anything inappropriate for work or school will be allowed.
Accessories	
Earrings:	Earrings and other body piercings allowed.
Rings:	Rings are allowed but items that go across more than one finger or have sharp/dangerous edges will be confiscated.
Necklaces:	Necklaces are allowed; anything over a dime in size needs to be worn on the inside of shirts. Any lanyard that is school appropriate may be worn on top of the polo shirt.
Bracelets & Watches:	Scholars may wear bracelets or watches of any color but electronic watches with music and texting capacity are not allowed. Watches with texting ability will be confiscated and treated the same as a cell phone if a teacher becomes aware of the watch or suspects the scholar is using it to communicate.
Hats & Hair Accessories	Scholars may wear hair accessories of any color. Scholars may wear headwraps (turban cloth). Scholars may not wear hoods in the building. Scholars may not wear bandanas with paisley patterns, shower/silk caps, du-rags, or curlers. Bandanas may not be worn hanging out of pockets, tied around wrists, or tied around legs. Hats are not allowed in the building.
Bags	Bags should be large enough to hold *all* school materials, including but not limited to books,

	binders, paper, and supplies. Please bear in mind that our campus does not have lockers and books and materials must travel with students all day. Bags must be placed on the back of chairs or under chairs during class and may be confiscated and searched at any time.

Additional Uniform Policies

- Scholars in P.E. or an extracurricular activity will be required to wear the clothing assigned by that instructor/coach. All others will remain in uniform throughout the school day.
- Disposable face masks and cloth face masks intended for the purpose of preventing the spread of viruses (like COVD-19) may be worn or required by the school. Masks of any color are allowed and must be properly worn (over nose and mouth).
- No profanity, vulgarity, references to acts of violence, gangs, drugs, alcohol, sex, or anything inappropriate for work or school will be allowed
- Non-school approved outerwear is not permitted inside the building.
- Uniform clothing may not be altered, torn, ripped, tied, or written on in marker.
- Hats and sunglasses may not be worn in the building and may be confiscated until parents pick up if a teacher has to ask the child to remove them more than once.
- Scholars may not wear hair picks of any size or color.
- Baseball and bucket hats are not allowed in the building and may be confiscated and returned to the parent.
- School jerseys or athletic uniforms may be worn with coach approval on game days. Athletic team outerwear may be worn over regular polos or t-shirts but polos and t-shirts and the regular uniform are required unless it is a game day and has been pre-approved.
- Any exceptions to the school dress code based on religious observances must be presented to the principal.
- We reserve the right to alter dress code rules at any time and will provide scholars and families with written notice of changes.

Students who are out of uniform may be kept from class until the uniform violation is fixed. In general, students are expected to be in uniform every day. If uniform policies are updated at any point in the year, families will receive a revised copy.

Our official uniform vendor is Logo Express. Logo Express has locations at 3141 Gentilly Blvd. and 109 Wall Blvd. All Rosenwald polos, t-shirts, sweatshirts, sweaters and plaid pants/skirts must be purchased from Logo Express.

SECTION V. STUDENT CODE OF CONDUCT

We strive to create an environment that prepares students to succeed in the college and career pathway of their choice. At Rosenwald Collegiate Academy we prioritize the physical, emotional, mental, and intellectual safety of our students and staff and create policies that give all students an opportunity to learn without disruption.

Pride Bucks and Deductions

Rosenwald has standard expectations for how students behave in classrooms and common spaces. Expected behavior is outlined in this handbook. Pride bucks are assigned to students who consistently meet expectations and/or demonstrate behavior aligned to our school values of Achievement, Teamwork, Power, Pride and Grace. Deductions are assigned to a student for not meeting clearly stated expectations or taking action that does not align to our values. While some misbehaviors may seem minor, we work hard to have systems in place that prevent them because their combined effect reduces the overall quality of education for the school and make it harder for students to be successful. Students begin a school day with 10 Pride Bucks and will earn additional pride bucks when recognized for meeting and exceeding expectations or have pride bucks deducted for not meeting expectations. One unit of detention is assigned for every 8 deductions accrued. Students may use Pride Bucks to gain positive behavior incentives and purchase items from an established school store. In addition to an assigned consequence, deductions also assist Rosenwald staff in planning appropriate interventions for students when a pattern of behavior is established. We have 6 categories of deductions:

Category	Description	Deductions	Pride Bucks
Classroom Expectations	Students who consistently meet or exceed classroom expectations will be awarded Pride Bucks. Students who do not meet established classroom expectations will receive deductions. See “Classroom Expectations” this handbook for a detailed outline of expectations.	1	1
Common Space Expectations	Students who consistently meet or exceed common space expectations will be awarded Pride Bucks. Students who do not meet established common space expectations will receive deductions. See “Common Space Expectations” in this handbook for a detailed outline of expectations.	1	1
Tardies	Report directly to class and be seated before the bell rings.	4	All students receive 10 Pride Bucks for reporting to school.
Uniform Violation (fixable/unfixable)	Students who are out of uniform after morning arrival will be assigned 1 deduction. Students who have unfixable uniform violations will be assigned 4 deductions and be held in ISS until the uniform is corrected.	1 or 4	
Skipping Class	Being in an isolated, unsupervised setting, arranging to meet others, or being unaccounted for more than 10 minutes. Being unsupervised anywhere on campus without permission for any period of time is skipping. This can include skipping mandatory tutoring or office hours, going to any place other than class at class time or being in the hallway during class without a pass.	8	
Respectful Community Interactions	Being a positive influence on peers, speaking up to help someone else, showing our school values will result in 8 pridebucks. Undermining the dignity and/or humanity of another person – treating them differently than others, speaking to or about them negatively or with intent to hurt them will result in 8 deductions.	8	8

Classroom Expectations

The categories and descriptions below exist to set a baseline for the action and behaviors that are expected in all classrooms at Rosenwald. Students not meeting the expectations after clear directions may be assigned deductions.

Baseline	Description
100%	100% of students follow directions and are prepared to share their thinking 100% of the time.
On Task	Students are always on task.
Prepared	Students have the materials they need for class.
Urgent	Students begin following directions quickly.
Questions	Students ask questions and seek out clarity when confused or curious.
One Voice	Unless noted by the teacher, only one voice should speak at a time. Students do not call out unless asked to (example: for a choral response).
Strong Voice	Students share their thoughts loud enough to be heard by the entire space.
Eyes on the Speaker	Discussions: Students always track the speaker (teacher or peer). Instruction: Students always track the teacher, the board, or their work.
Posture	Students sit in a manner communicating engagement appropriate to the task.
Partners	Students quickly turn and talk with their partners or group when tasked to do so. Choosing to work alone for a group or partner assignment is not an option.
Raising hands	Students raise their hands in the air to participate.
Reactions	Students strive to react positively or neutrally when disappointed or challenged in class. If their response is negative, they are quick to pause, reflect, and get back to work.
Visitors	Students maintain focus when visitors are in the room.
Answers	Students answer in full academy grammar sentences and refrain from the statement: “I don’t know.”
Notes	Students take notes consistently throughout class, including when signaled by the teacher.
Independent work	Independent work is sustained, silent, and remains uninterrupted.
Pride	Students look for opportunities to share their gratitude or support of the success of their peers and themselves through snaps, magic and shoutouts.
Food & Drink	Food, drink are not permitted in classrooms unless approved by the teacher. Students can have water in a clear bottle that is not shared with others.
Gum	Gum is not permitted.

Common Space Expectations

The categories and descriptions below exist to set a baseline for the action and behaviors that are expected in all common spaces at Rosenwald. Students not meeting the expectations after clear directions and may be assigned deductions.

Baseline	Description
Passes	● Students have a pass signed by a teacher with them at all times. ● Teachers have an official restroom pass and will only permit one student to leave the class at a time. ● Students may **not** enter the classroom of a class that they are not on the roster to attend without written approval of both the sending and receiving teacher.
First 10 and Last 10	● Teachers permit one student at a time to leave class to use the restroom during class only if the first 10 minutes of class have passed and only if there are 10 minutes or more of class remaining. Teachers will not write passes for students to leave class for any non-emergency reason during the first 10 and last 10 minutes of classes.
Restrooms	● Restroom use is allowed during transitions and at lunch. ● Students keep restrooms clean, flush toilets and put paper products in designated trash receptacle. ● When finished using a restroom space, students exit the restroom. ● Students do not gather and talk with friends in the restroom.
Volume	● Students keep a library quiet voice in the hallways when classes are in session. ● Students use an inside talking voice during transitions and avoid raised voices in hallways or in the cafeteria.
Language	● Students use language appropriate for school or work. No cursing, derogatory language, words or gestures that can be insulting to other members of the community..
Cafeteria	● Say thank you to the cafeteria workers. ● Stay seated while in the cafeteria. ● Get up and move in designated rec spaces only (outside area or student lounge area). ● Clean the table and put trash in the trash can when finished eating. ● Use inside voices (no raised voices or yelling). ● Use appropriate language and tone when communicating with peers and teachers. ● Be kind to each other. ● Keep hands, feet and objects to self. ● No throwing ANYTHING in the cafeteria.
Transitions	● Students demonstrate grace and teamwork in the hallways, keep conversations kind and at a quiet talking voice. ● Students keep moving directly to the next class or directly to the restroom/water and then class or the cafeteria. ● It is the student's responsibility to get to class on time.
Physical Contact	● Students keep their hands, feet and all objects to themselves during transitions and at lunch. ● Avoid bumping into or placing hands on others. Mutually welcomed quick hugs, handshakes and fist bumps are allowed.

Cell Phones and Electronic Devices

Rosenwald Collegiate Academy recognizes that we live in a time period in which our senses are raised to safety and security, especially in travel situations. Some parents may desire to send their children to school accompanied with a cell phone to facilitate communication between home and school and during transit; however, phones and other electronic devices cannot be used on campus during school hours. Once a school official greets scholars in the morning, electronic devices are no longer allowed. Phones and electronics must be put away before entering the building. Devices must remain out of sight and not seen or heard until the final bell of the day.

Parents wishing to communicate with their child during the school day may leave a message with the Front Office, who will in turn pass it on to the scholar. If a scholar wishes to go home, he or she must have permission to use a phone to call home.

Cell phone or other unauthorized electronic use results in immediate confiscation by the adult on duty. Confiscated technology will be returned at the end of the day. If the scholar's electronic device is confiscated a third time, the scholar can retrieve their item(s) **with a parent ONLY** on Friday of that week. Students may not leave class early to pick up a confiscated item. Should the scholar refuse to turn in these items, parents will be contacted immediately. An operations or culture team member will be stationed with confiscated items at dismissal and will return them to students. Buses will leave as usual, if a student misses the bus because (s)he is picking up a confiscated item the bus will not be called back. The school reserves the right to confiscate phones and other electronic devices from students who have violated this policy more than 3 times upon arrival at school each morning for the remainder of the quarter.

If a student refuses to turn in their cell phone/electronic device a parent/guardian will be contacted and it will result in inschool suspension and a parent conference

In all cases, Rosenwald Collegiate is not responsible for missing or stolen electronics.

State Cell Phone Policy
§1141. Electronic Telecommunication Devices
A. No scholar, unless authorized by the school principal or his/her designee, shall use or operate any electronic telecommunication device, including any facsimile system, radio paging service, mobile telephone service, intercom, or electro-mechanical paging system, in any public school building or school grounds or in any school bus.

Electronic devices covered under this policy include, but are not limited to:

- Cell phones
- Music devices
- Headphones
- Smart watches
- Tablets
- Any device used for communication or music

Redirection Techniques

We use a combination of restorative practices, problem-solving, and progressive consequences to help create a safe and welcoming community for all people. We work to teach students appropriate action through various interventions, restorative practices, consequences and positive behavior support. We recognize that academic success is directly correlated with instructional time received by the scholar and we seek to reduce the loss of instructional time when possible. The following is a list of some of the steps that are implemented when scholars do not meet school-wide expectations. This list is not exhaustive and the school may respond with additional techniques or interventions as needed.

· Contact and/or conference with parent/guardian.
· Behavioral contracts
· Loss of Commodollars
· Deductions
· Detention
· Extended School Day
· Growth Plans
· Community separation or sidelining
· Daily trackers (check-in/check-out)
· Reflective activity
· Loss of privilege (field trips, extracurricular activities, sports, celebrations, dances, participation in graduation ceremonies, end of year ceremonies, or any other school sponsored functioned decided by the principal or designee)
· In school suspension
· Positive alternative to school suspension
· Restorative justice circles
· Mediations
· Restorative conversations
· Conflict mediation (peer mediation)
· Reparation/Letter of apology/public apologies
· Schedule Adjustment
· Referral to mental health services for interventions such as individual or group counseling
· Referral to the Scholar Assistant Team (SAT/RTI)
· Community repair projects
· After-school or lunch detention
· Saturday school
· Lunch detention
· Bus suspension
· Supervised work assignment or service project

Corrective strategies may also include referral to and collaboration with outside agencies and with court appointed workers for scholars involved with the juvenile justice system. The principal works closely with School Counselors, the Scholar Support Coordinator and the Director of Special Programs to identify school-wide behavior concerns and design and implement thematic strands of counseling and social and emotional learning goals.

Restorative Conversations and Reflections

Students who miss the mark in small ways in the classroom, the hallways, and other parts of the school may be addressed with a deduction of pride bucks and/or a restorative approach. Teachers will ask scholars to identify what happened, who was impacted by the actions taken, the scholar's personal responsibility in the situation and what steps he or she might take to repair any harm that was caused to the community. The scholar and teacher may make an agreement of steps that the scholar needs to take to ensure harm is repaired. If the scholar does not uphold their side of the agreement, further action may be taken and the scholar may be referred to the principal or Dean of Students. The goal of a restorative conversation is to ensure that all parties learn from the incident and move forward in a more positive place than they were previous to the incident. All parties should feel "restored" and better about themselves and the situation at the end of a restorative process.

Reset

A reset is a short activity that typically lasts anywhere from two to five minutes in which a student or teacher asks a series of questions to guide a student to get to a place of equilibrium and reset prior to re-entering a class or setting. Follow up to a reset may come from the initiating teacher, the student affected, support staff, or through communication (email, text, school runner).

Reflection

A reflection is a short activity that typically lasts anywhere from ten to twenty minutes in which a student completes a series of guided questions that illuminate for students and teachers what happened that caused a need for a reflection.

The reflection is shared with the student, the sending teacher, the dean, advisor, and often a parent or guardian. The teacher that initiates the reflection process formally follows up with the student within a day of the incident or issue. Follow up often happens immediately and in the moment but given the business and complexity in the day of the life of a teacher or student at Rosenwald we afford both parties time to complete this process.

Circle

A circle is used to illuminate differences in perspective and experiences in conjunction with a given topic. In the context of Restorative Approaches a circle is generally used to create positive community as a preventative measure or to delve into a conflict or challenge that occurred between two or more students or a class. Circles typically seek out participants that are both connected and removed from an event - a friend or peer that may have no relationship to the arising situation and the parents, teachers, and advisors of those that are seeking to collaboratively understand the cause of a problem and discern what is necessary to move on and be stronger than before.

Detention

Scholars receive a notice of detention in the morning on their scholar slip or by logging into SchoolRunner. Scholars are responsible for properly serving detention during lunch. If scholars are late to detention or removed from detention for being disruptive, they will be assigned after school detention. The scholar's parents will be notified and the scholar can take the after school activities bus home or be picked up 1 hour after dismissal. If a scholar skips after school detention, they will serve the following day in In School Suspension. If a scholar improperly serves detention, but is not removed, the scholar's detention will not count as served and they will need to serve it again at the next available opportunity (i.e. lunch the following day).

A scholar that arrives late to school will be informed that he or she has detention when he/she checks-in to the front office and receives a pass to class. If the scholar has questions about the detention, it is the student's responsibility to ask an adult or log into School Runner to see why detention was assigned.

In School Suspensions

In school suspension is led by a behavior interventionist or other Rosenwald staff member. It serves as a place for students to reset, reflect on inappropriate behavior, learn appropriate mindsets and skills, and, when appropriate, create or execute plans that restore harm to the community. When in ISS, students are required to be seated, silent, awake, and engaging productively on an assigned task such as completing assignments from class, reading, reflecting, planning, or other such actions that accelerate the restorative process or advance one's development.

Removal from the Community

We believe that every scholar has the right to learn in a safe and respectful environment. Scholars may be removed from classrooms or hallways in order to reflect on behaviors and receive individualized guidance. We want to avoid removing a scholar from classes whenever possible because scholars need to be present in class and learning; however, we will implement both in and out of school suspension when necessary to preserve the culture of the school and maintain safety. A situation in which the scholar is not allowed to attend class for a designated period of time, is a serious and formal corrective strategy taken when a scholar commits an infraction that presents a danger to other members of the community or makes it difficult for learning to proceed. In cases where the scholar presents a danger to others on campus or is preventing others from learning, parents will be called immediately and asked to pick the scholar up from school. When a scholar presents an immediate threat to himself or herself or the well being of others, a crisis unit may be called. In situations where the safety of others at school is at risk, a scholar may be escorted off campus and local authorities may be notified as needed.

When a scholar is assigned to in school or out of school suspension for a full day a parent or guardian will be contacted on the phone within 24 hours about the offense. Parents will receive written notices mailed home for any multi-day infractions.

Scholars, who successfully participate in the restorative process or conflict resolution following an incident, may have the incident removed from their permanent record.

Safety Violations & Suspensions

These are the most serious violations and they make it immediately more difficult for learning to proceed as successfully as it did before the violation occurred. These infractions will result in immediate removal from class, assignment to "In School Suspension" (ISS), or "Out of School Suspension" (OSS), recommendation for a parent meeting, a disciplinary conference or, in rare cases, an expulsion hearing.

The Principal or Dean of Students may determine consequences in addition to any outlined here as a result of a safety violation. Scholars may not be allowed to ride the school bus, participate in co-curricular activities or attend any and all Rosenwald sponsored functions (including but not limited to participation in homecoming, marching in parades, games, attendance at prom and participation in graduation ceremonies). Scholars may be required to participate in restorative circles and/or peer mediation. At times, school personnel and families may choose to agree to a logical or restorative consequence in addition to or in place of (fully or partially) to a traditional suspension. If a scholar has a penalty waived or deferred in order to participate in a restorative process or peer mediation but fails to complete the agreements to repair harm to the community within the time frame agreed, he or she may earn the original consequences at the end of that period. Any repeated infractions of the behaviors listed in the chart below may result in a referral to the city wide student hearing office and possible expulsion from school.

In the following chart In School Suspension will be referred to as ISS and Out of School Suspension as OSS.

Infraction	Description	Consequence
Failure to serve assigned consequence	Scholar does not turn in cell phone or serve assigned detention. See cell phone or detention policy for details.	1-5 days ISS
Major Uniform Violation	Coming to school out of uniform in an unfixable way (e.g. jeans, non school shirt, slides) or refusing to be in uniform when it is possible (e.g. changing shoes to slides, wearing unapproved outerwear).	Referral to ISS until uniform is fixed and deductions
Behavior flow chart	A staff member calls home on two separate days about the same failure to comply with school policy (within the same quarter) and properly logs calls in SchoolRunner, on the third call home the scholar will be removed from the community.	1 day ISS (maximum)
Repeated disruption of learning environment	Scholar is disruptive to learning and asked to leave 2 or more classes in a school day.	Referral to ISS for remainder of school day
Destruction of property	Vandalism, graffiti or damage to the building or another's person's property.	1 day ISS (minimum)
Leaves school campus without permission	Leaving campus during school hours and/or attempting to leave and return to campus. This includes not reporting directly to the school building after arriving in the morning, whether dropped off by car or bus regardless of the destination or the time the scholar reports back to the school building.	Referral to Dean or Principal 2 hours (minimum)
Lighter/matches or other paraphernalia	Possesses lighter, matches, or other drug paraphernalia on campus, the school bus or any school function. Contraband will be confiscated by school officials.	Referral to Dean or Principal 2 hours (minimum)

Tobacco	Uses or possesses tobacco or vape/vaping products on campus, the school bus or any school function. This includes electronic vaping devices and substances associated with them. Contraband will be confiscated by school officials.	Referral to Dean or Principal 2 hours (minimum) for possession 1 day (minimum) for use.
Cyber bullying	Unwanted or repeated written, verbal, threatening behavior that is exchanged on a social media outlet or electronic messaging system while in or out of school. See “Bullying” section of the handbook for more details.	1 day ISS (minimum)
Bullying	Unwanted or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture. See the “Bullying” section of the handbook for more details.	1 day ISS (minimum)
Hate speech	Using language that undermines the dignity of a race, sexual orientation, religion, ethnic background, exceptionality, etc.	1 day ISS (minimum)
Sexual harassment	Intimidation, bullying, or coercion of a sexual nature. Sexual contact or behavior that occurs without the explicit consent of the recipient.	1 day OSS (minimum)
Threatening	Threatening a scholar or adult member of the community (e.g. "If you __ then I'll ___").	1 day ISS (minimum)
Trespassing	Unauthorized entering onto school property without permission. Or, when an individual who has been given prior notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave does not. This includes unauthorized presence of a student on school property while on a restrictive access, suspension, or expulsion.	1 day ISS (minimum)
Theft/stealing	Taking an item or items that do not belong to you. Theft of property valued over $500.00 will result in referral to the Student Hearing Office and possible expulsion from school.	2 day ISS (minimum)
Alcohol	Possessing alcoholic beverages on campus or at a school function. Contraband will be confiscated by school officials.	3 day OSS (minimum)
Drugs/ Controlled Substance	Possessing, distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law (including over-the-counter and prescription medications). Required drug/alcohol counseling. Will result in referral to the Studentto Student Hearing Office and possible expulsion from school. Contraband will be confiscated by school officials.	3 day OSS + 2 day ISS (minimum)
False alarm	Pulls fire alarm / bomb threat/ discharging a fire extinguisher.	3 day OSS (minimum)
Inciting violence	Encouraging others to fight (pushing another person into a fight) or “bumping” someone in passing to provoke a fight OR a situation where a fight is going to happen or is happening and a scholar runs toward it and does not seek help or tell the involved parties to stop.	Referral to Principal or Dean 1 day ISS or Detention
Verbal altercation	A verbal altercation where a scholar is trying to physically fight another person and has to be restrained/held back to ensure the safety of others/or self.	1 day ISS (minimum)

Fighting	Included but not limited to: fighting with physical contact outside of the classroom or in the parking lot; fighting with physical contact in the classroom or cafeteria; fighting with physical contact on the bus or at any other school function on or off campus. Fighting that takes place off campus and creates a safety concern on campus. Regardless of who "starts" the fight, consequences will be assigned to all parties involved in a physical altercation. Participation in mediations will be mandated upon return to school.	3 days OSS + 1 day ISS (minimum)
Assault	Unprovoked physical attack of another person. Required participation in mediations and expulsion hearings.	5 days OSS (minimum)
Arson	Intentional damage to property by any explosive substance or setting fire to any property. Police may be notified and expulsion may be filed.	5 days OSS (minimum)
Weapons	Carrying or possessing a weapon on campus or a school related function. This includes firearms, knives or any instrument that is used (or which is intended to be used) to harm another individual. This also includes look-a-like weapons and something intended for other purposes but used as a weapon. Police may be notified and expulsion may be filed.	5 days OSS (minimum)
Failure or refusal to meaningfully participate in restorative process or complete return to community agreement	Refusing to complete a restorative process written reflection honestly, refusing to engage in a reflective conversation with staff, refusing to participate meaningfully in a mediation, failing to complete repair harm plan by assigned time, and/or repeating initial infractions that triggered the restorative process.	1-5 days of ISS or OSS

Important notes concerning the consequences listed above: *Most consequences above are listed as a "minimum" number of days. The Principal or The Principal or Dean of Students may determine additional days or change an ISS to an OSS or vice versa if warranted once all facts are gathered concerning an incident. In addition, scholars assigned in and out of school suspensions may be offered the opportunity to have them removed from permanent records through restorative processes.*

Due Process for Suspension

Due Process for Suspension: Bulletin 741 Ch. 13 §1306

- Student is notified of the infraction they are accused of
- Student is given an opportunity to provide his/her account of the incident
- Parent is notified via phone or certified letter of the suspension, reason, and dates of suspension/return to school
    - Must also include the date and time of the student's readmit conference with the parent
- A student may be removed from campus without due process if he/she represents a continued threat to others or the educational environment.
    - In these cases due process must be followed as soon as possible
- Any parent, tutor, or legal guardian of a suspended student shall have the right to appeal to the superintendent or to a designee of the superintendent, who may conduct a hearing on the merits of the case.
- The decision of the superintendent on the merit of the case, as well as the term of suspension, shall be final, reserving the right to the superintendent to remit any portion of the time of suspension.

Parent Notification

Any notification should include (in-person, phone, and written):

- Incident report including student's account (redact the names of any other students)
- Date(s) of suspension and return to school

- Date and time of parent conference
- Process for appeal and superintendent's email address (jbryant@collegiateacademies.org)
- Bulletin 741 Ch. 13 §1305 and 1306

Suspension Appeal Process

Parents or guardians of students who are suspended (in and out of school) have the right to appeal the school's decision by submitting a written request to the administration. Requests for an appeal hearing must be emailed to the superintendent (jbryant@collegiateacademies.org) within 5 school days of the incident. Every effort will be made to hear the appeal within two school days of receiving the appeal. Parents have the right to counsel at the appeal. A binding decision will be provided orally and in writing shortly thereafter. Suspension will stand until the appeal. The decision of the superintendent, principal, assistant principal, or dean shall be final. If the student's appeal is granted, the student's record will be expunged of any reference to in or out of school suspension.

During an appeal hearing, the superintendent, principal or designee has the authority to:

- uphold the original decision
- uphold the original decision but change the sanction (more or less severe)
- change the original decision

The appeal process is not a rehearing of the original case. The appeal hearing is to consider if one or more of the following is present in the case:

1. New facts: Discovery of substantial new facts unavailable or unheard at the time of the punishment was assigned.
2. Inappropriate sanctioning: If the assigned suspension is either excessive or too lenient and is not consistent with the sanctions presented in the family handbook. The request for an appeal must include specific information indicating why the sanction is deemed inappropriate.

Expulsion

In order to ensure the safety of others and to prepare students for a world where there are serious repercussions for mistakes, we may recommend students who commit the infractions below for an expulsion from school through NOLA Public School's Student Hearing Office. We follow the policies outlined in the Student Hearing Office manual.

Expellable Offenses: Tier One

- Distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous substances Law, or any prescription drug.
- 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, this includes tasers and other conducted electrical weapons (CEW), and bomb threats with constructed bombs or possession of constructed bombs.
- Sexual assault and other sexual acts where one party is non-consenting.
- Intentional battery (contact) on any individual using any tier weapon or dangerous substance or implement.
- Any assault (threat) with a Tier One weapon.
- Engaging in an intentional physical altercation with a member of the school staff.
- Intentional battery (contact) that causes serious documentable injury that necessitates medical care.

Expellable Offenses: Tier Two

- Possessing any controlled dangerous substance governed by the Uniform Controlled Dangerous substances Law, or any prescription drug or unmarked medication.
- Theft of school property or the personal property of individuals valued at $500 or more on the school property or at any other activity over which the school has jurisdiction.
- Robbery - the taking of anything belonging to someone else from their possession through force or intimidation - of an individual 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 supporting evidence. Entry may occur during, after, or before school hours. Unauthorized entry includes school's data system to manipulate or change attendance or grades.

- Engaging in consensual sexual acts on school property or at any school-sponsored activity.
- Engaging in nonconsenual exposure of body parts in a sexual manner to another.
- Assault (threat) of an individual with a Tier Two dangerous substance or implement.
- Possession or use of any implement or substance with the ability to seriously harm another person. This includes: bleach, mace, pepper spray, razor blades, box cutter, setting of the fire alarm through fire, and more.
- Propping open external facing doors with intent to allow access to campus in a way that circumvents the ordinary entry or security process on campus in order to commit harm.
- Inviting or bringing non-students or unpermitted students onto campus with the intent to circumvent the ordinary entry or security process on campus in order to commit harm.

Expellable Offenses: Tier Three

- Well-documented and ongoing commission of serious acts that threaten the safety of others.
- Being under the influence of any controlled dangerous substance governed by the Uniform Controlled Dangerous substances 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.
- Theft of school property or the personal property of individuals valued at $500 or more on school property or at any activity of which the school has jurisdiction.
- Sharing sexually explicit material, including through the use of an electronic device.
- Well-documented and ongoing behaviors that threaten, intimidate, or bully another individual, including the use of any electronic device to threaten, intimidate, or bully.

*Students age 16 or older – required expulsion of at least four semesters for some substances. See La. R.S. 17:416(C)(2)(a)(ii). Students younger than age 16 in grades 6-12 – required expulsion of at least two school semesters for some substances. See La. R.S. 17:416(C)(2)(b)(ii). Students in grades K-5 – expulsion not required. See La. R.S. 17:416(C)(2)(c)(ii) **Students age 16 or older – required expulsion of at least four semesters; shorter expulsion allowed on a case-by-case basis. See La. R.S. 17:416(C)(2)(a)(i). Students younger than age 16 in grades 6-12 – required expulsion of at least four semesters; shorter expulsion allowed on a case-by-case basis. See La. R.S. 17:416(C)(2)(b)(i). Students in grades K-5 – required expulsion of at least two semesters; shorter expulsion allowed on a case-by-case basis. See La. R.S. 17:416(C)(2)(c)(i) ***Students in grade PK-5 younger than age 11 – expulsion not required. See La. R.S. 17:416(B)(1)(b)(ii)(cc) Students age 11 or older – expulsion required. See La. R.S. 17:416(B)(1)(b)(ii)(cc).*

In all incidents listed above, the student will be interviewed concerning the circumstances and an investigation will be conducted at school within three school days. Parents will be notified of the circumstances. The evidence will be reviewed and a decision to recommend that a student returns to the school community or is expelled will be made. A parent will be notified of the decision via phone.

If there is reasonable evidence that the student has committed the offense, the principal or designee will recommend a student for expulsion to the NOLA Public School District. When a principal or designee recommends a student for expulsion the student may be suspended in or out of school pending a student hearing. The student will have an expulsion hearing, in which the NOLA PS Student Hearing Officer will determine if the recommendation for expulsion is upheld, modified, or reversed.

For information regarding the Expulsion Due Process Procedures, see Appendix C.

Harassment and Bullying

Rosenwald believes that all students have a right to a safe and healthy school environment. We take seriously our obligation to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. Behavior that infringes on the safety or well-being of any student will not be tolerated. Such behavior includes, but is not limited to direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation.

Definition, Behaviors Constituting Bullying, and the Effect on Others:

"Bullying" means:

1. A pattern of any one or more of the following behaviors:

a. Gestures, including but not limited to obscene gestures and making faces.
b. Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors. Electronic communication includes but is not limited to a communication or image transmitted by email, instant message, text message, blog, online meeting platform, or social networking website through the use of a telephone, mobile phone, pager, computer, tablet or other electronic device.
c. Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
d. Repeatedly and purposefully shunning or excluding from activities.

2. Where the pattern of behavior:
    a. is exhibited toward a student, more than once, by another student or group of students; and
    b. occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, including via online learning platforms or during any online learning sessions, in any school bus or van, at any designated school bus stop, and/or in any other school or private vehicle used to transport students to and from schools or any school-sponsored activity or event.

The pattern of behavior as described above must:

1. have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or
2. be sufficiently severe, persistent, and pervasive enough to (a) create an intimidating or threatening educational environment, (b) have the effect of substantially interfering with a student's performance in school, and/or (c) have the effect of substantially disrupting the orderly operation of the school.

Procedure for Reporting an Act of Bullying, including Cyberbullying:

1. Report bullying incidents to the principal/designee and/or other school administrator. Students and parents can find the Bullying Report Forms at their school's front office or under the "Resources'' page of the CA website at www.collegiateacademies.org.
2. If you wish to make a report of bullying orally or through other means, notify a school administrator and they will assist with completing and submitting the form to the principal/designee on your behalf.
3. Once the principal/designee receives the reporting form, a prompt investigation of the incident will be completed in accordance with state laws and CA policy (see "Investigating an Act of Bullying" below).

The principal/designee is responsible for receiving complaints alleging violations of the bullying policy. All school employees and parents chaperoning or supervising school-sponsored functions and events are required to report alleged violations of this policy to the principal or the principal's designee. A verbal report must be reported on the same day as the employee or parents witnessed or otherwise learned of the incident and a written report must be filed no later than two days thereafter.

The victim of bullying, anyone who witnessed the bullying, and anyone who has credible information that an act of bullying has taken place may file a report as described above.

Staff receive professional development outlining how to respond in a bullying incident. They have specific steps for speaking to victims, bullies and for documenting and following up to all reported incidents.

Retaliation and False Reports

Retaliation against any person who reports bullying in good faith, who is thought to have reported bullying, who files a complaint, or who otherwise participates in an investigation or inquiry concerning an allegation of bullying is prohibited conduct and is subject to disciplinary measures. Intentionally making false reports about bullying to school officials is prohibited and will result in appropriate disciplinary measures.

Investigating an Act of Bullying/Cyberbullying

- Upon receiving the written bullying report form, the principal/designee will initiate an investigation the next business day during which school is in session. The investigation will be completed no later than ten school days after the date the written report was submitted.
- The investigation will include an interview of the reporter, victim, the alleged bully, and any witnesses, and include obtaining copies or photographs of any audio-visual evidence, if available.
- The principal/designee will notify the parent or legal guardian of a student under the age of eighteen of the allegation of bullying before the student can be interviewed and inform them of the right to attend the interview with the student. If, after three attempts, the parents or legal guardians of a student cannot be reached or do not respond, the student may be interviewed.
- Documented interviews of the victim, alleged offender, and witnesses must be conducted privately, separately, and confidentially. At no time will the alleged offender and victim be interviewed together.
- The investigator will collect and evaluate the facts using the form developed by the LDE.
- The principal/designee may (in accordance with Act 861 of 2012) file a complaint with the court of juvenile jurisdiction pursuant to Children's Code Article 730(8) and 731(1), or Children's Code Article 730(1), if the parent or legal guardian refuses to attend a conference or meeting regarding the student's behavior.

The highest level of confidentiality possible must be upheld regarding the submission of a complaint or a report of bullying/cyberbullying and the investigative procedures that follow.

Meetings with Parent or Legal Guardian of the Victim and Alleged Offender

Meetings with the parents or legal guardians of the victim and meetings with the parents or legal guardians of the alleged offender must be separate.

Notification to Parents/Legal Guardians of an Act of Bullying

The principal/designee will promptly notify the parents/legal guardians of all students involved of any incident of bullying as defined by this policy, but no later than the end of the day on which an investigation of the incident(s) has been initiated.

For the purposes of parental notification, "students involved" does not include students who were mere bystanders/non-participating witnesses to the conduct or incident. All notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

Resolution of Investigation/Disciplinary and Criminal Consequences of Bullying

The principal/designee shall compose a written document containing the findings of the bullying investigation, including input from the students' parents/legal guardians, and the decision of the school or school system official. The document will be placed in the record of both students. The principal/designee shall promptly notify the complainant of the finding of the investigation and the remedial action taken, if the release of the information does not violate the law.

Remedial and Disciplinary Action:

Any student who engages in confirmed bullying/cyberbullying will be subject to prompt and appropriate disciplinary action, pursuant to LA R.S. 17:416.13, up to and including expulsion. In addition, if the school official determines that a student has violated the Code of Conduct in committing individual acts or incidents of bullying/cyberbullying behavior described above, the school shall take appropriate remedial and/or disciplinary action, which may include but is not limited to the following:

- Loss of a privilege
- Reassignment of seats in the classroom, cafeteria or school bus
- Reassignment of classes
- Detention
- In-school suspension

- Bus Suspension
- Referral to the Student Hearing Office for a Disciplinary Conference
- Out-of-school suspension

The results of the investigation will determine the level of infraction for the bullying/cyber bullying incident(s).

Criminal Consequences:
School officials may also report criminal conduct to law enforcement, if appropriate.

Procedure for Appeal in Cases of Bullying Failure to Act
A student, parent/legal guardian, or school employee may report a bullying incident to the network Superintendent/designee if a school official does not take timely and effective action to address the incident. The Superintendent/designee will begin an investigation of any complaint of bullying that is properly reported the next business day in which school is in session.

If the Superintendent/designee does not take timely and effective action, the student, parent, or other school employee may report the bullying incident to the Louisiana Department of Education.

Fighting or Physical Aggression

Rosenwald Collegiate is a place of learning. Therefore, acts of violence that prevent or disrupt learning are unacceptable. Rosenwald Collegiate believes that when presented with a potential altercation with another student, a student should: walk away or seek adult assistance. Ignoring attempts at violence and/or seeking an adult's help are encouraged and rewarded. Rosenwald Collegiate takes seriously the actions of those who stand by to watch a fight or encourage it with words or gestures. Such actions are labeled inciting violence. The acceptable actions in the vicinity of a fight are: 1) telling the participants to stop and/or 2) getting an adult to help. Any other response is considered inciting violence. If a student is involved with a fight (where physical contact is made between two parties, including pushing, punching, pulling hair etc.) the following steps will be taken:

- Fight occurs: Students are separated for safety reasons and a parent is called by a school staff member and notified that the student must be picked up from school.
- Documentation is collected: Students and teachers are asked to submit a written account of what happened.
- Consequences are determined based on the severity of the incident. This is determined by asking the following questions: How safe is it for the student or others if he/she is on campus? Do we have the capacity to keep student(s) here? Is this his/her first offense? How much harm was done during the altercation? How many students were involved? All students involved in a fight will be suspended from the bus.
- Mediation process begins: Student names are placed on the pending mediations document to have a mediation scheduled. Students do not return to classes until a successful mediation has occurred.
- Mediation process continues: Students are prepared individually and group mediations are held by the principal designee.
- Restorative conversations and steps are planned: Students plan how to repair harm to hurt parties and a Return to Community Plan (RTC) is created and shared with advisors.
- Disciplinary conferences or hearing happens with RSD Student Hearing Office and Parents: Student is placed on probation or expelled from school
- Advisors and Grade Level Team follows up with RTC: Students not in compliance with RTC or mediations may be assigned additional consequences, including additional days of ISS, OSS or referred back to the Student Hearing Office.

Dating Violence

Dating violence is part of a pattern of behavior called dating abuse. It is defined as the physical, sexual, psychological, or emotional violence within a dating relationship, including stalking. It can occur in person or electronically and might

occur between a current or former dating partner. Dating abuse is used to gain and maintain power and control over a dating partner, and it can come in many forms:

- Physical Abuse (hitting, pushing, hair pulling, grabbing your clothing)
- Emotional/Verbal Abuse (name-calling, putting you down, embarrassing you in public, telling you what to do or wear, threatening to hurt you or someone you love)
- Sexual Abuse (unwanted kissing or touching, unwanted sexual activity, refusing to use condoms, sexual contact with someone too drunk to consent, pressuring someone into having sex)
- Financial Abuse (controlling your access to money, controlling what you can buy, interfering with your ability to work, getting you fired by harassing you, giving you presents or money and expecting favors in return)
- Digital Abuse (telling you who you can or can't be friends with online, sending you threatening messages or tweets, using websites to keep constant tabs on you, pressuring you to send explicit photos or texts)

Teens, like all people, deserve respect in their relationships. You have a right to privacy, independence, safety, and control over your body. Some red flags of dating abuse include:

- Wants to move too quickly into the relationship.
- Does not honor your boundaries.
- Is excessively jealous and accuses you of cheating.
- Wants to know where you are all of the time and frequently calls, emails or texts you throughout the day.
- Criticizes you or puts you down; most commonly tells you that you are "crazy," "stupid" and/or "fat," or that no one would ever want or love you.
- Says one thing and does another.
- Takes no responsibility for their behavior and blames others.
- Insists that you stop spending time with your friends or family.
- Tells you to stop participating in things you enjoy.

If you are in an abusive relationship, help is available. Contact 1-888-411-1333 to speak with a trained advocate who can help. If you feel you are in immediate danger, call 911.

APPENDICES

Appendix A | Attendance Interventions

# of Absences Per Semester	Interventions
No absences per quarter	Student will receive recognition for their dedication and hard work to their education by receiving incentives
1 absences	Student's parent/guardian will be contacted by teacher/advisor of record by phone and via automated call; contact will be documented. (This is for every additional absence as well.)
3rd absence	The school will send a letter to parent/guardian notifying the parent of the student's status as pursuant to LRS 17:233. Student's parent/guardian will be contacted by the Pride Circle advisor to schedule a mandatory phone Attendance Conference to develop an attendance success plan for the student and recommend student do attendance recovery. All notes from the meeting and the details of the attendance success plan will be documented, including any referrals to social agencies.
5th absence	The school will send a letter to parent/guardian notifying the parent of the student's status as pursuant to LRS 17:233. Student's parent/guardian will be contacted by the Intervention Compliance Coordinator to schedule a mandatory in-person Attendance Conference to develop an attendance intervention plan for the student. During the meeting, a school official will communicate dire circumstances and potential non-promotion and summer school requirements. All notes from the meeting and the details of the attendance success plan will be documented, including any referrals to social agencies.
7th absence	The school will send letter to parent/guardian notifying the parent that the student will be not earn credit for the semester's courses if they miss another day of school without a legitimate excuse A school official or representative may conduct a home visit to review the attendance intervention plan, enforce compulsory attendance law, and make recommendations to improve attendance. The student is considered truant as pursuant to LRS 17:233. A letter will be sent to the home of the student informing parent/guardian of violation of compulsory attendance law. **Supervisor of Child Welfare and Attendance will file report(s) to Municipal Court for Truancy.** **<u>Students 17 and under:</u> The student's parent/guardian will be referred to municipal court.** **<u>Students 18 and over:</u> The student will be referred to municipal court**

Bulletin 741- Louisiana Handbook for School Administrators

§1103. Compulsory Attendance

A. Students who have attained the age of seven years shall attend a public or private day school or participate in an approved home study program until they reach the age of 18 years. Any child below the age of seven who legally enrolls in school shall also be subject to compulsory attendance. Refer to Chapter 33 for information on home study programs.

B. A parent, tutor, or legal guardian who has a student who is under the age of 18 and meets one of the requirements below shall be in compliance with the compulsory attendance law.

1. A student, under 18 years of age, who withdraws from school prior to graduating from high school and who has been ruled to be a truant, pursuant to the provisions of Chapter 15 of Title VII of the Louisiana Children's Code, by a court of competent jurisdiction can be ordered by the court to exercise one of the following options within 120 days of leaving school:
    a. reenroll in school and make continual progress toward completing the requirements for high school graduation;
    b. enroll in a high school equivalency diploma program and make continual progress toward completing the requirements for earning such diploma;
    c. enlist in the Louisiana National Guard or a branch of the United States Armed Forces, with a commitment for at least two years of service, and earn a high school equivalency diploma during such service period.
2. If a student is under the age of 18, the parent or guardian may withdraw the student from high school if the student is accepted into a National Guard Youth Challenge Program in this state.
3. For a student who is under the age of 18 and enrolled in school beyond his/her sixteenth birthday, the parent or guardian may request a waiver from the local superintendent for that student to exit school to enroll in an adult education program approved by the Louisiana Community and Technical College System (LCTCS).
    a. In the case of a student with no parent or guardian, the local school superintendent may act on behalf of the student in requesting a waiver if appropriate documentation is on file at the local school board office and one or more of the following hardships exist:
        i. pregnant or actively parenting;
        ii. incarcerated or adjudicated;
        iii. institutionalized or living in a residential facility;
        iv. chronic physical or mental illness;
        v. family and/or economic hardships.
            1. Family and/or economic hardship is defined as a student who acts as a caregiver or must work to support the family due to a parent's death or illness, or needs to be removed from an existing home environment.
    b. The local school superintendent or his/her designee may approve the request for exiting public or homeschool without requesting action from BESE. If the request to exit school to enroll in a LCTCS approved adult education program is denied at the local level, a student may request the waiver from the DOE for approval by BESE with documentation of reason for denial at the local level. Students seeking to exit school to enroll in adult education, who are enrolled in a formal education setting other than a public K-12 institution, may request a waiver from the institutional agency head or his/her designee. Mandatory attendance components shall be met in all of the above circumstances.
4. A student who is at least seventeen years of age may exit high school without violating compulsory attendance statute (R.S. 17:221), if that student has met the following criteria:
    a. completed a program established by BESE;
    b. achieved a passing score on the GED test; and
    c. received a Louisiana High School Equivalency Diploma issued by the Board of Supervisors of Louisiana Community and Technical College System.

C. Students shall be expected to be in attendance every student-activity day scheduled by the LEA.

D. A student is considered to be in attendance when he or she is physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized personnel.

1. This definition for attendance would extend to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, participating in school-authorized field trips, or taking a state-approved virtual course.
    a. Half-Day Attendance. Students are considered to be in attendance for one-half day when they:
        i. are physically present at a school site or participating in authorized school activity; and
        ii. are under the supervision of authorized personnel for more than 25 percent but not more than half (26-50 percent) of the students' instructional day.
    b. Whole-Day Attendance. Students are considered to be in attendance for a whole day when they:
        i. are physically present at a school site or are participating in an authorized school activity; and
        ii. are under the supervision of authorized personnel for more than 50 percent (51-100 percent) of the students' instructional day.

E. A student who is enrolled in regular or special education and who, as a result of healthcare treatment, physical illness, accident, or the treatment thereof, is temporarily unable to attend school, shall be provided instructional services in the home or hospital environment.

1. Homebound instruction shall be provided by a properly certified teacher on the eleventh school day following an absence of more than 10 consecutive school days for a qualifying illness.
    a. After a student has been absent for 10 days for one of the above identified reasons, the student shall be referred for review by the SBLC, to determine need for referral for section 504 services if the student has not previously been identified as a student with a disability.
2. Homebound instruction, at a minimum, shall be provided in the core academic subjects:
    a. English;
    b. Mathematics;
    c. science; and
    d. social studies.
3. A minimum of four hours of homebound instruction shall be provided per week, unless the student's health as determined by a physician requires less.
    a. Consideration shall be given to the individual need for services beyond the core academic subjects for students with disabilities.
4. Homebound services may be provided via a consultative model (properly certified regular or special education teacher when appropriate, consults with the homebound teacher delivering instruction) for students needing such services less than 20 days during a school year.

F. A student who has been quarantined by order of state or local health officers following prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly disease, and is temporarily unable to attend school, shall be provided any missed assignments, homework, or other instructional services in core academic subjects in the home, hospital environment, or temporary shelter to which he has been assigned. The principal, with assistance from the local superintendent or chief charter school officer and the LDE, shall collaborate with state and local health officers and emergency response personnel to ensure the timely delivery or transmission of such materials to the student.

G. Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six-hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis.

1. Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester and all other policies must be met.

H. Each LEA shall develop and implement a system whereby the principal of a school, or his designee, shall notify the parent or legal guardian in writing upon on or before a student's third unexcused absence or unexcused occurrence of being tardy, and shall hold a conference with such student's parent or legal guardian. This notification shall include information relative to the parent or legal guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy. The student's parent or legal guardian shall sign a receipt for such notification.

I. Tardy shall include but not be limited to leaving or checking out of school unexcused prior to the regularly scheduled dismissal time at the end of the school day but shall not include reporting late to class when transferring from one class to another during the school day.

J. Exceptions to the attendance regulation shall be the enumerated extenuating circumstances below that are verified by the supervisor of child welfare and attendance or the school principal/designee where indicated. These exempted absences do not apply in determining whether a student meets the minimum minutes of instruction required to receive credit:

1. extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state;
2. extended hospital stay in which a student is absent as verified by a physician or dentist;
3. extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state;
4. extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state; or
5. quarantine due to prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly disease, as ordered by state or local health officials; or
6. observance of special and recognized holidays of the student's own faith;
7. visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five school days per school year;
8. absences verified and approved by the school principal or designee as stated below:
    a. prior school system-approved travel for education;
    b. death in the immediate family (not to exceed one week); or
    c. natural catastrophe and/or disaster.

K. For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedures established by the LEA.

L. Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades, shall not receive those grades if they are unable to complete makeup work or pass the course.

M.Students participating in school-approved field trips or other instructional activities that necessitate their being away from school shall be considered to be present and shall be given the opportunity to make up work.

N. If a student is absent from school for 2 or more days within a 30-day period under a contract or employment arrangement to render artistic or creative services for compensation as set forth in the Child Performer Trust Act (R.S. 51:2131 et seq.) the employer shall employ a certified teacher, beginning on the second day of employment, to provide a minimum of three education instruction hours per day to the student pursuant to the lesson plans for the particular student as provided by the principal and teachers at the student's school. There must be a teacher to student ratio of one teacher for every 10 students.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:112, R.S. 17:221.3-4, R.S. 17:226.1, and R.S. 17:233.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1273 (June 2005), amended LR 32:546 (April 2006), LR 32:1030 (June 2006), LR 33:2351 (November 2007), LR 35:641 (April 2009), LR 35:1097 (June 2009), LR 35:1475 (August 2009), LR 36:482 (March 2010), LR 36:1224 (June 2010), LR 37:1126 (April 2011), LR 37:2132 (July 2011), LR 38:1000 (April 2012), LR 38:1225 (May 2012), LR 38:1399 (June, 2012), LR 39:2205 (August 2013), LR 41:372 (February 2015).

Louisiana Revised Statute 17.233:

§233. Cases of habitual absence or tardiness referred to juvenile or family court; denial or suspension of driving privileges

A. Any student who is a juvenile and who is habitually absent from school or is habitually tardy shall be reported by visiting teachers and supervisors of child welfare and attendance to the family or juvenile court of the parish or city as a truant child, pursuant to the provisions of Chapter 2 of Title VII of the Louisiana Children's Code relative to families in need of services, there to be dealt with in such manner as the court may determine, either by placing the truant in a home or in a public or private institution where school may be provided for the child, or otherwise.

B. 1. (a) A student shall be considered habitually absent or habitually tardy when either condition continues to exist after all reasonable efforts by any school personnel, truancy officer, or other law enforcement personnel have failed to correct the condition after the fifth unexcused absence or fifth unexcused occurrence of being tardy within any school semester.

(b) The parent or legal guardian of a student shall enforce the attendance of the student at the school to which the student is assigned.

(c) The principal of the school, or his designee, shall notify the parent or legal guardian in writing on or before a student's third unexcused absence or unexcused occurrence of being tardy, and shall hold a conference with such student's parent or legal guardian. This notification shall include information relative to the parent or legal guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy. The student's parent or legal guardian shall sign a receipt for such notification.

(d) The parent or legal guardian of any student in kindergarten through grade eight who is considered habitually absent or habitually tardy pursuant to the provisions of this Section shall be in violation of the provisions of Subparagraph (b) of this Paragraph and shall be punished as follows:

(i) A first offense shall be punishable by a fine of not more than fifty dollars or the performance of not less than twenty-five hours of community service.

(ii) Any subsequent offense shall be punishable in accordance with R.S. 17:221(A)(2).

(iii) For purposes of this Subparagraph, an offense means a violation of this Subsection by the parent or legal guardian of a child who is habitually absent or habitually tardy; multiple offenses may result from violations involving different habitually absent or tardy children of that parent or legal guardian.

(iv) In any case where the child is the subject of a court ordered custody or visitation plan, the parent or legal guardian who is lawfully exercising actual physical custody or visitation of the child shall be responsible for the child's attendance at school on those days and shall be solely responsible for any absence or tardiness of the child on such days. The parent or legal guardian not exercising actual physical custody or visitation on the day of the absence or tardiness shall not be in violation of this Section.

B. 2. In a nonpublic school, a student shall be considered habitually absent or tardy only when the student has been absent or tardy for more than five days within any month without approval of the parent or other person responsible for the student's school attendance and when the student's principal has filed a written report showing dates of absence or tardiness and dates and results of school contacts with the home.

C. If a student is less than eighteen years of age and is habitually absent or tardy as determined pursuant to this Section, the Department of Public Safety and Corrections may, upon notification from the school board, deny or suspend the driver's permit or license of the student in accordance with the provisions of R.S. 32:431.1.

D. For purposes of this Section, the term "tardy" shall include but not be limited to leaving or checking out of school unexcused prior to the regularly scheduled dismissal time at the end of the school day but shall not include reporting late to class when transferring from one class to another during the school day.

Acts 1990, No. 158, §2, eff. July 1, 1990; Acts 1994, 3rd Ex. Sess., No. 103, §1, eff. July 7, 1994; Acts 2008, No. 688, §1, June 1, 2009; Acts 2009, No. 224, §6, eff. June 1, 2009; Acts 2009, No. 305, §1; Acts 2010, No. 644, §1, eff. June 29, 2010.

Appendix B | Discipline Policies 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 Student Code of Conduct, before consequences or punishment are imposed, the principal/designee must consider whether the student: Has an IDEA or Section 504 disability; orIs a student who is "thought to have a disability." While all students may be disciplined, the placement of students with disabilities cannot be "changed" when the offense is directly related to his/her disability or when the 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.

1. More than 10 Consecutive Days of Suspension, i.e., Expulsion
2. Any suspension that is for more than 10 consecutive days is considered to be a change in placement.
    a. 2A. More than 10 Total Days of Suspension in One School Year. Option 1: 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 chairperson, with assistance and documentation from the Administration/Disciplinarian, monitors the number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.
    b. 2B. More than 10 Total Days of Suspension in One School Year. Option 2: A series of suspensions with days that total more than 10 total school days in a school year may be a change in placement. The special education chairperson, with assistance and documentation from the Administration/Disciplinarian, monitors the number of days each student has been suspended. Students with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all students.
    c. Factors for Determining Pattern of Suspensions
        i. Substantially Similar Behavior. Is the student's behavior substantially similar to the behavior for which the student has previously been suspended? (Factors may include the same type of behavior, same victim, same class, same day of the week or the same time of day, etc.) If the answer is yes, continue with the following analysis:
            1. Other Pattern Considerations. Consider such factors as:
                a. Length of each suspension, e.g., 1 day, 4 days, etc.
                b. Total cumulative days of suspensions, e.g., 11 days, 20 days, etc.
                c. Proximity of (time between) suspensions, e.g., 1 week apart, 2 months apart, etc.
            2. A pattern is more likely to exist when the facts in each factor are more extreme, e.g., longer suspension lengths, more cumulative days of suspension and fewer days between each suspension. Also, consider whether the suspensions are: from the same class on a regular basis; on the same day of the week; at the same time of day; for the same activity; involving same staff or other students.
        ii. Consistent Decision-Making. Determining whether a pattern exists is very subjective. Thus, school staff should consult with a Department of Education Representative (Office of Federal Programs Support) when considering this issue to ensure that factors are considered consistently across schools.
        iii. The Determining a Pattern of Suspensions Worksheet, Appendix A, should be used to document consideration of this issue whenever a student's suspension has surpassed 10 cumulative days for the year.
3. Additional Considerations. The following considerations apply to in-school suspension; a suspension or removal for a portion of the school day; and for suspensions from transportation.
    a. In-school Suspension. An in-school suspension will not be considered as a suspension for the above purposes as long as a student is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the extent (s)he would have in the current placement. Any in-school suspension that does not meet this standard must be considered as a suspension for purposes of these procedures.
    b. Suspension/Removal for Portion of School Day. Students sent home from school in the morning because of misconduct are considered to have a full-day suspension. Students sent home in the afternoon are considered to have a half-day suspension. These conditions apply unless the student's BIP specifically calls for the student to receive a shortened school day when certain behaviors are exhibited.
    c. Bus Suspension. The following standards apply based on whether transportation is a related service on the IEP:
        i. 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.
        ii. 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 has 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.
4. Monitoring Suspensions - Principals must have procedures in place to monitor and cumulatively total all suspensions for students with disabilities.

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 his/her disability 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. Observe Behavior. The team also reviews documentation of staff observations regarding the student's behavior. This should include an analysis of the student's behavior across settings and times throughout the school day.
    iii. Information from Parents. The team reviews any relevant information provided by the parents.
    iv. Ask Two Questions to Determine Manifestation. The team must consider the two questions below to determine if a student's behavior was manifested by his/her disability.
    v. Relationship of Behavior to Misconduct. Was the conduct caused by or directly and substantially related to the student's disability?
    vi. Consider whether the behavior in question has been consistent and/or has an attenuated association with the disability:
        1. Consistent Behavior. Behavior that has been consistent across settings and across time may meet this standard.
        2. Attenuated Association. Behavior that is not attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the student's disability.

b. IEP Implementation. Was the conduct a direct result of the school's failure to follow the student's IEP? If so, the principal must ensure that immediate steps are taken so that the identified deficiencies are remedied.

c. Behavior Is a Manifestation of Disability. If the relevant members of the IEP team answers yes to either question, then the student's behavior is a manifestation of his/her disability. In this case:
    i. 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 (s)he was removed. Note: this provision does not apply to students involved with weapons, drugs or serious bodily injury. (See Section II.)
    ii. 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.

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

II. Weapons, Drugs or Serious Bodily Injury: Emergency Procedures

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

A. Criteria for Emergency Removal.
1. Weapons. A student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the school's jurisdiction. A weapon is a device, instrument, material or substance animate or inanimate that is used for or is readily capable of causing death or serious bodily injury (excluding pocket knife with a blade of less than 2 ½ inches in length); firearms, including a starter gun; the frame or receiver of such a weapon; a muffler or silencer; any destructive device including any explosive incendiary or poison gas bombs, grenades, rockets, missiles and mines; does not include antique firearms.
2. Drugs. A student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the school's jurisdiction; A controlled substance is a drug or other substance in the Federal Code that does not include a substance legally used and possessed under the supervision of a licensed health-care professional. Possession of alcohol and tobacco does not fall under "controlled substance." Therefore, the principal cannot move a student to an 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. Serious bodily injury involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

B. Removal
1. General. The school may immediately remove the student for up to 45 school days to an IAES. Because drugs, weapons and serious bodily injury are so dangerous to a safe school climate, a school may remove a student under these circumstances for 45 school days

regardless of whether the team believes that the behavior is a manifestation of the student's disability. The 45 school days do not include those days the school is not in session, e.g., Spring Break. The IEP team may specify a removal for fewer days than the maximum 45 days.

C. Action during Removal. During the 45 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 Disability
    a. FBA/BIP. As discussed above, the IEP team must conduct or review an FBA and create a BIP addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. Note: if the FBA requires a new assessment of student behavior, parental consent is required.
    b. Reevaluation. The student may be referred for a reevaluation.
    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 a Manifestation of Disability
    a. Disciplinary Hearing. If all team members determine that the conduct was not a manifestation of the student's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.
    b. FBA/BIP. The student must receive, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior related to the disciplinary violation so that it does not recur.

III. Appeals

A. Reasons for Requesting an Expedited Due process Hearing

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

B. Authority of Hearing Officer

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

C. Expedited Due Process Hearing Procedures.

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

D. Placement during Appeal of Discipline Decision

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

IV. Students Without IEPs or Section 504 Plans "Deemed to Have a Disability"

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

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

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

1. Evaluation Requested. The parent requested an evaluation.
2. Written Concern. The parent expressed concern 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 student's pattern of behavior.

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

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

1. Parents 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 student's disability, the team reconsiders the student's placement in light of the new information

V. Referral to and Action by Law Enforcement and Judicial Authorities

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

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

VI. Application of Section 504 and ADA

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

Appendix C | Student Restraint and Seclusion

In accordance with Regulations for Students with Exceptionalities Act, La.R.S.17:416.21, (Louisiana Act 328 of 2011) and revised Louisiana Bulletin 1706, Collegiate Academies, has approved the following written guidelines and procedures relative to the use of seclusion and restraint by its employees.

Defining Seclusion and Restraint

Emergency – A sudden, generally unexpected set of circumstances that requires immediate action.

Imminent risk of harm – An immediate and impending threat of a person causing substantial physical injury to self or others. The risk is "imminent" if it is likely to occur within a matter of moments.

Mechanical restraint – A Mechanical Restraint is the use of any device or object used to limit a student's freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are sued for the specific and approved purposes for which such devices were designed, such as:

The application of any device or object used to limit a person's movement. Mechanical restraint does not include:

- Adaptive devices or mechanical supports used to achieve proper body position, balance or alignment to allow great freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Physical escort – Touching or holding a student with or without the use of force for the purpose of directing the student to a new location, by trained school personnel. Physical escort does not include the unforced holding of a student's hand or other physical prompts for the purpose of safely guiding the student from one task to another or directing the student in an educational activity.

Physical restraint – Physical Restraint is using bodily force to limit the movement of a student's torso, arms, legs or head. This term does not include

- consensual, solicited, or unintentional contact'
- momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person;
- holding of a student, by one school employee, for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted.
- minimal physical contact for the purpose of safely escorting a student from one area to another; or
- minimal physical contact for the purpose of assisting the student in completing a task or response.

Positive behavior interventions and support – A systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.

School employee – A teacher, paraprofessional, administrator, support staff member, or a provider of related services at CA, including contractual employees.

Seclusion – Seclusion is an involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This procedure isolates and confines a student until he or she is no longer an immediate danger to self or others. It may be used on an individual basis for a limited time to allow the student the opportunity to regain control in a private setting.

Seclusion room – a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a private setting and from which the student is involuntarily prevented from leaving. This term does not include a timeout, which is a behavior management technique that is a part of an approved program, involves the monitored separation of a student in a non-locked setting, and is implemented for the purpose of calming.

Written guidelines and procedures – The written guidelines and procedures adopted by a school's governing authority regarding appropriate responses to student behavior that may require immediate intervention..

Seclusion and Restraint Policy

Physical restraint is bodily force used to restrict someone's movement. No student shall be subjected to any form of mechanical restraint, or force imposed by objects or binds, by school employees under any circumstances. Physical restraints shall only be carried out by trained and certified staff members in a manner that causes no physical injury to the student, resulting in the least possible discomfort to the student, and shall never interfere with the student's breathing or ability to communicate.

Collegiate Academies (CA) believes the safety of its students is the number one priority. We believe all students have the right to be treated with dignity and respect. If a student is in crisis and has proven to be a danger to himself or others, the CA team is trained and prepared to use restraint techniques in order to keep all parties safe and unharmed. The goal of physical restraint procedures is to ensure safety for a short duration and/or until the danger of injury has passed. The CA team understands the use of physical restraint as a last resort, and is also trained in other methods of crisis de-escalation. Our schools will use prevention, positive behavior supports and conflict de-escalation to preclude the need for use of these concerns.

Every effort should be made to prevent the need for using seclusion or restraint techniques. Environments should be structured and focused on positive interventions and supports to greatly reduce, and in many cases eliminate, the need to use restraint or seclusion. These guidelines apply for all students, not only students with disabilities. CA schools will work to ensure the following remains true:

- Seclusion and restraint must not be used as a form of discipline or punishment, as a threat to control, bully or obtain behavioral compliance, or for the convenience of school personnel
- No student should be subjected to unreasonable, unsafe, or unwarranted use of seclusion or physical restraint
- No student should be placed in seclusion or physically restrained if he or she is known to have any medical or psychological condition that precludes such action, as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled
- No student should be subjected to mechanical restraint to restrict a students freedom of movement

Physical restraint must be used only:

- when a student's behavior presents a threat of imminent risk of harm to self or others and only as a last resort to protect the safety of self and others;
- only to the degree necessary to stop the dangerous behavior;
- in a manner that causes no physical injury to the student, results in the least possible discomfort, does not interfere in any way with the student's breathing or ability to communicate with others, and does not place excessive pressure on the student's back or chest or that causes asphyxia; and
- is a manner that is directly proportional to the circumstances and to the student's size, age and severity of behavior.

A Seclusion Room or other confined area must:

- be free of any object that poses a danger to the student who is placed there;
- have an observation window;
- have a ceiling height and heating, cooling, ventilation, and lighting system comparable to an operating classroom in the school; and
- be of a size that is appropriate to the student's size, behavior, and chronological and developmental age.

Further, Seclusion and Restraint:

- Should be reserved for situations or conditions where there is imminent danger of serious physical harm to the student, other students, or school or program staff and other interventions are ineffective;
- Should not be used except to protect the students and others from serious harm and to defuse imminently dangerous situations in the classroom or other non-classroom school settings (e.g. hallways, cafeteria, playground, sports field);
- Only should be used by trained personnel;
- Never involve mechanical restraints to restrict students' freedom of movement.
- Never involve a drug or medication to control behavior or restrict freedom of movement (except as prescribed by a licensed physician or other qualified health professional acting under the scope of the professional's authority under State law; and administered as prescribed by a licensed physician or other qualified health professional acting under the scope of the professional's authority under State law.)

Physical Restraint Procedures

Collegiate Academies trains its personnel with the (CPI) Crisis Prevention Intervention Program, a nationally acclaimed training for educators and care providers in learning crisis de-escalation. CPI's Nonviolent Crisis Intervention Training Program is used to equip staff with skills, strategies, and methods for preventing or intervening if a student is in crisis. The goal of the program is to provide staff with a way to intervene and address violent behaviors while still providing for the welfare and security of all who are involved in the crisis situation. The training includes clarification of basic elements of violent behavior, identification of how a crisis may escalate and de-escalate, techniques for safe physical restraint, and taught strategies and best practices for verbal de-escalation in the hope of preventing violent behaviors.

Refer to the list of CPI physical restraint techniques that personnel are trained in:
Nonviolent Crisis Intervention Techniques:

- CPI Children's Control Position - designed to be used with children. Involves one person doing the restraint and a monitor for safety and assistance.
- CPI Team Control Position - designed to manage individuals who have become dangerous to themselves or others. Involves two person team approach and a monitor for safety and assistance if needed.
- CPI Seated Team Control Position - designed to manage individuals who have become dangerous to themselves or others. Involves two person team approach and a monitor for safety and assistance if needed.
- CPI Disengagement Techniques - designed to be used if an individual

In the event that a student at a CA school should need to be physically restrained, each school has a CPI trained "crisis" or emergency team that are certified in CPI techniques. This team follows all restraint and seclusion guidelines as outlined in federal and state regulations and in addition utilized best practices from CPI's to ensure that restraints are effectively used, documented and reflected upon.
Every CA employee that is certified with CPI has undergone at a minimum six hours of CPI training in an initial training year and/or a three hour refresher course to maintain certification and implementation of best CPI practices. Additionally, all trained CA members are shown how to appropriately document incidents of restraint and seclusion.

All program training and documentation is completed by certified CPI trainers. A list of all district personnel certified in CPI is maintained and follow-up refresher courses are held annually and documented.

Seclusion Procedures:

School personnel may use seclusion (isolation and confinement of the student in a separate area) only when the student poses an immediate risk of danger to self or others as more fully described below:

- The person is in control of a weapon;
- Isolation is needed to break up a fight or maintain order at the school;
- The person poses a viable threat of imminent harm to self or others or substantial destruction of school property;
- Isolation is required / specified by a student's IEP, Section 504 Plan, and/or Behavior Intervention Plan;
- Other such incidents involving imminent risk of significant injury to the student or others.

Monitoring: A student placed in seclusion must be monitored/supervised at all times by an adult. Monitoring requires:

- Close, visual proximity to the student
- Release as soon as the behaviors cease that led to the isolation/seclusion
- The space where the student is secluded has adequate lighting, ventilation, heating and cooling
- The space is free of objects or items that may unreasonably expose the student to danger

- The space is designated by the school as a safe environment for temporary, safety-required seclusion

Seclusion Room: School personnel may confine a student with a disability to a seclusion room (a room or other confined area from which the student is involuntarily prevented from leaving) on an individual basis and for a limited time to allow the student the opportunity to regain control in a private setting. When the use of a seclusion room is necessary:

- The student with a disability should be escorted to the seclusion area without the use of physical force, whenever possible. School employees shall employ Crisis Prevention and Intervention (CPI) training techniques in order to support the student in transition from crisis to seclusion room.
- Physical prompts are permissible for the purpose of safely guiding the student from one area to another, but care should be taken to limit the use of physical contact with the student and to avoid the use of physical force.
- Verbal redirection and other means of positive support should be used before resorting to physical means.

Environmental and other conditions: When a seclusion room is necessary as a last resort (after less restrictive measures have been used such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of the student's environment), the following environmental and other conditions are REQUIRED:

- The student must be supervised by a school employee
- The supervising employee must be able to see and hear the student the entire time the student is confined to the seclusion room
- The seclusion room must be free of any object that poses a potential danger to the student while in the room
- The seclusion room must have an observation window of a size appropriate to the student's size, behavior, and chronological and developmental age
- The seclusion room must have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school
- The seclusion room must NOT be used as a form of discipline or punishment or to threaten or bully the student or to obtain behavioral compliance
- The seclusion room must NOT be used for the convenience of school personnel or when unreasonable, unsafe, or unwarranted
- The seclusion room IS NOT PERMITTED for use by a student has a known medical or psychological condition that precludes its use (as certified by a licensed health care provider in a written statement provided to the school).

Monitoring & Documentation Policy:
Monitoring: Seclusion and restraint require monitoring, documentation, and analysis of data collected:

- Continuous monitoring
- Documentation every 15 minutes (with adjustments made accordingly)
- Student is released/removed as soon as the actions have subsided

Documentation: All incidents of physical restraint and use of a seclusion room must be documented on the **Notification of Seclusion and/or Restraint Form**.

The Collegiate Academies school employee who used seclusion/restraint shall:

- Complete the **Notification of Seclusion and/or Restraint Form** for each incident of restraint and seclusion
- Submit the **Notification of Seclusion and/or Restraint Form** to the school principal, or designee, *by the end of the school day in which restraint/seclusion was used.*
- Ensure that all personnel incident reports have been logged in SchoolRunner.
- Ensure that all incidents for students with disabilities are appropriately logged in SER

Parent or Guardian Notification: State regulations require that Collegiate Academies notify the parent or guardian in writing *within 24 hours* of each incident of restraint or seclusion. The parent/guardian will receive a copy of the **Notification of Seclusion and/or Restraint Form**.

This notification must include the following:

- Reason for seclusion/restraint
- Description of procedures used
- Length of time of seclusion/restraint
- Names and titles of school employees involved

Collegiate Academies schools are required to report each incident to the parent/guardian of a student, and will do so no later than the school day following the day in which seclusion/restraint occurred. Every CA school shall document all efforts at communicating with parents, including conversations, phone calls, electronic communications, and home visits, to notify the parents of a child who has been placed in seclusion or physically restrained.

Patterns of Restraint or Seclusion use for Students with Disabilities:
When a student with a disability is involved in five (5) incidents of restraint or seclusion in a single school year, the school will convene the IEP team to review and revise the student's behavior intervention plan (BIP) to include any appropriate and necessary behavioral support.

Appendix D | Expulsion Due Process Procedures

Upon being found guilty of an expellable offense, a student may be required to attend an alternative placement for the remainder of the semester and up to two additional full semesters.

For a student to be expelled, the following procedures must be followed:

1. The expulsion process begins with the commission of an offense that could be grounds for expulsion. From this point on, the student may not transfer to another school until the expulsion process is concluded.
2. Anytime the student commits an expellable offense, the principal or designee must complete a student conference and school--level investigation.
3. During the investigation and expulsion process, the student may be suspended. For students with disabilities, at no point may the student's suspension exceed the maximum number of days allowed by law. The school is responsible for the continual provision of a Free Appropriate Public Education (FAPE) for students with disabilities throughout this time.
4. After the student conference and principal's investigation, if the principal chooses to recommend the student for expulsion, the principal will submit the required paperwork to the NOLA PS Student Hearing Office after completing the investigation.
5. When the NOLA PS Hearing Office receives the paperwork, the principal's expulsion recommendation will be reviewed for compliance with law and the expulsion policy. If the expulsion recommendation is in compliance, the NOLA PS Student Hearing Officer will schedule an expulsion hearing.
    a. If the expulsion recommendation is not in compliance with law and the expulsion policy, the NOLA PS Student Hearing Office will contact the school and the parent. The recommended student will then be referred back to the sending school. If the NOLA PS Student Hearing Officer determines that a hearing will not be conducted, the school may appeal that decision to the NOLA PS Superintendent or his designee.
6. The following persons have a right to attend the expulsion hearing:
    a. The student
    b. The student's parents or legal guardians
    c. An additional person of the student's/parents'/legal guardians' choosing to represent the student
    d. The student's principal or designee (may include teacher or school staff witnessing the incident)
    e. Person(s) victimized by the student (school must inform victim(s) and/or parents/legal guardians of the victim(s) of hearing time and place
    f. Any other person the NOLA PS Hearing Officer determines is necessary
7. If the student or parent/guardian chooses not to attend the hearing, the hearing will still be conducted in their absence.
8. All expulsion hearings will be tape--recorded and kept on file with NOLA PS.
9. After the hearing, the NOLA PS Student Hearing Officer will make a determination of the student's guilt based on the evidence gathered during the school's investigation and any additional evidence or testimony presented during the hearing. The determination will be given, in writing, to the school, the student, and/or the minor student's parents or legal guardians. If the student is found guilty, the NOLA PS Student Hearing Officer will determine the appropriate length of expulsion according to NOLA PS expulsion guidelines, and the expulsion will begin immediately. The NOLA PS or the charter school will make arrangements for assigning the student to an alternative school or alternative educational placement after the hearing.
10. The parents or legal guardians of students may appeal the student's expulsion.
11. After the student has completed their full expulsion term at the alternative school or educational placement to which the student is assigned, the student may have the right to return to the school from which he or she was expelled. At the time of the hearing, the Hearing Officer will determine the student's eligibility to return to their expelling school.

Appendix E | Non-Discrimination Policy and Grievance Procedure

Non-Discrimination Policy:
Rosenwald Collegiate as a matter of policy provides educational opportunities without regard to race, creed, color, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or age. In addition, Collegiate Academies does not permit or condone discrimination based on race, creed, color, national origin, religion, marital status, gender, sexual orientation, gender identity or expression, physical disability, or age in employment matters or assignment in programs or services provided.

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact our Director of Finance and Operations, Sarah Hogarty at 504.503.0004.

Complaint and Information Request Procedures
Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, creed, color, age, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or marital status may discuss and/or file a grievance with the appropriate compliance. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the appropriate compliance officer. The goal is to resolve the problem at the lowest possible administrative level with an equitable solution.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint within ten (10) working days after receipt of the complaint. The compliance officer will consult with all individuals reasonably believed to have relevant information, including the complainant and the alleged violator, any witnesses to the conduct, and victims of similar conduct that the investigator reasonably believes may exist. The investigation shall be free of stereotypical assumptions about either party. The investigation shall be carried on discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation. Throughout the entire investigation process, due process rights will be upheld. No reprisals will be taken or permitted for truthfully asserting a complaint.

The compliance officer shall make a written report summarizing the results of the investigation and proposed disposition of the matter, and shall provide copies to the complainant, the alleged violator, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to the Collegiate Academies Board of Directors within ten (10) days of receipt of the decision.

The Collegiate Academies Board of Directors, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information.

Appendix F | Teacher Bill of Rights

Respecting the authority of teachers is essential to creating an environment conducive to learning, effective instruction in the classroom, and proper administration of city, parish, and other local public schools. To maintain and protect that authority, it is important that teachers, administrators, parents, and students are fully informed of the various rights conferred upon teachers pursuant to this policy, which are:

1. a teacher has the right to teach free from the fear of frivolous lawsuits, including the right to qualified immunity and to legal defense, and indemnification by the employing school board, pursuant to R.S. 17:416.1(C), 416.4, 416.5, and 416.11, for actions taken in the performance of duties of the teacher's employment;

2. a teacher has the right to appropriately discipline students in accordance with R.S. 17:223 and 416 through 416.16 and any city, parish, or other local public school board regulation;

3. a teacher has the right to remove any persistently disruptive student from his classroom when the student's behavior prevents the orderly instruction of other students or when the student displays impudent or defiant behavior and to place the student in the custody of the principal or his designee pursuant to R.S. 17:416(A)(1)(c);

4. a teacher has the right to have his or her professional judgment and discretion respected by school and district administrators in any disciplinary action taken by the teacher in accordance with school and district policy and with R.S.17:416(A)(1)(c);

5. a teacher has the right to teach in a safe, secure, and orderly environment that is conducive to learning and free from recognized dangers or hazards that are causing or likely to cause serious injury in accordance with R.S. 17:416.9 and 416.16;

6. a teacher has the right to be treated with civility and respect as provided in R.S. 17:416.12;

7. a teacher has the right to communicate with and to request the participation of parents in appropriate student disciplinary decisions pursuant to R.S. 17:235.1 and 416(A);

8. a teacher has the right to complete only paperwork that is not excessively burdensome that, if required by law or regulation, adheres to the law or regulation and does not result in overly cumbersome interpretations of that law or regulation;

9. a beginning teacher has the right to receive leadership and support in accordance with R.S. 17:3881, including the assignment of a qualified, experienced mentor who commits to helping him become a competent, confident professional in the classroom and offers support and assistance as needed to meet performance standards and professional expectation;

10. a teacher has the right to be afforded time during the school day or week to collaborate with other teachers.

B. No LEA shall establish policies that prevent teachers from exercising the rights listed above or in any other provisions included in R.S. 17:416-416.16.

C. The provisions of this policy shall not be construed to supersede any other state law, BESE policy, or LEA policy enacted or adopted relative to the discipline of students.

D. Each LEA shall provide a copy of this policy to all teachers at the beginning of each school year. Each such LEA also shall post a copy of the rights provided in this policy in a prominent place in every school and administrative building it operates and provide such a copy to parents or legal guardians of all children attending such schools in a form and manner approved by the school board. Each LEA and every school under its jurisdiction that maintains an internet website shall post on such website a copy of the Teacher Bill of Rights required by this policy.

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:416.18.

HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1268 (June 2005), amended LR 35:1100 (June 2009), LR 39:3259 (December 2013).

Appendix G | Student Dues and Fees

Policy Statement

Collegiate Academies (CA) schools provide robust and effective programming to scholars across academic, social, extracurricular, athletic, and other domains. As public schools, CA will strive to create these programs with minimal contributions (fees) from families and participating students. All fees requested from families will be communicated to families as early as possible, and a clear waiver process will be made available to ensure no undue economic hardship is caused by student fees (fees are recommended, not mandatory). In no case will any fee prohibited by local, state, or federal law be authorized by Collegiate Academies leadership. In no case will students be denied or delayed admission to any instructional activity or have their educational records withheld due to failure to pay a fee.

List of Fees

This list is subject to change; for the most current information, please request a list from our front office.

Rosenwald will offer various co-curricular opportunities for students to participate in throughout the year. Including athletic teams, dances and other student sponsored events. Participation may require a fee. There are fees for entry into events, fees for supplies/ uniform items assessed by teams or clubs. There is also a fee required for senior events.

- General Athletics Fee: $35
- Individual Team Fees: $50-$300 (varies depending on sport)
- Band Fee & Marching Unit Fee: $100-$350 varies depending on which part of marching unit students will participate in.
- Senior Fees: $350 for graduation supplies and ceremony

If a student has extenuating circumstances that creates undue economic hardship the guardian of the student is encouraged to schedule a meeting with the principal in order to complete a fee waiver request.

Collection of Fees

- School Leaders (or their designee) will create a description of all fees to be collected by the school. Schools will make every effort to communicate these fees before the beginning of each academic year and will communicate any updates via school website, direct family communication, or other appropriate means.
- School Leaders (or their designee) will collect fees from families and/or scholars. The standard methods of payment are credit card (in person or via our Square Store) or money orders. Cash is not preferred but will also be accepted. Personal checks are not accepted.
- The school will generate a receipt or other documentation of the transaction for the school's records and for those of the family.

Spending of Fees

School Leaders (or their designee) will determine the appropriate use for funds collected via student fees and will be responsible for clearly communicating these plans to students and families. Typical uses of fees include uniforms and/or equipment for athletic and co-curricular organizations; participation in special events such as Homecoming or Senior celebrations; and other supplementary programming that complements the core mission of the school.

Economic Hardship Waiver

Collegiate Academies seeks to balance fairness (i.e., all participating students should pay the same fee) with equity and an acknowledgement of economic hardship facing many families in the communities that we serve. As such, School Leaders (or their designee) will offer fee reductions and waivers to students and families who complete the following steps:

- Make a good faith effort to pay the full fee, including by requesting additional time and/or a payment plan.
- Request a waiver or fee reduction from the School Leader (or designee)
- Provide additional documentation requested by the School Leader (or designee)
- Commit to informing the School Leader (or designee) if the family's economic circumstances change and the fee is able to be paid later in the academic year

The Louisiana Department of Education provides the follow examples of a family status that may be grounds to grant a waiver: 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. School Leaders may use these indicators and other information to make their determination.

School Leaders (or their designee) will communicate the decision regarding a waiver on a rolling basis directly to families. If a family wishes to appeal a waiver request, they should contact Collegiate Academies Superintendent/CEO, Jerel Bryant at jbryant@collegiateacademies.org. In reviewing the decision, the Superintendent may uphold or reverse the decision of the School Leader (or designee); however, the Superintendent of Collegiate Academies review is final. Decisions will be communicated in writing within five (5) days.

Appendix H: Parent Bill of Rights

§406.9. Parents' Bill of Rights for Public Schools

A. The legislature finds all of the following:

(1) That parental involvement is a significant factor in increasing student achievement.

(2) That access to student information encourages greater parental involvement.

B. Parents of public school children who have not reached the age of majority shall have all of the following rights:

(1) To examine the textbooks, curriculum, and supplemental material used in their child's classroom.

(2) To inspect their child's school records, and to receive a copy of their child's records within ten business days of submitting a written request, either electronically or on paper. Parents shall not be required to appear in person for the purposes of requesting or validating a request for their child's school records. There shall be no charge for a parent to receive such records electronically. Any charges for a paper copy of such records shall be reasonable and set forth in the official rules and regulations of the school governing authority. School records shall include all of the following:

(a) Academic records, including but not limited to results of interim or benchmark assessments.

(b) Medical or health records.

(c) Records of any mental health counseling.

(d) Records of any vocational counseling.

(e) Records of discipline.

(f) Records of attendance.

(g) Records associated with a child's screening for learning challenges, exceptionalities, plans for an Individualized Education Program, or Individual Accommodation Plan.

(h) Any other student-specific file, document, or other materials that are maintained by the school.

(3) To be notified when medical services are being offered to their child, except where emergency medical treatment is required. In cases where emergency medical treatment is required, the parent shall be notified as soon as practicable after the treatment is rendered.

(4) To be notified if a criminal action is deemed to have been committed against their child or by their child.

(5) To be notified if law enforcement personnel question their child, except in cases where the parent has been accused of abusing or neglecting the child.

(6) To be notified if their child is taken or removed from the school campus without parental permission.

(7) That the school shall not discriminate against their child based upon the sincerely held religious beliefs of the child's family.

(8) To receive written notice and the option to opt their child out of any surveys that include questions about any of the following:

(a) The student's sexual experiences or attractions.

(b) The student's family beliefs, morality, religion, or political affiliations.

(c) Any mental health or psychological problems of the student or a family member.

(9) To receive written notice and have the option to opt their child out of instruction on topics associated with sexual activity.

(10) To receive from the school the annual school calendar, no later than thirty days prior to the beginning of the school year, and to be notified in writing as soon as feasible of any revisions to such calendar. Such calendar shall be posted to the school's website and shall include, at a minimum, student attendance days and any event that requires parent or student attendance outside of normal school days or hours.

(11) To receive in writing each year or to view on the school's website a comprehensive listing of any required fee and its purpose and use and a description of how economic hardships may be addressed.

(12) To receive in writing each year or to view on the school's website a description of the school's required uniform for students.

(13) To be informed if their child's academic performance is such that it could threaten the child's ability to be promoted to the next grade level and to be offered an in-person meeting with the child's classroom teacher and school leader to discuss any resources or strategies available to support and encourage the child's academic improvement.

C. Notwithstanding anything to the contrary, a public school shall not be required to release any records or information regarding a student's medical or health records or mental health counseling records to a parent during the pendency of an investigation of child abuse or neglect conducted by any law enforcement agency or the Department of Children and Family Services where the parent is the target of the investigation, unless the parent has obtained a court order.

Acts 2014, No. 699, §1; Acts 2018, No. 547, §1.

Appendix I: Parent Access to Instructional Materials

§355. Parental access to instructional materials

A. A parent of a child attending a public elementary or secondary school shall be entitled to access to instructional materials as provided in this Section.

B. A parent is entitled to:

(1) Review instructional materials used by or administered to the parent's child.

(2) Review any survey before the survey is administered or distributed by a school to a student.

C. Each local school board shall adopt rules and policies for each school to make instructional materials readily available for review as provided in this Section. The rules may specify reasonable hours for review. The rules shall provide that the school shall provide access to instructional materials to a parent upon request. If a parent requests a paper copy of material that can be readily copied using school equipment, such copy shall be provided. The rules shall establish reasonable and customary fees to be collected by the school to cover the cost of providing such copies. No provision of law or school board policy shall prohibit or interfere with a parent's ability to make his own copies on school premises via mobile or other device. The principal of each school shall ensure that the school complies with such rules.

D. For purposes of this Section:

(1) "Instructional materials" means content that conveys the knowledge or skills of a subject in the school curriculum through a medium or a combination of media for conveying information to a student. It also includes any nonsecure test, nonsecure assessment, or survey administered to a student. The term also includes books, supplementary materials, teaching aids, computer software, magnetic media, DVD, CD-ROM, computer courseware, online material, information, or services, or an electronic medium or other means of conveying information to the student or otherwise contributing to the learning process.

(2) "Parent" means the parent or legal guardian of a child.

(3) "Survey" means any evaluative instrument or questionnaire that is not an assessment of academic knowledge, skills, or abilities, administered as part of a state, national, or international assessment or by itself.

Acts 2014, No. 436, §1, eff. Aug. 1, 2014.

Appendix J: Parent Notice re: Storage and Administration of Epinephrine

Notice re: storage and administration of auto-injectable epinephrine in classrooms

As required by state law, Collegiate Academies shall maintain a supply of auto-injectable epinephrine in a secure location in each classroom assigned to a student who is deemed by their physician to be at high risk for anaphylactic reaction and incapable of self-administration of auto-injectable epinephrine.

If your child is at high risk for anaphylactic reaction and incapable of self-administration of auto-injectable epinephrine, please contact our front office to schedule a meeting with our school nurse and a member of our school operations team. In that meeting, you will be asked to provide the appropriate medical documentation, give written authorization for the student to be administered the medication, and provide a supply of auto-injectable epinephrine to be kept in each classroom.

The teacher in each classroom where auto-injectable epinephrine is stored shall be provided information regarding accessing and administering auto-injectable epinephrine, the signs and symptoms of anaphylactic reactions, and specific information regarding condition, care, and treatment of the student assigned to the classroom who is at high risk of anaphylactic reaction. The school and its employees shall incur no liability as a result of any injury sustained by the student from the good faith administration of auto-injectable epinephrine.

Appendix K: Annual Notice Regarding Consent to Bill Medicaid and Share Information with the Louisiana Department of Health

Schools in Louisiana have been approved to receive partial reimbursement from Louisiana Medicaid for the cost of certain health-related services provided by Collegiate Academies to certain students. In order for Collegiate Academies to get back some of the money spent on services, Collegiate Academies needs to share with Louisiana Medicaid the following types of information about certain students: name; date of birth; gender; type of services provided, when and by whom; diagnosis (if any) and Louisiana Medicaid ID. If your child is eligible to receive services to meet his/her needs, the services may be provided by the school system and/or you may take your child to another provider that accepts Medicaid.

With one-time written parental permission, Collegiate Academies seeks partial reimbursement for services provided by Louisiana Medicaid including, among others, a hearing test or eye exam; occupational or speech or physical therapy; some school nurse visits; and counseling services. After the initial permission is given, this annual notice is provided each year.

Please be advised of the following:

1. Collegiate Academies cannot require families to sign up for Louisiana Medicaid in order to receive the health related and/or special education services to which the student is entitled.
2. Collegiate Academies cannot require families to pay anything towards the cost of a student's health-related and/or special education services.
3. Collegiate Academies is given permission to share information with and request reimbursement from Louisiana Medicaid:
    a. This will not affect the students available lifetime coverage or other Louisiana Medicaid; nor will it in any way limit the family's use of Louisiana Medicaid benefits outside of school.
    b. The permission will not affect the student's special education services or IEP rights in any way, if the student is eligible to receive them.
    c. The permission will not lead to any changes in the student's Louisiana Medicaid rights; and
    d. The permission will not lead to any risk of losing eligibility for other Medicaid funded programs.
4. Once the permission is given, families have the right to change their mind and withdraw permission at any time.
5. If permission is withdrawn, Collegiate Academies will continue to be responsible for providing the student with the services, at no cost to the family.

If a parent wishes to withdraw previously given written consent, please contact the district at Collegiate Academies.ut parental permission.

(7) That the school shall not discriminate against their child based upon the sincerely held religious beliefs of the child's family.

(8) To receive written notice and the option to opt their child out of any surveys that include questions about any of the following:

(a) The student's sexual experiences or attractions.

(b) The student's family beliefs, morality, religion, or political affiliations.

(c) Any mental health or psychological problems of the student or a family member.

(9) To receive written notice and have the option to opt their child out of instruction on topics associated with sexual activity.

(10) To receive from the school the annual school calendar, no later than thirty days prior to the beginning of the school year, and to be notified in writing as soon as feasible of any revisions to such calendar. Such calendar shall be posted to the school's website and shall include, at a minimum, student attendance days and any event that requires parent or student attendance outside of normal school days or hours.

(11) To receive in writing each year or to view on the school's website a comprehensive listing of any required fee and its purpose and use and a description of how economic hardships may be addressed.

(12) To receive in writing each year or to view on the school's website a description of the school's required uniform for students.

(13) To be informed if their child's academic performance is such that it could threaten the child's ability to be promoted to the next grade level and to be offered an in-person meeting with the child's classroom teacher and school leader to discuss any resources or strategies available to support and encourage the child's academic improvement.

C. Notwithstanding anything to the contrary, a public school shall not be required to release any records or information regarding a student's medical or health records or mental health counseling records to a parent during the pendency of an investigation of child abuse or neglect conducted by any law enforcement agency or the Department of Children and Family Services where the parent is the target of the investigation, unless the parent has obtained a court order.

Acts 2014, No. 699, §1; Acts 2018, No. 547, §1.

Appendix L | Acknowledgment and Commitment Forms

Student Receipt of Handbook and Commitment Form	
By signing below, I acknowledge receipt of the student code of conduct and commit to: ● attend school daily, ● arrive on time to school, ● demonstrate significant effort towards completing all required academic assignments and meeting the classroom and common space expectations outlined in the handbook.	
Print First and Last Name of Student:	
Signature of Student:	

Guardian Receipt of Handbook and Commitment Form	
By signing below, I acknowledge receipt of the student code of conduct and commit to ensuring that my child ● attends school daily, ● arrives on time to school, ● completes all required assignments, ● and I agree to attend all required parent conferences.	
Print First and Last Name of Parent:	
Signature of Parent:	