



Livingston Collegiate
Student and Family Handbook
2022-23

Excellence | Teamwork | Enthusiasm | Ownership

7301 Dwyer Road | livingstoncollegiate.org | 504.503.0004

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Welcome Letter

Dear Students and Families,

Welcome to all of our new students and families and welcome back to all of our returning students and families!

We are partners in our children's education, and we are eager to work closely as a community. We are grateful for your commitment to your child and our school community. We welcome your feedback as we strive to build an exceptional high school for your child and for the entire city.

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. The purpose of this handbook is to outline clear and consistent routines that all members of our community are expected to follow to ensure that we achieve our mission. We want our students to be incredibly successful and full of school pride, and we designed the handbook and our entire school program with these outcomes at heart.

This handbook shall be administered in accordance with federal laws 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 students 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. Throughout the year, we reserve the authority to change policies reflected in the handbook to better meet the needs of students. Updates will be posted on our website and shared with families via newsletters. 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 contact the school or me with any questions.

With a continuous commitment to our future,
Akeem Langham
Principal, Livingston Collegiate

Mission and Values

Mission

Livingston Collegiate will empower all students to graduate from college and lead the world.

Our mission sets the stage for the work that we - students, families, and staff - will all undertake together. It is far reaching and inspiring. We look to it in major moments of difficulty and instances of joy. We say it with conviction. Our mission exists to remind us of the world we wish to live in and the academic outcomes all of our students deserve.

Values

Our values shape daily life at Livingston Collegiate. Together, our mission and values lend us insight into the culture that must exist in our school. We derive all of our actions, programs, and successes from the actions that our mission and values inspire.

Excellence: We grow. We seek perfection through action.

Teamwork: We are united. We make choices that help our team succeed..

Enthusiasm: We are joyful. We choose positivity and show it.

Ownership: We find a way. We look to ourselves to accomplish our goals.

School Community and Partnership

Family involvement is welcome and essential for the success of our school. All families are encouraged to visit the school, attend special events, and participate in committees for events and teams. Livingston Collegiate holds an orientation meeting with each new student and family to prepare for school and to review the commitment form so that everyone has a clear understanding of how we are working toward our mission. We take the commitment forms seriously and expect that everyone is familiar with their outlined expectations. Failure to adhere to expectations will ultimately slow progress toward our mission. To view all three of our commitment forms in full length, see the Appendix.

Visiting school:

- If you would like to meet with a staff member and/or observe classes, please call your child's advisor or the main office at 504.503.0004. This will help us identify the best time to visit.
- The main office is open from 8:00 am - 3:00 pm.
- All visitors to the school must sign in and may be asked to present identification.
- Staff members, including the principal, are not 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 the staff member to schedule a meeting.

Collegiate Academies Board

Collegiate Academies' Board of Directors is the governing body of our organization. The Board sets all policies for the school. The Board meets monthly while the school is in session. Dates of Board Meetings will be posted on 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

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

School Operations

Enrollment

Livingston Collegiate is an open enrollment charter school. We participate in the EnrollNOLA / OneApp process; for more information about how this process works, visit enrollnola.com or a Family Resource Center. Students interested in attending Livingston must submit a OneApp and be matched with our school. If matched with our school, the student and his/her parent or guardian must:

- Submit copies of the student's birth certificate, immunization records, as well as the parent or guardian's proof of residency (lease, utility bill) and photo ID
- Complete enrollment paperwork

Daily Hours and Schedule

Livingston Collegiate's student schedule is:

	Monday	Tuesday - Friday
Arrival	7:50 - 8:15 am (students are tardy after 8:15 am)	7:50 - 8:15 am (students are tardy after 8:15 am)
Dismissal	12:35 pm	3:00 pm

Please note that no students may enter the building before 7:50 am, and that Livingston Collegiate is not responsible for supervising students until that time. Students are tardy if they arrive after 8:15 am. Students are required to arrive at school on time and remain at school through dismissal. Students may be required to stay after school to participate in activities, complete a detention, or receive tutoring. Livingston Collegiate provides a second round of busses for students participating in these activities.

School Calendar and Closings

A copy of our school calendar will be given to families at orientation. A copy of the calendar with the most up-to-date information, including special events, can be found at our main office and on our website.

Livingston Collegiate may cancel classes in cases of extreme weather conditions. If the Orleans Parish School Board announces a delayed opening or closing, Livingston will also be delayed or closed. Please listen to a local radio station or watch a local news channel for announcements. In the event of a delayed opening, early closing, or cancellation, we will also send out an automated call. At the discretion of the principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days during or at the end of the school year.

Transportation

Busses

Bus transportation to Livingston will be provided for all students. Livingston contracts with Apple Bus Company, who is responsible for all routing, day-to-day operations, maintenance, driver training, and supervision. To request a change to your bus stop or notify the school of any concerns about bus transportation, please call the main office. Students will not be allowed on a bus other than their own without a signed form from the front office.

Stop Requirements

All bus stops must meet the following requirements:

- Be 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

Students with Special Needs

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.

If the student's guardian fails to respond or pickup the student:

- **First occurrence:** A school administrator will schedule a conference with the parent to review the student's transportation information and the requirement to have an adult at the stop to receive the student. The parent will also be notified that upon the second occurrence the school may file a report with DCFS requesting an investigation. At the conference the parent will sign an acknowledgement that includes everything discussed.
- **Any subsequent occurrences:** The school may file a report with DCFS requesting an investigation for child abandonment.

School Bus Conduct

Students must comply with the Student Code of Conduct while traveling on a school bus to and from their homes or school-sponsored activities. If a student commits an infraction covered in the Student Code of Conduct on a school bus 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. The school will provide public bus fare for students who lose bus privileges if the student's family is unable to bring the student to school.

Bus Specific Conduct

Beyond the expectations outline in the Student Code of Conduct all students on the school bus must:

- Remain seated facing forward at all times

- Follow the instructions of the bus driver
- Keep their body inside the bus
- Avoid yelling or engaging on other activities that might distract the bus driver

Dropping Off / Picking Up and Parking

Families are welcome to drop off and pick up their students. Students must arrive between 7:50 am and 8:15 am in the morning. Please drop your student off at the main student entrance on the left side of the building, then drive in a loop to exit the building. If your child is arriving after 8:15 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 Livingston 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 busses or in any spot with a “**Do Not Park**” sign.

Students Who Walk to/from School

Students who walk to and from school should always cross streets at designated crossings and cross intersections only when it is safe to do so. Students who walk to and from school act as representatives of our school. The same standards of behavior outlined in this document apply while students are traveling to and from school. Students who walk home from school must leave campus immediately upon dismissal.

Students with Cars

If a student wishes to drive to school and park his/her car on campus, the student must first register the car in the front office. The following information must be provided and will be recorded upon registration:

- Car make, model, color, and license number
- Student’s valid driver license
- Proof of automobile insurance that covers the student and the car

After registering the car with the school, the student will receive a decal/pass which must be displayed on the dash of the car while parked at Livingston. Additional expectations in place include the following:

- Students should park in the lot behind the school; they may not park in the front or side of the building.
- 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.

If a student does not meet these expectations, he/she will lose the privilege to drive on campus for a period of time to be determined by school leadership. If an unregistered car is parked in our lot, the car may be towed.

Visitor Policy

We are always excited to showcase the hard work of our students and teachers. If you would like to schedule a meeting or visit with a specific staff member, please reach out to them directly or contact the front office.

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 Livingston, excessive absences will not be tolerated.

If a student is absent without excuse for more than 9 days of the semester, the student may not receive credit for any courses they are taking during that semester.

While each student is ultimately responsible for her/his own attendance, families are expected to ensure that their children are in school. Excessive absences will be considered a violation of the parent/guardian commitment. Attendance helps to foster an attitude of responsibility and is essential to the instructional program at Livingston.

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 to earn credit for their courses.**

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-exempted, 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.

Exempted, 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.

If a student is expected to miss or will miss school for an extended period of time (10+ consecutive days) due to a documented medical issue, please contact the front office to discuss the process for applying for homebound services.

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

These absences below 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 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 are not excusable:

- | | |
|---------------------------------------|---|
| ● Missing the school bus | ● Caring for a young child or elderly adult |
| ● Trips not approved by the principal | ● To work on a job |
| ● Vacations during the school year | ● Skipping or cutting class |
| ● Birthdays and other celebrations | ● 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.

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

For more information regarding attendance interventions and laws, see Appendix A.

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. Tardiness is a bad habit that can lead to serious consequences in college and at work; at Livingston, we want our students to develop strong habits and succeed in school, college, and work. Our doors open to students at 7:50 am each morning. Students must arrive between 7:50 am and 8:15 am. Students arriving after 8:15 am are considered tardy. When students arrive to school late, they must 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.

Students may receive consequences for habitual tardiness, including lunch detention, extended school day, etc.

Early Check Outs

Early pickups can be disruptive to the learning environment and are discouraged. 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. 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 person 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.

Attendance Recovery

Students may recover Unexcused Absences each semester by attending tutoring or seat time with a teacher from one of their current classes. 3 hours of Attendance Recovery will recover 1 Unexcused Absence. Attendance Recovery sessions must occur outside of normal school hours with a teacher. Students are expected to complete all work assigned by the teacher leading the session in order to receive credit for the time.

Communication and Feedback

The staff of Livingston Collegiate will communicate regularly with parents and guardians, and we encourage parents and guardians to contact us whenever they have questions and concerns. We are all part of a team and can only succeed when students, staff, and families are communicating openly and frequently. 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 the main office:** The main office will be open from 8:00 am - 3:00 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:** Livingston 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, livingstoncollegiate.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 (@livingstoncollegiate) to see your student in action!
- **Visits:** To arrange a visit to the school, please contact the main office or your child's advisor.
- **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.

We hope that you will openly share all feedback with the school and its staff so that we can now celebrate successes and work to improve. If you have a concern about a school policy, academic grade, disciplinary decision, or anything else, we ask that you take the time to reflect on it and then contact the school. We welcome the conversation and understand that you have very strong feelings about your child's education and experience at school. We promise to treat you and your concern with respect. If a parent/guardian/family member is unable to have a respectful conversation with a Livingston Collegiate staff member, we will reschedule the meeting for another time so that we can act in the best interest of our community. We reserve the right to ban family members from campus in extreme cases. In these situations, we will work with you to ensure that you can still actively engage in your child's education.

Uniforms

All students must come to school in the Livingston Collegiate uniform every day. We have a required school uniform for several very important reasons:

1. **Uniforms unite us as a community, while still creating a space for choice and expressions of individuality.** When you look at a group of students in our uniform, it is a powerful visual statement of our community. Students make a commitment that when they put on our Livingston uniform, they are agreeing to live up to the school's high expectations. Within our uniform guidelines, students are still able to be creative, have fun, and express themselves through appropriate accessories and uniform options.
2. **Uniforms reduce distractions and clothing competition.** Students often spend time discussing and evaluating what others are wearing. Wearing uniforms eliminates this distraction and ensures the focus is on learning.
3. **Uniforms make us all equal.** Whether families have high incomes or low incomes, students come to school dressed the same way. No one feels embarrassed or uncomfortable about his or her clothes.
4. **Uniforms look professional.** Students look neat when they arrive at school. The students come mentally prepared for school and "dressed for work."

Our main focus is on ensuring that students are able to thrive at school. If a garment or accessory hinders student success (ie, is distracting to the student wearing it or to other students), school staff may ask the student to take the item off and/or to not wear it to school again. If a student does not follow directions, school staff may take the item and store it in our main office until the end of the day. Livingston reserves the right to update our uniform policy during the year. If uniform policies are updated, families will receive a revised copy. Livingston is not responsible for lost/stolen items.

Our official uniform vendor is Logo Express. Logo Express has locations at 3141 Gentilly Blvd. and 109 Wall Blvd. All Livingston polos, sweatshirts, and sweaters must be purchased from Logo Express or from the school.

Livingston Collegiate Uniform Requirements for 2022-23

Shirts / tops	<p>Required:</p> <ul style="list-style-type: none"> ● 9th Grade <ul style="list-style-type: none"> ○ navy blue polo with school mascot + school name ● 10th Grade <ul style="list-style-type: none"> ○ navy blue polo with school mascot + school name ○ OR charcoal grey polo with school mascot + school name ● 11th Grade <ul style="list-style-type: none"> ○ navy blue polo with school mascot + school name ○ OR charcoal grey polo with school mascot + school name ○ OR white polo with school mascot + school name ● 12th Grade <ul style="list-style-type: none"> ○ navy blue polo with school mascot + school name ○ OR charcoal grey polo with school mascot + school name
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	<ul style="list-style-type: none"> ○ OR white polo with school mascot + school name ○ OR white button down oxford shirt with school mascot + school name <p>All Livingston-branded uniforms must be purchased from our official uniform vendor. Collars must be turned down at all times.</p> <p>Livingston branded polo shirts that are earned, given, or bought from the school are permitted to be worn during the week.</p> <p>The school issues green polo shirts to students that earn an honor roll; a student that earns honor roll can wear this shirt any day of the week. If a student who has not earned an honor roll polo is wearing a green polo, the student will be required to change into the standard uniform.</p>
Pants / Bottoms	<p>Required: properly fitted khaki or navy pants (full length), shorts, or skirts (no more than two inches above the knee), or Livingston plaid pants. Our plaid pants must be purchased from Logo Express and be our school's pattern.</p> <p>The following are not allowed:</p> <ul style="list-style-type: none"> ● Pants made of jean, or corduroy material, even if khaki, navy, or plaid in color (no black pants) ● Stretch pants, including leggings, jeggings, spandex, or athletic/form fitting bottoms. ● Pants that have special flair at the bottom, elastic ankle cuffs at the bottom, or stitching that is defining in a different color on the outside of pockets ● Capri pants ● Rolling pants at the bottom or pants that are torn or cut at the bottom ● Pants that are sagging and not worn at the waist
Outerwear	<p>Students may only wear Livingston sweaters, jackets, etc. of their choosing. Hoods should not be worn inside the building.</p> <p>Livingston outerwear items (sweatshirts, fleeces, cardigans) are available at Logo Express. Team, grade-level, and club apparel will also be sold at school.</p>
Undershirts	<p>Undershirts are not required; however, students may wear a short-sleeved shirt, long-sleeved shirt, or sweatshirt under their uniform shirt.</p>
Socks	<p>Socks may be any solid color.</p> <p>They may also have prints, patterns, and designs.</p> <p>Socks should not be pulled over pants.</p>
Shoes	<p>Required: closed toe, closed-back shoes. The shoes can be any color. Shoes must have hard rubber soles and be intended for wear outside of the home. Sneakers, saddleback shoes, loafers, boots, and ballet flats are allowed; slippers and slides are not.</p> <p>Students who attend PE class or participate in other athletic activities must wear or bring sneakers.</p>

Accessories

Type	Please note: no accessories should light up or make sounds.
Earrings	Students may wear earrings.

Rings	Students may wear rings. Rings may not go across more than one finger or have sharp edges.
Necklaces	Students may wear necklaces. A lanyard may be worn on top of the polo.
Headwear / Hair accessories	Hats and sunglasses are not to be worn inside of the building. (Included, but not limited to baseball style caps, beanies, etc.) Other headwear including durags, stocking caps, bonnets, head scarves, bandanas, etc. will not be permitted in the building. Students will be asked to remove these items before entering the building. Students will not be given permission to wait until they go to the restroom to have these items removed. If tardy, students will not be given additional time / permission to go to the restroom to fix their hair before reporting to class. The only headwear that will be permitted will include cultural head wraps and headbands that strictly serve the purpose of holding back hair. (if a student or parent is unsure about which headwraps or headbands are appropriate, ask a staff for examples)
Bracelets / watches	Students may wear bracelets and/or watches. If a student is wearing an Apple Watch or other electronic watch, the watch must be off. If the student is seen using the watch for messaging, social media, or other purposes, the Apple Watch will be confiscated as if it were a phone. See our cell phone and electronics policy for more information.
Neckties	Students may wear navy, black, grey, khaki, or white neckties.
Bags	Bags should be large enough to hold <i>all</i> school materials. 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 <i>subject to confiscation and search</i> .
Belt	Belts are not required. They may be leather, cloth, or canvas.

Appropriate For School

School Appropriate	Think of school as “the workplace.” Getting a great education is the job for all students. Workplaces have norms for professionalism. To be appropriate at Livingston, all uniform items (shirts, undershirts, outerwear, accessories, shoes, items worn on dress down days, etc.) must be free of profanity, vulgarity, references to acts of violence, gangs, drugs, alcohol, or weapons.
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Additional Uniform Policies:

- Students may not change out of the Livingston uniform at any point during the day.
 - Students in P.E. or an extra-curricular activity may be required to wear clothing assigned by that instructor. All others will remain in dress code.
- Clothing may not be modified in any manner-- torn, ripped, or written on in marker.
- Clothing may be embroidered with a student’s name in school colors (navy, white, grey, green).
- Hats and sunglasses are not allowed inside of the building.
- Students may not wear hair picks of any size or color.
- Any exceptions to school dress code based on religious observances must be presented to the principal or dean by a parent/guardian.

Borrowing Uniform Items:

If a Livingston student comes to school without the required dress code items, the parent will be notified and asked to bring the required uniform item. If the parent or guardian is unable to bring the required uniform item and the school has spare items in stock, we will provide the student with that uniform item for the day. Students and families will be required to pay a small rental fee (\$1 per item per day) to cover the costs of cleaning and stocking items. Students with outstanding fees at the end of a quarter will not be allowed to attend field trips or earn school awards and incentives. For example, any student who has outstanding fees cannot earn an honor roll polo until the fees have been paid.

Dress Down Policies:

- Regular Dress Down Days
 - No profanity, vulgarity, references to acts of violence, gangs, drugs, or alcohol
 - No midriffs can show
 - Tops should not be low-cut or revealing
 - No hats or sunglasses allowed inside of the building
 - Shorts/skirts/dresses must pass the “fingertip” test (when a student is standing up straight with arms to the side, their shorts/skirt/dress must fall below their fingertips)
 - If jeans have rips/holes, those holes must start below fingertip length
 - Leggings or tights must be worn with a top/dress/skirt that passes the fingertip test
 - No spaghetti straps or strapless shirts or dresses allowed
 - No undergarments (for boys or girls) allowed to show
 - Shoes must fit our regular shoe dress code (i.e., closed toe, closed-back shoes, no sandals).

- Spirit Days
 - All clothing must be related to dress up theme
 - All rules listed under “Regular Dress Down Days” apply

- College Trips/Field Trips - During Visits
 - Students may wear a Livingston t-shirt, polo, or college shirt
 - Shirts may not be altered in any way
 - Students do not have to wear school pants; they may wear the pants and shorts of their choice. Pants and shorts must fall at or below the knee and may not be skintight. Pants can have no rips, tears, or holes.
 - We will spend part of the time in physical activities, so comfortable athletic shoes (closed-toe, closed-back) are required.
 - No hats allowed

School Supplies

Livingston Collegiate and individual classroom teachers will provide families with a list of needed school supplies at the start of each year. After the start of the year, students should continue to make sure they have the necessary supplies (pens, pencils, etc.) to be successful each day. If for any reason the family cannot provide the needed supplies, please contact the main office of the school or the advisor of the student so that we can ensure that he or she gets everything needed to be successful.

Cell Phones and Electronic Devices

Livingston Collegiate recognizes that cell phones are an important part of modern life. Technology can be both a powerful tool for learning and communication, as well as potentially a negative influence that detracts from academic endeavors. We aim to have a policy that helps students focus on learning and be well prepared for college and careers.

Usage of phones and other electronic devices (such as Apple watches) is not allowed during school hours except for during lunch time (see details below). Phones must be put away (in a pocket, in a bag, etc.) and all notifications (ringing, vibrating, lights, etc.) must be turned off during the school day to ensure that the learning environment is not disrupted.

The only time that students may use phones and other electronic devices is in the cafeteria and recess yard during lunch time. During that time, students are free to listen to music, play games, check SchoolRunner, etc.

Communication between Home and School

Parents and family members wishing to communicate with their child during the school day should communicate through our front office (504.503.0004) or a staff member's phone. Please store our office and work numbers in your phone so that you know when your student or the school is attempting to make contact. If a student needs to check in with you during the school day, he/she must ask a staff member for permission to use a phone or to go to the front office.

Inappropriate Usage

If it is discovered that a student has used a phone or electronic device without permission, it will be confiscated immediately. Usage includes using the phone or electronic device in any way - for texting, for calling, to check the time, to listen to music, etc. If it is discovered that a student has used the phone during the school day for actions that harm our community (inappropriate post on social media, inappropriate texts or direct messages, cyberbullying, etc.), the student may be required to turn in the phone daily for a set period of time beyond that day.

Livingston Collegiate will lock the phone or electronic device in a secure location, label it with the student's name, and return it to the student at the end of the day.

Habitual Inappropriate Usage

If there is a habitual pattern (five or more times in a school year) of a student using their phone or electronic device at school without permission, the student will be asked to check in all electronic devices at the start of the day. Livingston Collegiate will lock the electronic device(s) in a secure location, label it with the student's name, and return it to the student at the end of the day. If it is discovered that the student did not check in the phone/electronic device or has other electronic devices, the device(s) will be confiscated. The student's parent or guardian will be contacted and asked to come to school to collect the device(s). The device(s) will only be released to a parent or guardian (not the student). Any

phones/electronic devices left in the school's possession at the end of the year will be recycled or donated.

Students may be permitted to use electronic devices like MP3 players, notebooks and laptops during designated parts of the school day when assigned and supervised by a teacher. Students will have electronics confiscated if they are not using them appropriately and in the designated area at the designated time.

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

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. 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.

Student Belongings

Students who disrupt class for any reason are violating school rules. This rule applies to students' personal possessions as well. Items including, but not limited to, toys, portable electronic devices, and cell phones can disrupt class. If a student's personal possessions disrupt a class, he or she may have their item(s) confiscated for a period of time. Repeated violations of this policy may result in indefinite confiscation irrespective of any costs or fees students and/or their families may incur as a result. Skateboards, roller blades, skates, or scooters are not to be ridden on school property. If so, they will be confiscated.

Student Searches

All students arriving at school will be searched when they enter campus. Any item that a Livingston 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.

Livingston reserves the right to require students who have previously attempted to bring items that are illegal and/or against school rules onto school grounds to use a see-through or mesh bag as a part of the restorative process and to ensure school safety.

Closed Campus

Students are required to remain on campus unless dismissed by a school official throughout the entirety of the school day. Students are expected to stay out of any office or unsupervised space without permission while on campus. If a student leaves campus without permission, the family and truancy office will be notified and a suspension (either in-school or out-of-school) may be assigned. The student will be subject to a search to ensure safety of all students if he/she returns to campus. The student will have a meeting with a dean or principal and will be assigned to the Reflection Room upon return that day. This rule applies from the time that the busses arrive on campus in the morning until the time school is dismissed at the end of the day. A student may not exit a school bus before being dismissed from the bus. He or she must report directly to the cafeteria or homeroom upon arrival at school.

Emergencies and Safety Procedures

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 building 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 may not mingle around the area or speak with students from a different class during an evacuation. 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.

Nursing and Medication

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 or take any medication without the supervision of our school nurse or a trained staff member. All medication must be handed to and administered by the appropriate school staff member or school nurse. If your child requires medication during school hours, we will assist by administering medication upon completion of the required forms. 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.

Livingston Collegiate has a full-time nurse who is on site during school hours. At other times, our nurse is available on call in case of emergency, and other members of our staff are also trained in administering medicine and responding to emergency medical needs.

Meals

We are excited to offer students healthy breakfast, lunch and snack/dinner options. As part of our participation in the School Nutrition Program (a federal program that subsidizes all school meals), we must collect completed Free and Reduced Lunch application forms for all students. It is the policy of our school to require all parents and guardians to complete this form, regardless of whether the parent or guardian believes their child will qualify for a free or reduced lunch, so that we can ensure we maximize the reimbursements we receive from the federal government.

Students may bring breakfast and/or lunch to school. We ask that you not allow your student to bring unhealthy food (snacks high in fat, calories, or sugar) or drinks (eg, sodas or juices heavy in sugar). Livingston Collegiate reserves the right to not allow students to consume unhealthy food or drinks at school. Students are not allowed to have outside candy (including gum), food, or drink in hallways, walkways or classrooms. Any food or drink brought from home must be kept in a student's backpack during the school day and may only be taken out during breakfast or lunch in a designated location (i.e. cafeteria). Students may drink water (may be flavored but must be clear) from a transparent water bottle in class.

Parent Gift Giving Policy

Teachers and other Livingston Collegiate employees may accept gifts valued at \$25 or less and \$75 as a total in one calendar year from or on behalf of students or former students.

Student Entrepreneurs

Students may not sell any articles on school property without the permission of the principal or Director of Finance and Operations. They 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.

Tobacco Use

Livingston is a tobacco free campus. Use or possession of any tobacco or vapes / vaping products by students, staff, or visitors is prohibited on school grounds and school buses.

Academics

Academic excellence is a critical component of success in college and beyond. Our goal for our students is for them to graduate from a college or university that supports their deepening of passions and skills that enable a series of options for employment that afford them emotional, physical, and financial satisfaction. Academic excellence is derived from years of deliberate study and practice. Although the people skills and emotional intelligence our students gain through their high school experiences will separate their applications from those of the competition, it will be their academic excellence that first opens up their opportunity. The majority of the best jobs and colleges have thresholds for academic excellence (as measured by GPA and ACT). These thresholds serve as a gateway to opportunity. We believe that our students are the future leaders of the world. It is our belief that no ceilings on potential should be set and rather we should set the floor for performance. As such, our students - through their actions and our support - will dictate the potential our school can reach.

Academic Assessments

Livingston 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; rather 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.

Grading and Academic Distinction

Our grading philosophy outlines the beliefs and mindsets of Livingston Collegiate about academic grades at Livingston and what each grade truly represents in terms of the student's trajectory toward college success. Embarking on a pursuit of having 100% of our students graduating from college requires an intentional big picture for the academics at Livingston Collegiate.

We use the state-mandated grading scale:

Letter Grade	Course Grade Range	Grade Points
A	93 - 100	4.0
B	85 - 92	3.0
C	75 - 84	2.0
D	67 - 74	1.0
F	50* - 66	0.0

Students engaging in actions that are above and beyond the average earn the respect of their peers and staff in addition to the rewards their hard work typically garner. Academic distinction is awarded on a quarterly basis in the following ways:

Honors:	3.0 GPA
Dean's Honors:	3.5 GPA
Principal's Honors:	3.75 GPA
Collegiate Honors:	4.0 GPA

Academic distinction is Livingston's way of putting the achievements and efforts of our school community on a pedestal. Students earning these distinctions increase their likelihood of success in college and beyond by orders of magnitude. Honors at Livingston earns the student a special polo shirt and other special rewards.

Homework

At Livingston, we believe that bite-sized and regular homework should be assigned for a few key reasons:

1. To deepen the understanding of a key component of a lesson or unit.
2. To create more time outside of class for exposure and learning.
3. To create a habit of timely academic preparation (studying, preparation, etc.).

Homework at Livingston, therefore, is assigned daily in small amounts. An average student should anticipate having between 60 and 90 minutes of homework each day.

Not completing homework is the number one reason why students fail in high school. Typically, students who do not complete homework will not do well on tests and quizzes. One of the key components of homework has to do with developing a habit that will lead to success in college.

Homework cannot be made up after the day it is due unless the student submitted notification for an excused absence or established a plan with the specific teacher. It is the student's responsibility to ask for, make up, and turn in missed work for an excused absence.

Homework Louisiana offers FREE online tutoring and academic resources for Louisiana residents from kindergarten students through adult learners. Get help in math, science, social studies or English from a live tutor. The services can be accessed from a Louisiana public library, from your home computer or from your mobile device by going to <http://www.homeworkla.org/>.

Making up Missed Work

Students are expected to make up all missed assignments when they are absent from school within the timeframe allotted by their grade-level team and announced by their teacher. This may be different between grade levels to gradually release the ownership from the teacher to the student as the student becomes more established in their high school career. Teachers may assign failing grades to students who have not made up for missing work on time. Assessment grades can be made up regardless of the absences; however, homework and classwork grades may only be made up late if the absence was excused.

A teacher may deduct points for work that is submitted late or may not accept late work for unexcused absences. It is the responsibility of the student to make arrangements with his/her instructor concerning submission of missing assignments.

If a student is absent for a short period of time, the student should make up the work missed upon returning to school. We will not send work home with a family member. If a student is expected to miss or will miss school for an extended period of time (10+ consecutive days) due to a documented medical issue, please contact the front office to discuss the option of homebound services.

Academic Integrity

Academic integrity means being honest in completing assignments and exams for school. Academic misconduct will be categorized in two ways:

Cheating. Cheating happens when a student receives or renders aid to or from any source that allows a student to misrepresent skills or knowledge on an assignment. This includes--but is not limited to--copying answers, recording answers and bringing them into a test, looking up answers during a test without permission. It also includes cheating that is caught before it is executed: if a teacher catches a student sending emails with answers to an upcoming exam, for example, the policy applies even if the student(s) have not taken the exam yet. This also includes passing off a paper or assignment written by another, as one's own or turning in a paper that was found online or a paper written by someone who took the class previously.

Plagiarism. Plagiarism is turning in a product that, regardless of the student's intent, misrepresents the work of another as the student's own work. All written assignments should show the student's own understanding in the student's own words. All writing assignments, in class or out, must be composed entirely of words generated (not simply found) by the student. If words written by another person are used, they must specifically be marked as such with proper citation, according to the expectations of the class and assignment. Plagiarism includes everything from failing to cite a source by mistake to lifting a paragraph from a book and putting it into your paper. It also includes citing a source improperly--for instance, by using the wrong type of citation or making a mistake in the citation. It's anything where a reader could think that work a student did not do is work that a student did do. Teachers will take into account the difference between cheating and plagiarism when assigning a consequence. Cheating is

acquiring a written work and passing it off as your own, with no or minor changes while plagiarism may be in error. We recognize that students must be taught how to properly cite the work of others and use resources to compose papers; for this reason; there is no penalty (except for having to complete the assignment again) for plagiarism until it has been explicitly taught. We also recognize that this is a skill that will develop over time and because of this the penalties will be assigned according to how much exposure students have had to the expectations.

Hierarchy of Academic Probation Status:

- 1st instance: zero earned for the assignment (no partial credit or missing), parent notified, incident documented
- 2nd instance in any course: zero earned for the assignment, RC referral, parent conference with student and teacher, incident documented. Students are required to turn in their honor roll polo until it is re-earned in the following academic quarter.
- 3rd instance in any course: zero earned for the assignment, RC referral, parent conference with student, teacher, and member of leadership team, incident documented.
- 4th instance in the same course: automatic failure of the course, parent conference with student, teacher, and member of leadership team, incident documented.

In addition to these responses to an academic dishonesty concern, restorative practices will be followed and possible agreement items could include:

- The student writes a letter to the teacher/class explaining this mistake
- The student completes a research essay on the consequences of cheating at the college level
- Removal from Student Council
- Removal from Honor Roll before the second offense for an egregious cheating offense

Promotion & Retention

Livingston follows a unified Pupil Progression Plan which is reviewed and updated each calendar year. 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.

Promotion to 10th 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

Promotion to 11th Grade

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

- at least **one LEAP 2025 testing requirement (out of three total) met** (via a passing score, an April Dunn plan, or an exemption)

Promotion to 12th Grade

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 passing score, an April Dunn plan, or an exemption), OR the ability to take the course associated with unmet LEAP 2025 requirements during the school year AND meet the requirements above (16 or more total credits, 8 or fewer credits required for graduation)

In addition to completing the required minimum number of Carnegie units of credits as presented by BESE, students must pass the required LEAP 2025 high school assessments to receive a high school diploma.

Grade placement in grades 9 - 12 for students with disabilities pursuing a Certificate of Achievement is either determined by the number of years in high school and/or the IEP team. Grade placement for students working on a LEAP Connect diploma pathway is determined by the number of years in high school and/or the IEP team. All students attending Opportunities Academy are placed in the 12th grade.

Additional requirements for passing EOCs and LEAP2025 are included within the CA Pupil Progression Plan. Exceptions to these standards may be made on a case by case basis based on the number of years left until graduation and the ability of the child to make up necessary credits before that date.

Grade placement in grades 9 - 12 for students with disabilities pursuing a Certificate of Achievement is either determined by the number of years in high school and/or the IEP team. Grade placement for students working on a LEAP Connect diploma pathway is determined by the number of years in high school and/or the IEP team.

Summer School

Livingston may choose to offer summer school to students requiring remedial credit for failed courses. It is recommended that schools offer up to 2 credits during summer given the typical length of summer school. Promotion to the next grade is determined by the credits students have earned toward specific graduation requirements. Summer school may be used to recover credits for classes a student has failed. Students may recover up to two credits per year. 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.

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 get during the summer. If you have

questions about ESY services, please reach out to Livingston's Director of Student Support, Susan Moore, at smoore@collegiateacademies.org.

Special Education Program Description

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

Academic Intervention

Students have a long way to go as they prepare for their college graduation and rewarding careers. As such, Livingston has a robust intervention program to motivate and support students to grow exponentially and achieve at the highest possible level.

Indicators of On Track College Attainment:

- 3.6+ GPA (75% attainment)
- 3.1-3.5 GPA (54% attainment)
- No Habitual Minor Misbehaviors
- Zero Incidents*
- Active Participation in clubs & co-curriculars
- 98%+ attendance

*Incident: a removal from class, an in school suspension, a verbal/physical altercation, or an out of school removal.

The following intervention structures will support students in meeting these indicators.

Progress Report Nights

At Livingston, students and families will have the opportunity to meet with their teachers and advisors to discuss performance at school. Families are invited to four progress report nights that take place halfway through each quarter, so that they may check in with teachers and advisors while there is still time to improve grades. Families are required to attend the 1st Quarter and 3rd Quarter Progress Report Nights in order to ensure that they are aware of their child's grades, strengths, and areas for growth. If unable to attend one of these progress report nights, families should reach out to their child's advisor to schedule a makeup session. Quarterly report cards share critical information with students and families; report cards will be given to students or mailed home at the end of each quarter. They may also be picked up at the main office.

Advisory

Each advisor receives a daily report on individualized student performance. Through the advisory structure we ensure that each student has a personalized coach. When we are given an indication that performance is slacking or not on track for college completion, the advisor will engage a conversation at minimum and, when necessary, identify and implement other appropriate interventions.

SBLC

The School Building Level Committee (SBLC) serves to support students through individualized intervention planning. Students requiring support above and beyond the typical interventions may find

their case supported through the SBLC. Outcomes from the SBLC may trigger one of the following:

- No action
- Continued/modified intervention plans
- Outside referrals
- 504 referral / IAP
- Pupil Appraisal (IEP evaluation)
- Pupil Appraisal (Other supports)

The SBLC is staffed by the Director of Intervention, the SBLC chair, Director of Pupil Appraisal, a General Education teacher, and the Principal.

Culture

All students at Livingston are safe, motivated, and working urgently with the support of their teachers and family to reach their year-long, high school, and lifetime goals. Livingston Collegiate operates with a high amount of order and flexibility. With order comes the predictable, reliable expectations and interactions that serve as the foundation for learning. With flexibility comes the individualized support that students need. As Livingston we believe that students and teachers will succeed best when both order and flexibility are present; we create order through intentional systems and provide flexibility when individual and unique needs arise.

When considering our student culture, we think back to our mission - college graduation, empowerment, leadership - and our values. Our values inform us of the behaviors that teachers and students need to exhibit to reach our challenging mission. This section of the handbook further details the systems and policies we will utilize to achieve our mission.

All Students, All the Time

We are committed to consistently reinforcing all of the universal strategies and policies outlined in this handbook. The most effective way to get student commitment to all of the behavioral expectations is to model the expected behavior and to help students understand the relevance of the expectation. Our mission to prepare all students for college success is ambitious, so every minute of our school day and year is needed to teach necessary knowledge and skills. An important component of school safety is structure. All children need it in order to thrive. Structure provides a framework for learning to take place. During student orientation we teach students classroom and school procedures, we establish routines, we demonstrate appropriate behavior, and we clearly communicate high expectations. The behaviors and high expectations that we teach during orientation continue throughout the school year. If students perform a procedure incorrectly, the first reaction is to correct them and ask that they practice the appropriate behavior. Consequences may be assigned as well, but the corrective response and learning conversation is necessary.

School should be a safe, secure place where students know how everything works, what is allowed and what is not, and what will happen if they break one of the rules. Our teachers uphold high standards for everything from how students participate during class to their tone of voice in response to a correction.

For detailed information regarding Discipline Policy and Procedures for students with Disabilities, see Appendix B.

Student Code of Conduct

Our approach to creating expectations is rooted in a belief that the learning environment is sacred. At Livingston Collegiate, we do whatever it takes to make sure that every child is safe (physically, emotionally, mentally, and intellectually) and to make sure that every child has the chance to learn without needless disruptions. Our faculty uses a variety of strategies to promote positive behavior and to correct problem behaviors. We use positive reinforcement whenever possible, doing our best to highlight when students are making positive choices. We recognize and celebrate student successes inside and outside of class. Students are honored for positive behavior and good character at every opportunity and families are made aware of these triumphs during regular check-ins with advisors. The expectations for behavior at Livingston Collegiate are rooted in our core values. The standards detailed in this code of conduct exist to help our students make positive choices that will help them thrive during high school, college, and beyond.

Successful students:

1. *Attend school daily. Arrive on time and remain at school for the entire day.*
2. *Respect all members of the Livingston Collegiate community.*
3. *Take responsibility for the safety and well being of self, peers, and teachers.*
4. *Are focused on learning, completing all assignments and taking active notes throughout every class.*
5. *Arrive on time to each class and are seated and silently working immediately.*
6. *Follow the Livingston Collegiate school dress code.*
7. *Are prepared for every class by arriving with the necessary tools to effectively participate.*
8. *Respect the building and all community property.*
9. *Do not use cell phones during school hours (except for lunch time).*
10. *Complete all assignments with academic honesty and integrity.*

Advisory System

The transition to high school is challenging. Students move from the comfort and safety of middle school to the confusion and wonder of high school. We find that students are wide-eyed and stressed on the first day of school, actively seeking out the two or three familiar faces from their old schools as they struggle to memorize the names of all of the staff and students. One of the structures that most helps students transition from middle to high school is the advisory system. Each student is paired with one advisor and approximately 20 other students that they get to know on a deep level throughout the school day and over the course of the year.

Advisors at Livingston Collegiate:

- act as a primary point of contact between families and school
- teach core values and character strengths
- follow up on discipline issues
- provide academic counseling
- help students hone the habits needed for college success
- assist students and families with the college process their senior year
- build a team of student peers that make meaningful connections and help each other feel heard, understood, and accepted.

Restorative Approaches

Livingston uses a philosophy and practice known as Restorative Approaches throughout the school. Restorative Approaches in schools are rooted in two key beliefs:

1. Relationships matter: The relationship between staff, students, and the community are the bonds that allow for the difficult work to be accomplished and rich successes to be earned.
2. Harm must be addressed, drive learning, and get repaired: To effectively restore the damage done in a positive environment, action must be taken.

There will be times when a student does not meet an expectation or makes a choice that is harmful to himself/herself and/or the school community. When this happens, our approach is restorative rather than strictly punitive. We seek to accomplish the following:

Addressing Harm: When harm occurs to a person or a group it must be addressed. This means that a clear definition for how community members at Livingston engage with themselves and others needs to be in place. When a breach occurs, an active member of our community must speak up or seek out support.

Drive Learning: Rather than focus on punishment, restorative approaches seek to drive learning from an experience. If a person or group causes harm, some experience should be initiated to ensure that the situation gets learned from such that it does not re-occur in the future.

Repairing Harm: For a cycle in restorative approaches to become complete, the person or group that causes harm must also repair it. Whether a plan is determined collaboratively or individually, members of the community must put in time and effort to remedy the situation. This step has the added benefit of mending tears in the relationship fabric of our community while also reinforcing the learning that comes from this process.

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.

Reflection Room

The Reflection Room (RR) serves as the hub for learning, growth, and reparation of harm to the Livingston community. The RR is led by the Director of Discipline and serves as a place for students to reset, reflect on inappropriate behavior, learn appropriate mindsets and skills, and create or execute plans that restore harm to the community. Time spent in the RC is commensurate with the action taken by a student that warranted their removal from the community. Restorative Approaches often occur outside of the RR and with the support of all staff.

When in the RR, students are required to be seated, silent, awake, and engaging productively on an assigned task such as reading, reflecting, planning, or other such actions that accelerate the restorative process or advance one's development. The only times that these expectations should bend are if a teacher is engaging in a conversation with an individual or group of students or given explicit permission by the Dean (to stand up and stretch, for example).

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 Livingston we afford both parties time to complete this process.

Restorative Practice

Restorative Practice is as it sounds - practice at restoring harm to the community. Practice when in the RR is critical to fixing a relationship that may have been harmed and preparing for success in the future. Take a student that says something disrespectful to a peer - the Restorative Practice for that situation might involve a student practicing an apology that is both genuine and authentic. This is different from the act of reflection. In a reflection a student would come to realize the impact that their action - the disrespect - had on themselves, the other student, and their community. The Restorative Practice prepares a student for the act of repairing harm.

Circle

A circle is used to illuminate differences in perspective and experiences and define a plan of action that repairs the harm done and meets the needs of all participants. In the context of Restorative Approaches a circle is generally used 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.

Restorative Conference

After involvement in serious safety violations (such as fighting) students will be asked to repair harm before returning to the community. The following questions will be asked:

- What happened?
 - What were you thinking/feeling at that time?
 - What was your part in the situation?
- Who was affected and how?
 - How were you affected?
- What can be done to make it better?
 - What do you need?
 - What can you offer to make it better?
 - Is there anything you would like to say or questions you need answered?
 - How will you know when the harm has been repaired?

As a group, all community members impacted by the incident will sign an agreement that will serve as a plan to repair the harm that occurred. While the Dean or Advisor will check back in with the student, it is ultimately the responsibility of the student to complete actions outlined with fidelity.

Conflict Mediation at Livingston Collegiate

A school-wide preventative approach is taken to teach students how to handle conflict in a non-violent manner. Students are provided with lessons during advisory on anger management, conflict resolution and bullying.

A mediation is used to settle conflict between two or more individuals. By the end of a successful mediation all parties are able to walk away on good terms and able to engage with the work necessary to repair harm to the greater community.

When a conflict occurs that needs a reactive step we have adults and peers trained and ready to urgently respond with steps to mediate the disagreement. We schedule and prioritize mediations based on the severity of the incident. The Dean of Students will act as the point person for how mediations are scheduled (and with whom) by categorizing incidents as preventative, verbal or physical and then assigning the appropriately trained individuals to facilitate the mediations.

Suspension and Expulsion

Livingston employs a wide range of interventions - both academic and behavioral - that are designed and employed in service of pursuing our mission to empower college graduates to lead the world.

Suspension and expulsion keeps our students from being here with us pursuing our mission together. While this saddens us, we know there are situations where such measures must be utilized. In these

circumstances we are thoughtful, considerate, and empathetic of our students' and families' needs. At times, we will utilize the following:

- **In-school suspension:** Used for behaviors of severity and/or repeated behaviors the student has continued to demonstrate despite interventions provided. In-school suspension happens within our Restorative Center.
- **Out-of-school suspension:** Used for incidents of extreme severity and/or repetition. During out-of-school suspension, a student is not allowed to come to campus for the entirety of the suspension.
- **Bus suspension:** Used for incidents when a student has compromised the safety of herself or others while on the bus. This could result from physical altercations, threats, or inappropriate comments made towards peers or adults on the bus.
- **Expulsion:** Used in the most extreme situations, particularly in cases where extreme incidents have repeatedly happened despite interventions.

Suspendable Offenses

Below is a list of handbook violations that may result in suspension, expulsion, and/or other corrective action. These violations are the most serious and highest priority to correct. These behaviors may cause another person or persons physical or mental harm and/or be illegal; or, may prevent learning from happening. Behavior in this category will result in removal from class, potential suspensions ranging from 1-5 days, and when appropriate possible recommendation for expulsion. Other corrective and restorative actions (parent meetings; required counseling or peer mediation; confiscation of contraband; notification of truancy office or police) may be taken.

Parents/guardians will be provided with written notice of all out-of-school suspensions, which will include the reasons for the suspension and the terms.

Handbook Violations	
Infraction	Definition / Notes
Failure to serve consequence / turn in electronic devices	Students have a cell phone visible or audible. Teacher requests confiscation of the phone. Student refuses.
Threatening	Threatening a student or adult member of the community (e.g. "If you __ then I'll ____").
Verbal altercation	Verbal arguments between students.
Destruction of property	Vandalism, graffiti or damage to the building or another person's property.
Obscene Behavior	Engaging in behavior of a sexual nature including consensual sexual activity at school or a school function. Possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.).
Hate speech	Using language that undermines the dignity of a race, sexual orientation, religion, ethnic background, exceptionality, etc.
Bullying/harassment	Unwanted and/or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture.
Cyberbullying / negative	Unwanted and/or repeated behavior, including any threatening, insulting, or

usage of social media	dehumanizing gesture through any use of technology. This includes images, video, text, direct messages, etc. Cyberbullying can occur on or off school property. Posts that contain negative or disparaging remarks about a student or posts that relate to violence (expressing interest in fighting, commenting on a previous altercation, etc.) will be considered cyberbullying and can result in suspension.
Leaving campus during school hours	Leaving campus during school hours and/or attempting to leave and return to campus.
Tobacco	Uses or possesses tobacco on campus, the school bus or any school function.
Lighter/ Matches	Uses or possesses tobacco or a lighter on campus, the school bus or any school function.
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.
Sexual harassment or assault	Intimidation, bullying, or coercion of a sexual nature. Sexual contact or behavior that occurs without the explicit consent of the recipient.
Verbally or physically inciting violence	A verbal altercation where a student is trying to physically fight another person and has to be restrained/held back to ensure the safety of others/or self. 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 student runs toward it and does not seek help or tell the students to stop.
Theft/stealing	Theft or stealing (property valued over \$500.00 is greater penalty)
Alcohol	Possessing alcoholic beverages on campus or at a school function.
False alarm	Pulls fire alarm/bomb threat/discharging a fire extinguisher.
Arson	Intentional damage to property by any explosive substance or setting fire to any property.
Fighting or unwanted physical contact	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. Physical violence will lead to a minimum 3 day suspension.
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.
Drugs	Possessing, distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law (including over-the-counter prescription medications).

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 (handwritten or electronic

submissions will be accepted). Parents must submit requests within seven days of the assigned consequence. 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 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 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

We must balance our desire to serve all students with our need to preserve a safe and productive environment for all students. We will do whatever it takes to create a learning environment where every child is safe (physically, emotionally, mentally, and intellectually). In order to ensure the safety of others and to prepare students for a world where there are serious repercussions for mistakes, we will 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 nonconsensual 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)(iii) **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, an investigation will be conducted. Students and parents will be notified of the circumstances.

If there is reasonable evidence that the student has committed the offense the principal or designee will recommend a student for expulsion to NOLA Public School’s Student Hearing Office. 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.

Safety Violations

The following infractions are considered “safety violations” and will be addressed with urgency. Violations in this category make it difficult for learning to proceed as successfully as it did before the violation occurred. These infractions may result in immediate removal from class, referral to the Reflection Room (RR), out of school suspension, recommendation for a parent meeting, a disciplinary conference, or an expulsion hearing.

- Fighting or unwanted physical contact
- Verbal altercation
- Inciting violence
- Threatening harm to another member of the community
- Hate speech
- Bullying/harassment
- Cyber bullying
- Sexual harassment or assault
- Not following geographic directions
- Weapons
- Possessing or being under the influence of any controlled substance, alcohol, or tobacco/vape products
- Destruction of property
- Obscene behavior
- Trespassing
- Theft/stealing
- False alarm
- Arson

As a school we believe in addressing the harm from inappropriate behavior and incidents in a way that:

1. deals with conflict and disruption in a timely manner
2. repairs harm in the aftermath of wrongdoing
3. addresses issues with all involved parties
4. embraces a diversity of solutions, knowing that there may be many ways to solve a problem
5. repairs current harm and looks to prevent future harm.

The principal or designee may determine additional consequences or interventions (in addition to or in lieu of referral to the Restorative Center or out of school suspension) for students involved in safety violations. Students may not be allowed to ride the school bus, participate in co-curricular activities, attend any and all Livingston Collegiate sponsored functions (including but not limited to participation in prom and graduation ceremonies). Students may be encouraged to participate in circles and/or peer mediation. If a student has a penalty waived or deferred in order to participate in a circle 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. A parent or guardian may be required to attend a conference before a student is allowed to return to campus following a safety violation.

Fighting or Physical Aggression

Livingston Collegiate is a place of learning. Therefore, acts of violence that prevent or disrupt learning are unacceptable. Livingston Collegiate believes that when presented with a potential altercation with another student, a student should: walk away and/or seek adult assistance. **Ignoring attempts at violence and/or seeking an adult's help are encouraged.** Livingston 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 is being assigned to the Reflection Room or that the student must be picked up from school.
- Documentation is collected: students and staff are asked to submit a written account of what happened.
- Students are removed from classes and consequences determined.
- Mediation process: students are prepared individually and group meditations are held by a Culture Dean, Director of Culture, or a Social Worker.
- 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 hearings may happen with NOLA PS 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 sent back to the Reflection Room and/or referred back to Student Hearing Office.

Social Media and Other Technology Usage

Social media and cell phones play a powerful role in many students' lives. While social media can often be a positive force, it can often play a negative role within a school community. Students should know that their actions online and via phone matter as much as their in-person interactions, and the texts and images they post online or share by phone should live up to our school's values and help keep our school community positive and safe. Students will be held responsible for images, video, and text posted on their social media accounts and shared by phone. As such:

- We strongly advise all parents to actively monitor their child's social media account(s) and cell phone usage.

- Students should never share passwords with anyone other than their parent or guardian or allow someone to use their phones; if something inappropriate is posted on a student's account and brought to the school's attention, the student will be held accountable even if he/she claims someone else posted the content.
- Any references to violence / fighting online will be considered inciting violence and a violation to our policies.
- Any inappropriate and/or unkind references to other students will be considered cyberbullying and a violation to our policies.
- If social media content that is in violation of the law is brought to the school's attention, we will notify authorities in addition to following our own policies. Please note: it is illegal for a minor to take or share explicit photos or videos of himself/herself.

If a student or family member would like to report inappropriate online content to the school, they should take the following actions:

- If the content is not explicit, take a screenshot of the content and notify a school staff member.
- If the content is of an explicit nature (ie, contains nudity), they should **NOT** share the images or video with anyone, including school staff. Sharing such images/video is illegal and could lead to legal issues for you and your child. Please notify police and a school staff member but do not share or forward explicit images.

Inappropriate usage of social media or phone messaging will lead to consequences at school, including: loss of privileges, lunch detention, in-school suspension, out of school suspension, and mandatory counseling.

Student Technology Policies

Livingston Collegiate 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 Livingston Collegiate.

Livingston Collegiate allows the student to use Livingston Collegiate technological equipment and services, including computers, mobile devices, 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 Livingston Collegiate. All equipment and contents therein are the sole property of Livingston Collegiate, and remain so even if the equipment is removed from Livingston Collegiate property. The student's log on credentials must be provided to authorized Livingston Collegiate 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.
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:
 - 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.
 - 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;
 - using encryption software;
 - wasteful use of limited resources provided by the school including networking bandwidth, data plan, paper;
 - causing congestion of the network through lengthy downloads of files;
 - obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
 - gaining or attempting to gain unauthorized access to resources or files;
 - identifying oneself with another name or password or using an account or password of another user without proper authorization;
 - using the equipment or network for financial or commercial gain without school permission;
 - theft or vandalism of data, equipment, or intellectual property;
 - invading the privacy of individuals;
 - using the equipment or network for any illegal activity, including computer hacking and copyright or intellectual property law violations;
 - introducing a virus to, or otherwise improperly tampering with, the equipment or system;
 - degrading or disrupting equipment or system performance;
 - creating a web page or associating a web page with the school or school without proper authorization;
 - attempting to gain access or gaining access to records, grades, or files from which the student is prohibited;
 - providing access to the school's equipment or network to unauthorized individuals;
 - 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 Livingston Collegiate;
 - making unauthorized copies of computer software;

- Installing software on school computers without prior approval of authorized Livingston Collegiate staff;
 - 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 Livingston Collegiate 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. Livingston Collegiate may at times allow technical support to remotely access any Livingston Collegiate device, including all equipment provided to the student. All electronic communications to and from students regarding school and student matters must be communicated utilizing Livingston Collegiate's electronic messaging systems in order to maximize and help protect the privacy of student information.
 9. Other terms and conditions may apply.

Children's Internet Protection Act

Schools and libraries subject to CIPA are required to adopt and implement an Internet safety policy addressing:

- Access by minors to inappropriate matter on the Internet;
- The safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
- Unauthorized access, including so-called "hacking," and other unlawful activities by minors online;
- Unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Measures restricting minors' access to materials harmful to them.

Field Trips

Field trips may be scheduled by school personnel in order to provide extensions of the curriculum into community activities. Livingston 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 to 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.

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.

Any **students who walk to/from school** 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 Student 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 students.

Livingston 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.

Harassment and Bullying

Livingston 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 from our Director of Mental Health Services 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 notifications 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.

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.

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.

Definitions

- **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 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 used for the specific and approved purposes for which such devices were designed.

- 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 student's freedom of movement

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 a student's 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 the licensed physician or other qualified health professional acting under the scope of the professional's authority under State law.)

Physical Restraint Procedures

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.

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.

Nonviolent Crisis Intervention Techniques in which personnel are trained include:

- *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 demonstrates physical risk behavior.

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 involve imminent risk of significant injury to the student or others.

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.

Escorting to Seclusion Room:

- 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.

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

Environmental and other conditions: To reiterate, 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 who 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).

Documentation Requirements:

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 supports.

76Appendix A: Attendance Interventions and State Requirements

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 that 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 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 Policy & 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; or is a student who is “thought to have a disability.” While all students may be disciplined, the placement of students with disabilities cannot be “changed” when the offense is directly related to his/her disability or when the 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 same type of behavior, same victim, same class, same day of the week or 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 an attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the student's disability.
 - b. IEP Implementation. Was the conduct a direct result of the school's failure to follow the student's IEP? If so, the principal must ensure that immediate steps are taken so that the identified deficiencies are remedied.

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

1. Behavior IS Manifestation of Disability
 - a. FBA/BIP. As discussed above, the IEP team must conduct or review an FBA and create a BIP addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. Note: if the FBA requires a new assessment of student behavior, parental consent is required.
 - b. Reevaluation. The student may be referred for a reevaluation.
 - c. More Intensive Services. The IEP team may meet to consider more intensive special education services upon the expiration of the 45 day IAES or sooner.
2. Behavior is NOT Manifestation of Disability
 - a. Disciplinary Hearing. If all team members determine that the conduct was not a manifestation of the student's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all students.
 - b. FBA/BIP. The student must receive, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior related to the disciplinary violation so that it does not recur.

III. Appeals

A. Reasons for Requesting an Expedited Due process Hearing

1. Parent Disagreement. Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing.
2. School Considers Students 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. Parent did not consent to an initial evaluation of the student
2. Parent refused special education and related services for the student or
3. The student was evaluated and was determined not to have a disability.

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

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

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

If the parent requests an evaluation for a suspected disability after the student is sent to an IAES, the school must conduct an expedited evaluation at parental request. However, the student remains in placement, including an IAES, during the evaluation. If the student is found to have a disability, an IEP must be developed. The IEP team must then conduct a manifestation determination. If the behavior is manifested by the 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: 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.
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 D: Complaint and Information Request Procedures

Complaint and Information Request Procedures:

Any student, parent, or legal guardian may make a complaint 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 the complaint 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 complaints 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, Thaise Ashford, 7301 Dwyer Road, 504-287-8696 or tashford@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 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 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 Thaise Ashford, 7301 Dwyer Road, 504-287-8696 or tashford@collegiateacademies.org within 5 working days.

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 complaint and/or appeal and will address any concerns regarding appeal of a disciplinary decision, or any action or inaction taken by the school administration, within 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.

Appendix E: Teacher Bill of Rights

Bulletin 741 Ch. 5 §519.

A. 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 to 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 a 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 F: 22-23 Student Dues and Fees

Policy Statement

Collegiate Academies (CA) schools provide robust and effective programming to students 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

The 2022-23 fees for all Collegiate Academies schools are outlined below. This list includes the purpose and use of fees, and the amount of each fee. This list is subject to change; for the most current information, please request a list from our front office.

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 students. 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.

Activity Group Description	Use of Fee	Dues Deadline(s)	Fee
Senior Budget	Graduation materials and supplies	Due in full by 2/1/23	\$500
Football, volleyball, basketball, softball, baseball, track	Athletic uniforms, work out gear	Varies by team	\$200
Cheerleading	Cheer uniforms and other supplies	11/15/2022	\$540
Band	Band uniform cleaning, warm up gear, other supplies	10/1/2022	\$200
Dance Team	Dance team uniforms and other supplies	10/1/2022	\$200
Majorettes	Majorette team uniforms and other supplies	10/1/2022	\$200
Flag Team	Flag team uniforms and other supplies	10/1/2022	\$200
Drill Squad	Drill squad uniforms and other supplies	10/1/2022	\$200
Grade Level Budgets (9th-11th)	Class shirts and student activities	10/1/2022	\$100

Appendix G: 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 H: 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 I: 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 J: 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.

TEACHER COMMITMENT 2022-23

As a teacher at Livingston Collegiate, I fully commit to the mission of Livingston Collegiate of empowering students to graduate from college and lead the world. In order to achieve this mission, I will uphold the values of the school:

EXCELLENCE: We are focused. Seek perfection through action.

- We set clear goals and win on them.
- We seek feedback to reach our goals.
- We find exemplars and best practices and learn from them.
- We use all of our resources to elevate our practice.
- We grow ourselves constantly and urgently.
- We practice. We practice. We practice. This is what helps us grow.
- We practice not until we get it right but until we can't get it wrong.
- We plan backwards from mastery and from what's ideal.
- We iterate to improve our plans.

TEAMWORK: We are united. We make choices that help our team succeed.

- We take responsibility for each other's success.
- We support teammates to help them grow.
- We hold each other accountable for the small and large things.
- We lead each other.
- We follow through on team commitments even if we disagree.
- We leverage teammate's strengths to accomplish goals.
- We build strong relationships with staff and students alike to help our team succeed.
- We collaborate to elevate our practice.

ENTHUSIASM: We are joyful. We chose positivity and show it.

- We make the decision and the choice to be positive and to show it.
- We bring energy and engagement to everything we do.
- We speak with everyone and choose to be inviting in posture and tone.
- We see the best in everyone in every situation. We work to pull that out of them with positivity.
- We demonstrate a deep understanding for all people.
- We celebrate each other's successes.

OWNERSHIP: We find a way. We look to ourselves to accomplish our goals.

- We find the best possible solution and act on it.
- We ask ourselves: what can we do to win on this goal?
- We follow through on team commitments.
- We reflect on our own actions and what we can do next.
- We choose to reach out for feedback when faced with obstacles.
- We ask for help when we don't know how to move forward.

Teacher Name (printed) _____

Teacher Signature: _____ Date: _____

STUDENT COMMITMENT 2022-23

As a student at Livingston Collegiate, I fully commit to the mission of Livingston Collegiate of empowering myself and my peers to graduate from college and lead the world. In order to achieve this mission, I will uphold the values of the school:

EXCELLENCE: We are focused. Seek perfection through action.

- We set clear goals and win on them.
- We ask questions to do our best work and reach our goals.
- We learn from others' failures and successes.
- We look at our grades and seek teacher feedback.
- We actively engage in every lesson in order to grow daily.
- We practice. We practice. We practice. This is what helps us grow.
- We practice not until we get it right but until we can't get it wrong.
- We think about our end goal and then create plans to ensure we win on them.

TEAMWORK: We are united. We make choices that help our team succeed.

- We make choices that positively impact our classroom and school.
- When teammates are struggling we help them reach their goals.
- We take opportunities to help teammates learn and master content.
- We use our strengths to help our teammates grow.
- We do our part to make sure we all succeed.
- We build positive relationships with all members of the pack.

ENTHUSIASM: We are joyful. We choose positivity and show it.

- We make the decision and the choice to be positive and to show it.
- We bring energy and engagement to school and class.
- We show that we are joyful to be learning in our classes.
- We are excited to receive feedback.
- We show up as our best selves even in our hardest moments.
- We celebrate each other's successes.

OWNERSHIP: We find a way. We look to ourselves to accomplish our goals.

- We believe we can achieve our goals so we put the work in to achieve them.
- We meet deadlines.
- We reflect on our own actions and what we can do next.
- We find tools to succeed when faced with obstacles.
- We ask our teachers where we stand so we know where we need to grow.

Student Name (printed)_____

Student Signature: _____ Date: _____

PARENT/GUARDIAN COMMITMENT 2022-23

As a parent or guardian at Livingston Collegiate, I fully commit to the mission of Livingston Collegiate of empowering my child and all students at Livingston to graduate from college and lead the world. In order to achieve this mission, I will uphold the values of the school:

EXCELLENCE: We are focused. Seek perfection through action.

- I will support my child in attending school on time, every day, unless they need to take an excused absence.
- I will expect high academic achievement from my child and will not be satisfied with mediocre work.
- I will inquire about my child's improvements and celebrate their progress.
- I will read and adhere to the Family Handbook, and I will support my child in doing the same.

TEAMWORK: We are united. We make choices that help our team succeed.

- I will discuss the academic and behavioral progress of my child with advisors and teachers.
- I will offer support, as my child's first teacher, to his or her teachers and advisors so that they are apt to effectively teach and lead my child.

ENTHUSIASM: We are joyful. We choose positivity and show it.

- I will be proud that my child attends a school with such rigorous expectations and a consistent record of achievement. I will communicate that sentiment to my child.
- I realize that I am a valuable asset to the school and will play an active role in my child's education through volunteering and other opportunities to be a part of the community.

OWNERSHIP: We find a way. We look to ourselves to accomplish our goals.

- I understand my role in my student's journey towards becoming college and career ready and will hold them accountable to the plan.
- I will hold the responsibility to see to it that my student constantly shows up and is conducting him/herself in a manner that will make them a positive and productive student.

Parent/Guardian Signature: _____ Date: _____

Student Name (printed) _____