



Abramson Sci Academy



Student Handbook 2022 - 2023

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Welcome to Abramson Sci Academy

Dear Scholars and Families,

Welcome to the 2022-2023 school year! We are thrilled to launch this year with a continued dedication to providing an excellent college prep education for our scholars. Abramson Sci Academy has high expectations for academics and behavior. All of us – parents, guardians, families, alumni, teachers, and administrators – are working hard to help our children gain the skills to strengthen any community they choose.

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

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

We are partners in our children's education, and we look forward to working closely as a community. The more that we are all involved in school, the better we serve our children. 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.

With a continuous commitment to the future of our children,

Anthony McElligott
Principal, Abramson Sci Academy

Section I: Who We Are

The mission of Abramson Sci Academy is to prepare all scholars for college success, equipped with the passion and tools to strengthen any community they choose.

Core Values:

All members of the Abramson Sci Academy community are held to high expectations and operate with the following six core values:

Achievement: We focus on results and do whatever it takes to accomplish our goals.

Respect: We treat every person and every thing as we want to be treated.

Responsibility: We look to ourselves to do what needs to be done.

Power: We take action because we know and believe in our capacity to help ourselves and others.

Teamwork: We all rise together. We make choices that help each other succeed.

Enthusiasm: We remain positive. We show our positivity. This positivity we show gives us strength.



School Mascot: The ASA Mascot is a Commodore! A Commodore is a high-ranking commanding officer of a ship or fleet of ships. This mascot was adopted in the spring of 2016. While Sci Academy opened at a different location originally, we officially merged with Abramson to become one school as soon as we moved into our permanent home at 5552 Read Blvd. We are inviting alums from generations home and welcoming the traditions of the Abramson High

School that stood in the same space before 2005. The commodore was the mascot of Marion Abramson High School and was traditionally portrayed as a ship or anchor.



School Symbol: Chambered Nautilus

At ASA, the nautilus represents our belief in perseverance, growth and achievement. The nautilus is a beautiful sea creature considered to be a “living fossil” as it has survived the deep seas for more than 400 million years. The nautilus appeared about 265 million years before the first dinosaurs. The nautilus shell is like a ship that hosts a small shellfish. The shellfish inside creates chambers inside itself, but it can only live in one at a time. It starts in the smallest chamber, but then it grows. It gets too big for that chamber and has to go into the next one, so it slips through this little passage. To represent our school mascot we call our grade levels chambers: Chamber 9, Chamber 10, Chamber 11 and Chamber 12. We also call the eleventh and twelfth grade the Outer Chamber because it represents the growth scholars make from under to upperclassmen.

Beliefs that Guide Us:

Our Mission Requires a Commitment to Diversity, Equity and Inclusion. We promote and affirm principles of equity, in relation to all intersections of race, age, color, exceptionality, faith, national origin, citizenship, sexual orientation, socioeconomic class, gender and gender expression. We know that excellent teachers at our school are deeply secure in their own identity and are aware of how their identity impacts their teaching, relationships, and classroom culture. We take action to ensure that all team members have a deep awareness of the dynamics of race, class, and equity in schools and society and are able to leverage that awareness to be the best that they can be for the students and communities they have the honor to serve.

All Scholars. We strive to provide a comprehensive high school experience for **ALL** scholars and have integrity in a non-selective open enrollment process.

Excellent Teaching and Rigorous Curriculum. Our scholars deserve the best teachers in the country. We provide excellent professional development opportunities in and outside of our network for our team members, recognizing that being extraordinary at teaching requires a disciplined commitment to professional development from the teacher and the school. We compare our bar of academic exemplars to the work produced at the highest performing schools in the country and push ourselves to raise our expectations to meet this bar no matter what level scholars are at when we initially begin educating them.

Always Growing. We get better. We find the resources we want. We get the support we'd like. We seek out the example we need. We don't blame others. We don't make excuses. We learn from our mistakes and do "it" better the next time.

Abundance Thinking. We choose to see opportunity. We know that there is plenty of success, units of achievement, recognition, resources, love and prestige for everyone's bucket to be full. We celebrate and gain energy when others are successful. We never complain; instead, we seek understanding and offer our ideas on how to make things better.

Data Drives Us. We love data. We use data to measure our success and strategically take action in pursuit of our mission. We retain faith that we will prevail and meet our goals in the end, regardless of what the data currently says. We never lower our bar because of the data; instead, we confront the brutal facts of our current reality and make a plan to meet our goals.

Discipline Isn't One-Size-Fits-All. We have standard expectations across the school and in our classrooms that most scholars will meet when we thoughtfully and consistently set the stage. When some scholars don't meet our agreed upon expectations, we ask why-what-how questions so we are aware of the unique needs of each individual; then we take action to teach the scholar the desired behavior and give the scholar practice at being successful with the newly learned behavior.

Collegiate Academies Board

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

2022-2023 Board Members

Stephen Rosenthal
Chairman

Jonathan Wilson
Vice Chairman

Doug Finegan
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Gregory St. Etienne
Secretary

Tanya Bryant

Ann Duplessis

Adam Hawf

Tahirah Lee

Terrance Lockett

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Kevin Wilkins

Academic Assessments

ASA uses multiple assessments to monitor scholar progress, inform instruction, and ensure that all scholars succeed. The faculty works to ensure that assessments are not stressful times for scholars; rather they are presented as opportunities to show off all that scholars 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 scholars 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.

Advisory System

All scholars are placed with an advisory during the first week of school. Advisories are created by randomly assigning new enrollees to small single-gender groups of 12-18 scholars. Advisory helps ensure that scholars are prepared for college and life success. The role of an advisor is multifaceted: what a specific scholar needs to meet college readiness competencies varies and will evolve over his or her high school career. One of the key functions of an advisor is that he or she can gather all the information about a scholar's life into one place and then make personalized decisions on how to best help him or her become successful. Advisory meets Monday through Thursday for afternoon classes and at other specially scheduled times.

School Calendar

The first day of school for all scholars is August 2, 2022. We will be on campus, each day Monday Through Friday. Student arrival is 8:10am, and students are dismissed from class at 3:36 pm (2:28 pm on Mondays). Any changes to this schedule will be communicated to students and families.

Abramson Sci Academy may cancel classes in cases of extreme weather conditions. In such situations, we will follow the recommendations of local officials. We will notify families of our closing through automated phone calls and will also announce closing to local news outlets. 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.

Additional calendar dates and events will be posted on our website and available for families to access throughout the school year.

Section II: Policies and Procedures

Enrollment

Abramson Sci Academy is an open enrollment public charter school. We participate in the OneApp process; for more information about how this process works and the policies that govern it, visit enrollnolaps.com or a Family Resource Center. Students interested in attending ASA must submit a OneApp and be matched with our school. If matched with our school, the student and their parent or guardian must:

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

Communication with Parents and Families

Each student/parent must help us keep our records up to date with a current parent/guardian phone number, as well as a current mailing address. When there is a change in any of these, please communicate that change to the front office. Without prior arrangements, we will only release students to legal guardians and to those persons listed on the emergency contact form. Please keep this information current.

SchoolRunner Parent Access provides parents and student access to student attendance, grades, behavior and other data. Information is in real time. Your login and password will be provided by the school. Parents are also encouraged to call and/or email teachers if they have questions about a student's progress.

Progress reports, report cards, phone calls, and emails are designed to keep all parents informed regularly about the standing their child has in each of their classes. We schedule My Academy Night three times per year when parents have the opportunity to discuss student achievement with teachers at school.

Arrival and Dismissal Procedures

School officially opens to scholars at 8:10am each day and the school day officially ends at 2:28pm on Monday and 3:36pm on Tuesday-Friday. Unless scholars depart on school buses or walk home, families are responsible for picking up scholars at the end of the day. All scholars that are not staying after school for approved functions will be asked to leave campus. Scholars staying for an approved reason may only ride the evening activities bus if they have official authorization. Under no circumstances can scholars leave campus at dismissal and return to ride the evening activities bus.

Virtual Classes

If we switch to virtual instruction, students will meet on Monday - Friday. School officially starts for scholars at 8:30 am each day and the school day officially ends at 4:15pm. Scholars will also have asynchronous assignments to complete on their own time after their classes have ended. Scholars can expect to average about 3 hours of work that needs to be completed outside of synchronous class time.

Attendance and Tardiness

Scholars 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 scholars to keep pace. At ASA, excessive absences will not be tolerated. If a scholar is absent without excuse for more than 9 days of the semester, the scholar may not receive credit for any courses they are taking during the semester.

Attendance Requirements

- Students must be present for "60,120 minutes (equivalent to 167 six-hour school days)" per year and 30,060 per semester.
- Because our classes are semester based, students must meet attendance requirements per semester.
- **Based on our schedule, a student must miss no more than 9 days per semester to earn credit for their courses.**

While each scholar is ultimately responsible for their 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 ASA. Attendance is the first step in ensuring academic achievement. Every day is essential for our scholars to keep pace; every instructional minute counts. A scholar is considered to be in attendance when they are physically present at school or is participating in an authorized school activity and is under the supervision of authorized school personnel.

Compulsory Attendance Law

Scholars 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 scholar 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 scholar 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 scholar 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 scholar 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 scholar is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.¹

Unexcused absences - any absence not meeting the requirements set forth in the excused absence and extenuating circumstances, scholars 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-exempted absence in which a scholar 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 scholar may or may not be promoted, but is not considered for the purposes of truancy. Scholars absent from school as a result of any suspension shall be counted as absent.

Exceptions to the attendance policy are considered Extenuating Circumstances and documentation must be submitted upon the scholar's return to school.

These following reasons are considered absences that **can be considered for excusal**:

- Extended personal physical or emotional illness as verified by a physician or nurse practitioner (original doctor's note).
- 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 scholar'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
- Trips not approved by the principal
- Vacations during the school year
- Birthdays or other celebrations
- Shopping
- Caring for a young child or elderly adult
- To work on a job
- Skipping or cutting class

¹A 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 scholar appears in court for truancy hearings.

- Other personal appointments

Parents/guardians are responsible for scheduling medical appointments outside of school time. In the rare case when a scholar has a medical appointment during school, he or she should not be absent for the entire school day. Parents/ Guardians should call the school as early as possible if the scholar will not be attending school for any reason. Upon return to school, the scholar must bring a written excuse to the office. All excuses shall be written by a parent/guardian or physician and submitted to the school upon return.

Getting to school on time is a key to your child's success. At ASA, the learning begins from the moment a scholar walks in the door. Scholars who are late miss essential instruction and risk falling behind on our ambitious curriculum. One of the most common reasons that people lose their jobs is persistent tardiness to work. We want our scholars to succeed in school, college, and in the workplace. The only choice for a scholar at ASA is to attend class on time.

Our doors open to scholars at 8:07 A.M. Each morning and first period begins at 8:40. When scholars arrive at school late, they must enter through the front door and speak with the receptionist to check in and get a pass. In cases in which a school bus arrives late, those scholars riding the school bus are not considered tardy. Late arrival may also be excused with a note from a parent/guardian or a medical professional.

Cell Phones and Electronic Devices

ASA recognizes that we live in a time period in which our senses are raised to safety and security, especially in travel situations. Some parents may desire to send their children to school accompanied with a cell phone to facilitate communication between home and school and during transit; however, use of phones and other electronic devices (by scholars) will not be allowed on campus during school hours.

Once a scholar enters the building for the day in the morning, electronic devices are no longer allowed. Phones and electronics must be turned off and put away before exiting the bus. Any phones, headphones, wireless headphones, smartwatches, speakers (including speakers built into other items like shoes or book bags), or MP3 players seen as a scholar exiting the bus may be confiscated. Scholars may not take their phones or other devices out during school hours, including during lunches, while in the restrooms, and transitions between classes. Phones and other devices must remain away until scholars leave the building at dismissal.

Parents wishing to communicate with their child during the school day may leave a message with the Office (504-373-6264) and a staff member will pass the message on to the scholar. If a scholar wishes to go home, he or she should ask a teacher or support staff member to use a school phone. Scholars not in compliance with this policy will have their phones confiscated. If there is a need to use a phone (or other device) during the school day, a scholar can ask an adult for specific permission to use it. At no time during the school day may scholars use their cell phone without permission from a staff member.

As soon as a staff member is aware of a scholar phone or other electronic device (when it becomes visible or audible) it will be confiscated. ASA will confiscate the phone for the remainder of the school day.

Scholars refusing to turn in a cell phone or other device will be referred to in school suspension for failure to serve assigned consequences and will not be allowed to attend classes until the phone is turned in. The scholar may be out of class up to a maximum of three school days. If a scholar is referred to in school suspension for refusing to turn in his or her phone, but they decides to turn it in later that day, the scholar may return to class. If a scholar refuses to turn in a phone or continues to use it after a staff member has asked for them to turn it in, security will be called and the scholar will be searched and the phone will be confiscated and held by the school. If a scholar leaves campus at the end of the day having refused to turn his or her cell phone in, the scholar can be assigned ISS the following school day. If the scholar comes to school the morning after refusing to turn the phone in and decides to submit the phone, the scholar will be allowed to return to class (the phone being turned in must be the same phone used the previous day). If a scholar has multiple misuses of electronics incidents, he or she may lose the privilege to carry the phone at school and be asked to submit it daily upon arrival to campus.

Scholars may be permitted or required to use computers or tablets at designated parts of the school day (NO CELL PHONES) when and where designated and supervised by a teacher. If a scholar's personal electronic

device is missing or stolen from campus the school is not responsible. Scholars will have electronics confiscated if they are not using them in the appropriate area at the designated times.

Under extenuating circumstances, a parent or guardian can communicate with the Dean of Students to arrange for a daily confiscation for an agreed upon period of time. The Dean of Students, Assistant Principal of Culture, and Principal are the only staff members who can approve an alternative consequence.

In all cases, the school is not responsible for missing or stolen electronics.

Closed Campus

Scholars are required to remain in the school building (or designated outdoor area at lunch) throughout the entirety of the school day. Scholars are expected to stay out of any office or unsupervised space without permission while on campus. If a scholar leaves campus without permission, the family will be notified. The scholar will be subject to a search when he or she returns in order to ensure the safety of all scholars. The scholar that leaves and returns to campus in the middle of the day will have a meeting with the Dean of Students or Assistant Principal of Culture to determine if they are able to return to classes. This rule applies from the time that the buses arrive on campus in the morning until the time school is dismissed at the end of the day. A scholar may not exit a school bus and leave campus. He or she must report directly to their homeroom or breakfast space upon arrival at school.

Participation in Co-Curricular Activities

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

Attendance at Games and Other After School Activities

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

Early Checkouts

Early pickups are discouraged because it's important for scholars to be in classes. Families should notify the school by calling 504-373-6264 before they arrive to dismiss their child early from school. In order for a scholar to be dismissed early, a parent/guardian must approve. The office reserves the right to check identification of any person checking a scholar out of school as well as contact parents/guardians to confirm the dismissal. A scholar who would like to leave because he or she is not feeling well must get the approval of a staff member before calling home.

Unapproved Deliveries

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

Field Trips

Field trips may be scheduled by school personnel in order to provide extensions of the curriculum into community activities. Abramson Sci Academy staff reserves the right to determine participation in field trips

based on academic and disciplinary standing. The following procedures are used in scheduling trips in order to secure the safety and participation of all scholars:

1. Parental permission must be received for each scholar prior to the trip. A legal guardian or parent must sign a permission slip to enable the scholar to participate in the field trip. Scholars that are eighteen years of age may not sign their own permission slips unless they have provided a copy of legal paperwork the school indicates they are independent from parents.
2. Transportation for trips will be arranged by the school.
3. Scholars are subject to the supervision and regulations of the school and the chaperones. The teacher will review expectations with the scholars.
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. Scholars are expected to follow the code of conduct during 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 scholar code of conduct.
6. Parents are expected to pick scholars up promptly at the designated time when field trips return to campus.

Emergency Response Protocols

Fire Drills and Evacuation. During an emergency it may be necessary for teachers to give important, immediate, and specific instructions to groups of scholars. For this reason, drills will be conducted in an orderly fashion and scholars may be asked to exit in silence. Scholars must stay with the class they are currently in and must be called to silence immediately when announcements are made. A map for exiting the buildings will be posted at the door to each classroom. Scholars 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. The staff has been instructed in procedures that initiate a particular sequence of actions intended to keep everyone on campus safe. Staff are familiar with the sequence of events associated with a crisis situation and will ask scholars to hold classes or to move to certain areas of the classroom or common space in order to keep them as safe as possible.

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

Lost and Found

The school will keep a small lost and found box near the main office. Parents/guardians/families may come in any day between 8:07 am and 4:00 pm to search the Lost and Found. At the end of every Quarter, items left in the box may be donated to a local charity.

Food Service

We are excited to offer scholars healthy breakfast, lunch and snack/dinner options. We have contracted with Chartwells to provide food services. Scholars receive breakfast, lunch and an afternoon snack/supper at no charge as part of the USDA Free and Reduced Lunch program. All meals meet USDA Scholar Nutrition Guidelines.

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

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

Scholars arriving late to school (who miss breakfast) can request breakfast from the support desk person in their hallway but must be accompanied by an adult to pick up food in the cafeteria. Breakfast will not be available after 8:50am.

Making up Missed Work

Scholars are expected to make up all missed assignments when they are absent from school within the timeframe announced by their teacher. It is the scholar's responsibility to contact teachers about details and instructions for missed assignments. Teachers may assign failing grades to scholars who have not made up for missing work on time. 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 scholar to make arrangements with their instructor concerning submission of missing assignments.

Homework Assistance

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/>.

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 scholar receives or renders aid to or from any source that allows a scholar 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 scholar sending emails with answers to an upcoming exam, for example, the policy applies even if the scholar(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 scholar's intent, misrepresents the work of another as the scholar's own work. All written assignments should show the scholar's own understanding in the scholar's own words. All writing assignments, in class or out, must be composed entirely of words generated (not simply found) by the scholar. 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 scholar did not do is work that a scholar 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 scholars 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 scholars have had to the expectations.

Cheating and plagiarism may result in the following consequences:

- Zero for the assignment

- Detention
- Parent phone call
- Parent meeting
- Referral to the Positive Redirection Center
- Restorative circle

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

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

Teachers will consult with the Assistant Principals and the Principal before assigning an F or referring a scholar to summer school. Final consequences are at the discretion of the Assistant Principals and Principal.

Special Education Program Description

For an overview of our school's special education program, go to <https://www.collegiateacademies.org/resources>.

Summer School

CA schools 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. For students who failed the state test in May, opportunities for remediation will be given prior to retesting in late June.

Extended School Year

Extended School Year (ESY) is offered for students with disabilities that qualify after individualized screenings as outlined by their Individualized Education Plan (IEP). If a student is determined eligible using IEP aligned eligibility criteria, the IEP team will generate an ESY IEP that outlines the goals, services and timelines that defines the services a student will get during the summer. If you have questions about ESY services, please reach out to Alexie Gaddis, Assistant Principal of Academics at agaddis@collegiateacademies.org.

Promotion and Retention

All CA schools follow 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.

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.

Nursing Services and Medications

Being physically healthy helps children learn more effectively. For this reason, it is important to have your doctor or health center look into any problem that your child may have. Scholars may not carry their own medication. All medication must be handed into and administered by the appropriate school staff member or school nurse. Scholars found with medication on campus will have the medication confiscated and their parents will be contacted. The scholar may receive consequence depending on the circumstances; the Dean of Students will determine if consequences are necessary. If your child requires medication during school hours, we will assist by administering medication. However, medication may not be given without the completion of the "Administration of Medication" form, which must be completed by a healthcare provider. Families can get a copy of this form by calling or stopping by the school. This policy and the requirement to have a form on file applies to all medicine, including aspirin, Tylenol, and other over-the-counter medicines. The school will keep a detailed log of all medicines that are administered. All medication without an "Administration of Medication" form on file will be confiscated.

Parent Gift Giving Policy

Teachers and other 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.

Scholar Belongings

Scholars who disrupt class for any reason are violating school rules. This rule applies to scholars' personal possessions as well. Items including, but not limited to, fidget toys, portable electronic devices, and cell phones are not allowed in school. Scholars who violate this rule will 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 scholars 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 may be confiscated.

Scholar Entrepreneurs

Scholars, staff members and families may not sell anything on school property without the permission of the principal. People may not make a collection of money or materials for their own purposes or for an organization or business to which they belong to that is outside of school without permission. Scholars who sell items on campus can have their items confiscated for a period of time.

Scholar Searches

Scholars arriving at school will be searched when they enter the building to ensure the safety of all people in the building. Any teacher, principal, school security guard, or administrator may search any building, desk,

locker, area, or school grounds for evidence that the law, a school rule, or parish or city school board policy has been violated. School officials (anyone the school designates) may perform random searches of scholars while on campus. Any item that a staff member determines is unsafe or distracting to the learning environment may be confiscated. A scholar may be searched on campus at any time if there is reason to believe the scholar is in possession of an item that is illegal, against school rules or distracting to the learning environment. Scholar vehicles brought on campus (inside outer gates on Read Blvd.), scholar book bags, school desks, lockers and other school property are subject to inspection and search by school authorities at any time without prior notice to scholars or parents. Scholars are required to cooperate if asked to open book bags, purses, or any vehicle brought on campus. Such a search shall be conducted in a manner that is reasonably related to the purpose of the search and not excessively intrusive in light of the age or sex of the student and the nature of the suspected offense. All prohibited items will be confiscated during a search (weapons, drugs, paraphernalia and other items not allowed at school) and will be kept by the school for 2 weeks. A guardian of the student may pick the item up during that time (unless it is an illegal substance or weapon) by making an appointment with the Assistant Principal or designee. If the items are not picked up within the two week time frame, they will be disposed of. The school is not financially responsible for any property that is confiscated or damaged during a search.

School Supplies

We will provide families with a list of needed school supplies at the start of each year. If for any reason the family cannot provide the needed supplies, please contact the main office of the school or the advisor of the scholar so that we can ensure that scholars get everything needed to be successful. Common supplies that scholars will need include: 1) pencils, pens, loose-leaf paper, graph paper, markers, calculators, highlighters and 2) a book bag to carry their homework in that is big enough to fit a three-inch binder and books.

Scholar Technology Use Agreement

ASA provides scholars 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 ASA.

Abramson Sci Academy allows the scholar to use Abramson Sci Academy technological equipment and services, including computers, mobile devices, and internet access, under the following terms and conditions:

1. **Conditional Privilege:** The scholar's use of the school's equipment and services is a privilege conditioned on the scholar's adherence to this agreement.
2. **Property:** All equipment provided to the scholar is intended for educational purposes associated with their enrollment at ASA. All equipment and contents therein are the sole property of ASA, and remain so even if the equipment is removed from ASA property. The scholar's log on credentials must be provided to authorized ASA employees upon request.
3. **Damages:** If equipment in scholar's possession is lost, stolen, damaged, missing components, or vandalized, the scholar/scholar'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 scholar 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 scholar's use of school resources interfere with, or detract from their learning or the learning of others.
5. **Penalties for Improper Use:** If the scholar violates this agreement and misuses the equipment or services, s/he shall be subject to disciplinary action up to and including expulsion.
 - a. Misuse of equipment and services includes, but is not limited to, the following:
 - i. 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.
 - ii. 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;
 - iii. Using encryption software;

- iv. Wasteful use of limited resources provided by the school including networking bandwidth, data plan, paper;
 - v. Causing congestion of the network through lengthy downloads of files or unauthorized streaming of audio and video services;
 - vi. Obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
 - vii. Gaining or attempting to gain unauthorized access to resources or files;
 - viii. Identifying oneself with another name or password or using an account or password of another user without proper authorization;
 - ix. Using the equipment or network for financial or commercial gain without school permission;
 - x. Theft or vandalism of data, equipment, or intellectual property, including use of websites, extensions, or programs that have stolen the intellectual property of others (i.e. illegal streaming of music or videos owned by others);
 - xi. Invading the privacy of individuals;
 - xii. Using the equipment or network for any illegal activity, including computer hacking and copyright or intellectual property law violations;
 - xiii. Introducing a virus to, or otherwise improperly tampering with, the equipment or system;
 - xiv. Degrading or disrupting equipment or system performance;
 - xv. Creating a web page or account or associating a web page or account with the school or school without proper authorization;
 - xvi. Attempting to gain access or gaining access to records, grades, or files from which the scholar is prohibited;
 - xvii. Providing access to the school's equipment or network to unauthorized individuals;
 - xviii. 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 Abramson Sci Academy;
 - xix. Making unauthorized copies of computer software;
 - xx. Installing software on school computers without prior approval of authorized ASA staff;
 - xxi. The use of peer to peer file sharing programs.
6. **Liability for debts:** The scholar/scholar'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.
7. **No Expectation of Privacy:** The scholar/scholar's family waives any right to privacy on all ASA equipment and services. The scholar/scholar's family agrees that the school may monitor the scholar's use of the school's equipment and network, and may also examine all system activities in which the scholar participates, including but not limited to email, voice, written, and video transmissions. ASA may at times allow technical support to remotely access any ASA device, including all equipment provided to the scholar. All electronic communications to and from scholars regarding school and scholar matters must be communicated utilizing ASA's electronic messaging systems in order to maximize and help protect the privacy of scholar information.
8. **Other terms and conditions may apply.**

Transportation

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

Scholars must comply with the Scholar Code of Conduct while traveling on a school bus to and from their homes or school-sponsored activities. If a scholar commits an infraction covered in the Scholar Code of Conduct on a school bus or at the school bus stop, the school bus driver/monitor will notify the principal or designee who will require the completion of the School Bus Behavior Report. Based on the severity of the consequence, the principal's discretion for consequences include regular school-based consequences, as well as bus suspension or bus expulsion and/or assigned seating. If a child is suspended from the bus, it is the parent/guardian's responsibility to ensure that the child gets to school on time. Abramson Sci Academy will provide RTA fare for scholars who lose bus privileges.

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

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

Any **scholars that drive their own vehicles to school** may park in the lot that is behind the school building. Scholars may not park in the front of the building and scholars may not go to their cars during school hours. If scholars park in a no parking zone or a 15-minute zone, the vehicle may be towed. Scholars are expected to follow all state traffic laws and to drive with caution on campus. Scholar vehicles are subject to search once on campus (see procedures for scholar searches). Scholars may choose to park cars away from campus and walk to school. Scholars that do not drive safely on campus may not be allowed to park on school grounds.

After School Activities. Families are responsible for their child's transportation if and when that child stays after school for academic or behavioral reasons. Approved scholars may be permitted to ride a school sponsored activities bus. Under Abramson Sci Academy's policy, teachers or other staff may not provide rides to students in personal vehicles to or from school or school-based events.

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.

Tobacco Free Campus

ASA is a tobacco free campus. Use or possession of any tobacco product by students, staff, or visitors is prohibited on school grounds and school buses. This includes electronic vaping devices and other similar devices.

Non-Discrimination Policy

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

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact Anthony McElligott via email at amcelligott@collegiateacademies.org or phone: 504-331-5920.

Grievance Procedure

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, Daniel Bullard, 5552 Read Blvd., New Orleans, LA 70127, 504.373.6264, dbullard@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 Anthony McElligott (Address: 5552 Read Blvd., Phone: 504-331-5920, and email: amcelligott@collegiateacademies.org).

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

After the meeting the Principal will record the 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 872110
New Orleans, LA 70187

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.

Note that the above procedures are intended to provide a default process for seeking information or making a complaint where other policies or legal requirements do not apply; they do not supercede any other statutorily-mandated procedures in place for receiving, investigating, and resolving reports made pursuant to specific state or federal requirements. These include, but are not limited to, reports made pursuant to Louisiana's bullying and harassment laws, Title IX, and/or complaints of disability-based discrimination.

Section III: School Uniform Requirements

All scholars must come to school in the ASA uniform every day. We have a required school uniform for several important reasons:

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

ASA Uniform Requirements:

Uniform Item	Freshmen	Sophomores	Juniors	Seniors
Shirts	<ul style="list-style-type: none"> • Black Polo • White Button Down Oxford Shirt • Any Official ASA T-shirt* 	<ul style="list-style-type: none"> • White Polo • White Button Down Oxford Shirt • Any Official ASA T-shirt* 	<ul style="list-style-type: none"> • White Polo • Grey Polo • White Button Down Oxford Shirt • Grey Button Down Oxford Shirt • Any Official ASA T-shirt* 	<ul style="list-style-type: none"> • White Polo • Grey Polo • Grey Button Down Oxford Shirt • White Button Down Oxford Shirt • Navy Blue Polo • Senior T-Shirt • Any Official ASA T-shirt* • Any Official College T-Shirt
<p><i>Uniform items must be purchased from our official school vendor, Logo Express, and have the Abramson Sci Academy Logo. Scholars may not purchase red ASA polo shirts. A scholar that earns a red shirt because of honor roll can wear his or her red polo shirt any day of the week.</i></p> <p><i>All polo shirts should be tucked in to look professional. T-shirts do not need to be tucked in.</i></p> <p><i>*Official ASA T-shirts include athletic team warm-ups but do not include athletic team game jerseys, shorts, or other pieces of their game uniform. Current ASA Class T-shirts (i.e. senior t-shirts) may only be worn by members of that class. Class wear from graduated class may be worn by any scholar. Scholars and families may not create their own ASA T-shirts, only official ASA T-shirts created by ASA are allowed as uniform shirts.</i></p>				
Outerwear	<p>Scholars in all grades can wear official ASA sweatshirts, jackets, sweaters and college sweatshirts in the school building. Scholars may also wear items that are school colors (red, navy, grey, white) but no other color is allowed on the items. Scholars will not be allowed to wear other outerwear items in the school building. Scholars will be asked to remove any non-ASA or non-college outerwear when they enter the building. Items will be confiscated and held in the front office until a parent or guardian picks the item up.</p> <p>Scholars can also wear jackets, sweatshirts, and other outerwear that is red, navy, grey, and/or white. Shades that are off color (e.g. pink, maroon, etc.) are not allowed. The entirety of the outerwear should be one of those 4 colors. Fasteners such as buttons, snaps, and zippers may be metallic colored, but may not be in any non-approved color (e.g. no purple plastic zippers).</p> <p>No profanity, vulgarity, references to acts of violence, gangs, drugs, alcohol, sex, or anything inappropriate for work or school will be allowed.</p>			

	Scholars must wear an approved shirt under their outerwear (see above). Scholars may not wear hoods in the building.
Undershirts	Undershirts are not required; however, scholars may choose to wear undershirts of any color. Hooded sweatshirts may not be worn underneath ASA polo or button down shirts.
Plaid	<p>Only the official ASA plaid uniform skirt or plaid pants sold by Logo Express are allowed. These are the ONLY plaid items allowed. Other plaid shorts or capris may not be worn (only plaid skirts and pants are allowed).</p> <p>The uniform skirts may be no shorter than TWO inches above the crease at the back of the knee. Skirts must be worn at the waist and not rolled.</p> <p>No pants or leggings of any kind may be worn under skirts.</p> <p>Only solid black, solid red, solid white, solid blue, and solid grey tights with FEET may be worn under skirts.</p> <p>Scholars do not have to wear tights under skirts.</p> <p>If determined inappropriate for any reason by a school official, scholars will be pulled aside before reporting to class and a parent will be contacted to bring the scholar the correct uniform items immediately.</p>
Khaki or Navy	<p>Properly fitted khaki, navy, pants, capris, skirts, or shorts. Small coin pockets and cell phone pockets are allowed. Shorts may be no shorter than TWO inches above the crease at the back of the knee. Khakis should be solid in color. Pants, capris, and shorts must be worn at the waist and underwear must not be visible. Improperly sized pants should not be worn to school and are not a valid reason for sagging pants.</p> <p>Officially sanctioned ASA plaid patterned pants when purchased at Logo Express may also be worn.</p> <p>NOT ALLOWED: Jeans, tights (even those with pockets), leggings, yoga pants, or sweatpants.</p> <p>NOT ALLOWED: Pants that are sagging and not worn at the waist. Stitching that is defined in a different color on the outside of pockets or on the seams.</p>
Belt	Belts are not required, but may be worn. Belts of any color are allowed.
Socks	Socks are not required. Scholars may wear socks of any color. Socks may not be worn over pants.
Shoes	<p>Scholars can wear ANY COLOR low top or high top shoes. All shoes must be closed toe and closed back. Scholars can wear sneakers, dress shoes or boots. Scholars must be able to pull pant legs over high tops and boots.</p> <p>NOT ALLOWED: Slides, sandals, high heels and other shoes that are not closed toe and closed back will not be allowed. While some crocs have backs, they are not a part of our dress code and therefore not allowed.</p>

Uniform Accessories

Accessories Type:	What is allowed:
Earrings	Scholars may wear earrings. Other body piercings are also allowed.
Rings	Scholars may wear rings on their fingers that are smaller than a quarter. Scholars may not wear rings that go across more than one finger or have sharp/dangerous edges.
Necklaces	Scholars may wear necklaces. Chokers and tight fitting necklaces are also allowed.
Headbands and Hair ties	Scholars may wear hair accessories of any color. Scholars may not wear hoods in the building. Scholars may not wear bandanas with paisley patterns, shower/silk caps, du-rags, or curlers. Bandanas may not be worn hanging out of pockets, tied around wrists, or tied around legs.
Bracelets & Watches	Scholars may wear bracelets or watches of any color but electronic watches with music and texting capacity are not allowed. Watches with texting ability will be

	confiscated and treated the same as a cell phone if a teacher becomes aware of the watch or suspects the scholar is using it to communicate.
Neckties/Cross ties	Scholars may wear neckties and cross ties.
Bags	Bags need to be large enough to hold school supplies, including but not limited to books, binders, paper, and supplies. Please bear in mind that our campus has no lockers and books and materials must travel with scholars all day. Also note that bags must be placed on the back of the chair or under chairs during class and may be confiscated and searched at any time.
Any Accessory	Any accessory not listed above is not allowed.

Additional Uniform Policies

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

Section IV: Student Code of Conduct

Our approach to creating expectations is rooted in a belief that the learning environment is sacred. At Abramson Sci Academy, 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 community. We use positive reinforcement and restorative practices whenever possible.

Incentives

We have a merit system that reflects our desire to reward scholars for college prep behavior. Each ASA scholar earns **\$10 in Commodollars** per day in which he or she upholds our core values without receiving any disciplinary notes. Commodollars are positive marks on a scholar's record. A scholar's Commodollars total may be used to determine his or her eligibility for school trips, prizes, and weekly awards. Scholars may use Commodollars to purchase items in the school store, earn privileges, and participate in auctions.

There are opportunities throughout each day for scholars to earn extra Commodollars by demonstrating behavior that shows outstanding academic commitment, is aligned to our mission of college success and/or exemplifies our narrative of respecting each other, expecting the best and working hard to achieve goals.

Achievement Commodollars

Action	Description	Commodollars
Goal Attainment	The highest way one can show the value of Achievement is to meet one's goals. Mastering an exit ticket, meeting a reading growth goal, and earning points on a behavior tracker are all examples of daily actions that directly lead to scholars achieving the mission of ASA and preparing themselves for college success.	12
Achievement Commodollar	It takes hundreds of small steps forward to make the progress we need to meet our most ambitious goals. These commodollars are awarded when staff sees scholars performing the small actions it takes to achieve their largest goals. This includes actions like: raising hand to answer questions in class, assigning oneself extra work when finished early, turning in excellent homework, keeping detailed notes, studying for exams, providing strong answers in class, and making connections between contents.	1

Respect Commodollars

Action	Description	Commodollars
Self-Advocacy	Problem solving and conflict is a frequent occurrence in life. Whether debating ideas in classrooms, settling disagreements about actions, or being a defender of others' dignity when they struggle to defend themselves, scholars will be presented with opportunities to settle conflict in a manner that shows respect to all involved. The commodollar is often earned through use of scholar talk in class, time and place conversations outside of class, and being a defender of others by seeking the help of teachers.	12
Respect Commodollar	Building a strong community where everyone feels safe, included, and valued requires countless little moments of respect. Examples of small respectful actions include: smiling, greeting others joyfully, showing small acts of kindness, tracking the speaker in class, saying "please", and "excuse me."	1

Responsibility Commodollars

Action	Description	Commodollars
Outstanding Effort	Learning is hard, but we can always be looking to ourselves to give our best effort to the task at hand. This often looks like completing all classwork fully or meeting every aspect of the criteria of success, especially when we are unsure about our ability to complete the task because it is difficult.	12
Responsibility Commodollar	We look to ourselves instead of relying on others to develop our independence and preparedness for our college and life goals. Examples of actions that show responsibility include: coming to class prepared with all materials, completing homework fully, cleaning up messes, keeping spaces clean, revising work unprompted, managing work time in class, following directions promptly, having perfect attendance, asking questions when confused, and turning forms in on time.	1

Power Commodollars

Action	Description	Commodollars
Outward Encouragement	Actively encouraging one's self and/or others is a foundational action that shows belief in the capacity of humans. A scholar who actively encourages believes in their own ability to reset themselves and build up others to achieve goals others may believe are unachievable.	12
Power Comomodollar	Our capacity to influence ourselves and teammates is stronger than most of us initially believe, but even our smallest actions can have a positive impact on ourselves and those around us. Small examples of power belief in our own power include: asking for help, sticking with problems until they are solved, suggesting new solutions to recurring problems, giving a reminder to a teammate, and giving advice or solutions when others complain.	1

Teamwork Commodollars

Action	Description	Commodollars
Helping Others	Communities are built on a foundation of care for others. We show teamwork to help others meet their goals and not leave our teammates behind. This often looks like: pushing teammates to revise their answers, giving advice that pushes teammates to make better choices, asking questions like a teacher to teammates instead of giving answers when teammates are stuck, or choosing to tutor/mentor a teammate at lunch or after school.	12
Teamwork Commodollar	Our goals are ambitious and require a team of people working together to reach them. The accumulation of small actions keep our culture in a place that supports everyone meeting their goals. Examples of these actions include: cleaning up a mess, sharing materials with others, giving cues to teammates to help them stay on task, reporting graffiti when it's found, and running routines efficiently to save time.	1

Enthusiasm Commodollars

Action	Description	Commodollars
Appreciation	School is hard. Life is hard. We are all frequently working really hard with little recognition of it and can feel overwhelmed by what's hard in our day. Showing gratitude for what we have and appreciation of others makes our own days more positive and is a powerful move to help others feel the positive aspects of their day.	12
Enthusiasm Commodollar	Remaining positive and showing positivity is one of the foundations of maintaining a happy life. These little actions build up to creating an environment where all community members are able to feel the joy that exists in their day. These actions include: sharing positive thoughts about a day, saying "thank you", smiling, sharing positive stories about one's day, saying the credo loudly, sending "magic" to support others, snapping to show agreement,	1

Redirection Techniques

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

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

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

Restorative Conversations and Reflections

Students who miss the mark in small ways in the classroom, the hallways, and other parts of the school are addressed using a restorative approach. Teachers will ask scholars to identify what happened, who was impacted by the actions taken, the scholar's personal responsibility in the situation and what steps he or she might take to repair any harm that was caused to the community. The scholar and teacher may make an agreement of steps that the scholar needs to take to ensure harm is repaired. If the scholar does not uphold

their side of the agreement, further action may be taken and the scholar may be referred to the Dean of Students. The goal of a restorative conversation is to ensure that all parties learn from the incident and move forward in a more positive place than they were previous to the incident. All parties should feel “restored” and better about themselves and the situation at the end of a restorative process.

Classroom Expectations

The categories and descriptions below exist to set a baseline for the action and behaviors that are expected in all classrooms at ASA.

Baseline	Description
100%	100% of students follow directions 100% of the time.
On Task	Students are always on task.
Prepared	Students have the materials they need for class.
Urgent	Students begin following directions quickly.
One Voice	Unless noted by the teacher, only one voice should speak at a time.
Strong Voice	Students share their thoughts loud enough to be heard by the entire space.
Hands Down	Students have their hands down when a peer is speaking.
Eyes on the Speaker	Discussions: Students always track the speaker (teacher or peer). Instruction: Students always track the teacher, the board, or their work.
Posture	Students sit in a manner communicating engagement appropriate to the task.
Call Outs	Students do not call out unless asked to (example: for a choral response).
Raising hands	Students raise their hands in the air to participate.
Reactions	Students react positively or neutrally when disappointed or challenged in class.
Visitors	Students maintain focus when visitors are in the room.
Answers	Students answer in full sentences and refrain from the statement: “I don’t know.”
Academic grammar	Students use academic English grammar.
Independent work	Independent work is sustained, silent, and remains uninterrupted.

Demerits

Demerits are assigned to a scholar for misbehaviors that harm the culture and community of Abramson Sci Academy. While some of these behaviors may seem minor, we work hard to have systems in place that prevent them because their combined effect will reduce the overall quality of education for the school and make it harder for a scholar to be successful. Scholars will be assigned one unit of detention for every twelve demerits accrued. Accumulation of demerits may also lead to recommendations for further corrective action or interventions. There are three levels of demerit violations.

Academic Harm Demerits

These violations are most associated with direct or indirect academic harm to one's self and/or one's teammates. Continually showing these actions is likely to result in decreases in academic performance including: lower grades, lower test scores, and a lower reading level for a scholar and the teammates around them. These violations are often, but not always, a result of avoidance of tasks, activities, or people.

Infraction	Description	Demerits
Skipping	Going to any place other than class at class time (Most often happens during transitions.) Major skipping infractions involve going to isolated, unsupervised settings, arranging to meet others, or being unaccounted for more than 10 minutes. Being unsupervised anywhere on campus without permission for any period of time is skipping. This can include skipping mandatory tutoring or office hours as well.	12
Academic Violations	These violations are any small actions that when done repeatedly or by many scholars in a class decrease academic achievement. Examples of academic violations include (but are not limited to): head down, sleeping, tardy to class, coming to class unprepared, volume violations, excessive time in restroom, off task during class, incomplete/missing homework, and misuse of pass.	1

Defiance Demerits

These are violations of rules or expectations, both small and big, that were communicated to scholars. These violations erode the culture of the school and create unnecessary barriers to academic success. These violations create more emotional, physical, and stressful work for scholars and staff. When done repeatedly, these violations stress out all members of the community and dampen progress toward our academic goals.

Infraction	Description	Demerits
Active Defiance	Direct and repeated refusal to follow directions from a staff member.	12
Passive Defiance	These violations are any small actions that are violations of known rules and expectations, that may not have been directly said in the moment by a staff member, but are common expectations. Examples of passive defiance include (but are not limited to): out of seat without permission, wearing headphones in hallway, not cleaning a space, roughhousing, play fighting, transitioning incorrectly, throwing items, being out of uniform, eating food/candy/gum at inappropriate times.	1

Emotional Regulation Demerits

These infractions likely directly harm others or one's self as a result of being temporarily unable to control one's emotions. These violations hurt others emotionally and make the community space less safe. Whether directed at a specific person or an anonymous group these violations hurt the community we are working to strengthen as a team. Both intent and effect are considered when these demerits are given.

Infraction	Description	Demerits
Egregious Disrespect	Undermining the dignity and/or humanity of another person – treating them differently than others, speaking to or about them negatively or with intent to hurt them	12
Community Harm	These violations are any smaller actions that are disrespectful to individuals, groups of people, or the general community due to their unintentional nature or minor effect. Examples of Community Harm include (but are not limited to): using inappropriate language, not following geographic directions, lying or being dishonest, complaining, being outwardly negative, slamming items or doors, breaking property, and inappropriate contact (PDA).	1

Safety Violations & Suspensions

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

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

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

Infraction	Description	Consequence
Failure to serve assigned consequence	Scholars do not turn in cell phones or serve after school detention. See cell phone or detention policy for details.	1-3 days ISS
Acts that threaten the health of others (COVID-specific) (Passive)	Refusal to wear a mask, remain socially distant, or follow any other COVID-safety protocols after reminder.	1 day OSS (remainder of current day)
Acts that threaten the health of others (COVID-specific) (Active)	Intentionally coughing, spitting, or expelling droplets on someone else.	5 day OSS + referral to Hearing Office
Disrupting a Class (e.g. Zoom bombing)	Interrupting a virtual class	1 day ISS/OSS
Major Uniform Violation	Coming to school out of uniform in an unfixable way (e.g. jeans, non-ASA shirt, slides) or refusing to be in uniform	Referral to ISS until uniform is

	when it is possible (e.g. changing shoes to slides, wearing unapproved outerwear).	fixed
Behavior flow chart	A staff member calls home on two separate days about the same failure to comply with school policy (within the same quarter) and properly logs calls in SchoolRunner, on the third call home the scholar will be removed from the community.	1 day ISS (maximum)
Repeated disruption of learning environment	Scholar is disruptive to learning and asked to leave 3 or more classes in a school day.	Referral to ISS for remainder of school day
Destruction of property	Vandalism, graffiti or damage to the building or another person's property.	1 day ISS (minimum)
Leaves school campus without permission	Leaving campus during school hours and/or attempting to leave and return to campus. This includes not reporting directly to the school building after arriving in the morning, whether dropped off by car or bus regardless of the destination or the time the scholar reports back to the school building.	Referral to DS 2 hours (minimum)
Lighter/matches or other paraphernalia	Possess lighter, matches, or other drug paraphernalia on campus, the school bus or any school function. Contraband will be confiscated by school officials.	Referral to DS 2 hours (minimum)
Tobacco	Uses or possesses tobacco on campus, the school bus or any school function. This includes electronic vaping devices and substances associated with them. Contraband will be confiscated by school officials.	Referral to DS 2 hours (minimum) for possession 1 day (minimum) for use.
Cyber bullying	Unwanted or repeated written, verbal, threatening behavior that is exchanged on a social media outlet or electronic messaging system while in or out of school. See the "Bullying" section of the handbook for more details.	1 day ISS (minimum)
Bullying	Unwanted or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture. See "Bullying" section of the handbook for more details.	1 day ISS (minimum)
Hate speech	Using language that undermines the dignity of a race, sexual orientation, religion, ethnic background, exceptionality, etc.	1 day ISS (minimum) if Return to Community commitments are not met
Sexual harassment	Intimidation, bullying, or coercion of a sexual nature. Sexual contact or behavior that occurs without the explicit consent of the recipient.	1 day OSS (minimum) if Return to Community commitments are not met
Threatening	Threatening a scholar or adult member of the community (e.g. "If you __ then I'll __").	1 day ISS (minimum) if Return to Community commitments are

		not met
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 scholar on school property while on a restrictive access, suspension, or expulsion.	1 day ISS (minimum)
Theft/stealing	Taking an item or items that do not belong to you. Theft of property valued over \$500.00 will result in referral to the Student Hearing Office and possible expulsion from school.	2 day ISS (minimum)
Alcohol	Possessing alcoholic beverages on campus or at a school function. Contraband will be confiscated by school officials.	3 day OSS (minimum)
Drugs / Controlled Substance	Possessing, distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law (including over-the-counter and prescription medications). Required drug/alcohol counseling. Will result in referral to the Student Hearing Office and possible expulsion from school. Contraband will be confiscated by school officials.	3 day OSS + 2 day ISS (minimum)
False alarm	Pulls fire alarm / bomb threat/ discharging a fire extinguisher.	3 day ISS (minimum)
Inciting violence	Encouraging others to fight (pushing another person into a fight) or “bumping” someone in passing to provoke a fight OR a situation where a fight is going to happen or is happening and a scholar runs toward it and does not seek help or tell the scholars to stop.	Referral to DS
Verbal altercation	A verbal altercation where a scholar is trying to physically fight another person and has to be restrained/held back to ensure the safety of others/or self.	1 day ISS (minimum)
Fighting	Included but not limited to: fighting with physical contact outside of the classroom or in the parking lot; fighting with physical contact in the classroom or cafeteria; fighting with physical contact on the bus or at any other school function on or off campus. Fighting that takes place off campus and creates a safety concern on campus. Participation in mediations will be mandated upon return to school.	1 day OSS + 1 day ISS (minimum) for all participants 3 days OSS + 1 day ISS (minimum) for initiator
Assault	Unprovoked physical attack of another person. Required participation in mediations and expulsion hearings.	5 days OSS (minimum)
Arson	Intentional damage to property by any explosive substance or setting fire to any property. Police may be notified and expulsion may be filed.	5 days OSS (minimum)
Weapons	Carrying or possessing a weapon on campus or a school related function. This includes firearms, knives or any instrument that is used (or which is intended to be used) to harm another individual. This also includes look-a-like weapons and something intended for other purposes but used as a weapon. Police may be notified and expulsion may be filed.	5 days OSS (minimum)

Failure or Refusal to Meaningfully Participate in Restorative Process or Complete Return to Community Plan	Refusing to complete a restorative process written reflection honestly, refusing to engage in a reflective conversation with staff, refusing to participate meaningfully in a mediation, failing to complete repair harm plan by assigned time, and/or repeating initial infractions that triggered the restorative process.	1-5 days of ISS or OSS
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Important notes concerning the consequences listed above: *Most consequences above are listed as a “minimum” number of days. The Principal, an Assistant Principal, or the Dean of Students may determine additional or fewer days or change an ISS to an OSS or vice versa if warranted once all facts are gathered concerning an incident. In addition, scholars assigned in and out of school suspensions may be offered the opportunity to have them removed from permanent records through restorative processes.*

Detention

Scholars receive a notice of detention in the morning on their scholar slip. This information is also available online with a scholar or parent login. Scholars are responsible for properly serving detention during lunch and for knowing when they have detention to serve. If scholars are late to detention the detention will not count and they will be required to serve it again the following day. If a scholar improperly serves detention, but is not removed, the scholar’s detention will not count as served and they will need to serve it again at the next available opportunity (i.e. lunch the following day). If a scholar refuses to serve detention they will be referred to the Dean of Students and to ISS for an alternative consequence.

One detention unit is removed for successfully serving detention. If a scholar ends a week having more than 1 detention left on the final day of the week (usually Friday), they will be assigned after school detention on the first day of the following week (usually on Monday). Scholars are responsible for arranging for transportation to and from weekend detention, but can request bus passes from the school with the approval of a parent or guardian.

A staff member may “snooze” a scholar’s detention to be served after school instead of during lunch if the scholar needs to repair harm to the class, teacher, and/or themselves. Teachers will notify parents ahead of time about the after school detention and will arrange for the detention to be moved to a specific day in SchoolRunner. When this occurs, the scholar cannot serve this detention at lunch; they can only serve it after school. This is the preferred method for serving detention because it grants the most space for determining the root cause of the violation, the most time for repairing harm through conversations, community service, or tutoring, and builds stronger relationships between staff and scholars so fewer detentions are necessary in the future.

A scholar that arrives late to school will be informed that he or she has detention when they checks-in to the front office and receives a pass to class. If the scholar has questions about the detention, it is their responsibility to ask an adult or log into the School Runner to see why he or she was assigned detention. If a scholar is unsure if they have detention, they should check in with: a teacher, the hallway behavior interventionist, or the detention monitor before the start of detention.

Removal from the Community

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

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

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

Suspension Appeal Process

Parents of scholars 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 shall be final. If the scholar's appeal is granted, the scholar'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 scholars with our need to preserve a safe and productive environment for all scholars. We will do our best to create a learning environment where every child is safe (physically, emotionally, mentally, and intellectually). We will follow the NOLA Public Schools Student Hearing Office procedures for expulsion. According to the city-wide policy, scholars may be recommended for expulsion for any reason outlined in the NOLA Public Schools [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 which 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)(ii) **Students age 16 or older – required expulsion of at least four semesters; shorter expulsion allowed on a case-by-case basis. See La. R.S. 17:416(C)(2)(a)(i). Students younger than age 16 in grades 6-12 – required expulsion of at least four semesters; shorter expulsion allowed on a case-by-case basis. See La. R.S. 17:416(C)(2)(b)(i). Students in grades K-5 – required expulsion of at least two semesters; shorter expulsion allowed on a case-by-case basis. See La. R.S. 17:416(C)(2)(c)(i) ***Students in grade PK-5 younger than age 11 – expulsion not required. See La. R.S. 17:416(B)(1)(b)(ii)(cc) Students age 11 or older – expulsion required. See La. R.S. 17:416(B)(1)(b)(ii)(cc).

In all incidents listed above, the scholar will be interviewed concerning the circumstances and an investigation will be conducted at school within three school days. Parents will be notified of the circumstances. The evidence will be reviewed and a decision to recommend that a scholar returns to the school community or is expelled will be made by the Principal, Assistant Principal of Culture, and Dean of Students (and any other member of the School Leadership Team the Principal would like to assign to the committee). A parent will be notified of the decision via phone.

If there is reasonable evidence that the scholars have committed the offense the principal or designee will recommend a scholar for expulsion to the Orleans Parish School Board. The student will have an expulsion hearing, in which the city wide 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 B](#).

Conflict Mediation at Abramson Sci Academy

A school-wide preventative approach is taken to teach scholars how to handle conflict in a non-violent manner. Scholars are provided with lessons on anger management where appropriate and are taught conflict resolution

and anti-bullying techniques. 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 Restorative Coordinator and/or 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.

A note about bullying and mediations: We typically do not conduct mediations for bullying situations because we want to avoid creating a situation where we put the target of bullying in the same room as the offender. It can create a power dynamic that makes the target feel helpless and is not recommended by experts.

Repairing Harm and Return to Community Plans

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 by understanding that there may be many ways to solve a problem;
- 5) repairs current harm and looks to thwart future harm.

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

- Who did this affect? (How does this affect you, the class, the teacher, the school?)
- What can you do to fix this?
- How do you think you could demonstrate that you're sorry?
- What do you need to feel like harm has been repaired with you (the scholar)?
- Your behavior was very public. What can you do to show everyone that you feel apologetic about your actions? (if applicable)

The Dean of Students, Assistant Principal of Culture or Restorative Coordinator will set up a return to community plan for those involved to repair harm. While the school official will check back in with the scholar, it is ultimately the responsibility of the scholar to complete actions outlined with fidelity.

Restorative Justice and Community Building Circles

Circles can and will be used in numerous ways to build community in our school. Circles are used as both preventative and restorative measures in a restorative school. Circles offer a structured form of dialogue used to generate solutions and build community.

Summit Meetings/Parent Conferences

Sometimes it is quite effective to meet with parents/guardians in person to discuss concerns and develop strategies to help scholars be successful. Meetings should focus on problem solving. All meetings begin by sharing the positive attributes of the scholar. If the scholar is involved in a fight or other serious safety violation on campus, a meeting will be scheduled. If a scholar commits a safety violation and is not recommended for expulsion or is recommended for expulsion and the student hearing office does not approve the recommendation (Or, if the scholar is expelled from school and then returns after serving their expulsion), the scholar and a parent or guardian may be required to participate in a conference with faculty, the principal/assistant principal/dean and other support staff. In the conference all information gathered concerning the incident will be reviewed and a plan will be developed to prevent the safety violation from happening again and to set the scholar up for a successful return to classes.

Defining Bullying

ASA defines bullying as the repeated harassment of an individual after multiple attempts to intervene or with the intent to do significant harm sustained over time. It is expected that no forms of mental, physical, sexual and/or verbal abuse and harassment toward another person will take place at school.

Specific types of bullying include but are not limited to:

- 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, twitter, Facebook, Instagram, SnapChat, text message, blog, or any social networking website through the use of a phone, computer, or other electronic device, repeatedly over time;
- physical acts, including hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property; • repeatedly and purposefully shunning or excluding from activities; and
- where the pattern of behavior as provided above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event. The pattern of behavior as described above must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

Harassment: It is expected that no forms of mental, physical, sexual and/or verbal abuse and harassment toward another person will take place. If a student observes an incident involving harassment, it is their responsibility to report the incident to a staff member. Anyone reporting an incident has the right to have their identity remain anonymous. Students may also report an incident of harassment by writing an anonymous letter to the staff.

Physical Touch: Students are to keep their hands and feet to themselves at all times. This includes, but is not limited to, public displays of affection, horseplay, pushing, shoving or bumping into each other. Dependent upon the severity, no touch violations can be minor or major violations of the school discipline policy.

Cyber Bullying: ASA students are prohibited from the transmission of any electronic, textual, visual, written or oral communication with the malicious and willful attempt to coerce, abuse, torment, or intimidate a person under the age of 18. Any negative or dispiriting expressions about members of the school community, or that negatively impacts the community, found on the Internet (including any and all social networking sites) will result in standard penalties for bullying and disrespect. We emphasize excellent behavior on searchable databases not only because public forums increase the impact of negative behavior, but also because it is now common for potential employers, scholarship committees, and college representatives to use the Internet to research applicants. It is unacceptable for Abramson Sci Academy scholars to jeopardize future opportunities in this fashion. An issue between scholars that originated outside of the school will be treated as an internal situation if the issue manifests itself in any way at school. For example, if a scholar is disrespectful to another scholar through the use of a Twitter account and the issue arises at school, Abramson Sci Academy reserves the right to treat this issue with concern, assign consequences for issues at school, and address all occurrences of disrespect or inappropriate behavior according to school regulations.

Prohibition Against Bullying: ASA does not tolerate derogatory comments and name-calling, social exclusion or isolation, physical aggression, lies and false rumors, extortion and stealing of money and property, or forced acts. ASA prohibits the harassment, intimidation and bullying of a student by another student in accordance with *Louisiana RS 17-416.13*. The school district policy prohibiting bullying includes but is not limited to the following:

- Any student who engages in bullying will be subject to disciplinary action up to and including Expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the local superintendent or his or her designee.

- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.
- All students and/or staff shall immediately report incidents of bullying, harassment or intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school, or a school sponsored activity, and during a school-sponsored activity.
- Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying.
- If necessary, counseling and other interventions will be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.
- Students, parents/guardians and other school personnel may report incidents of bullying to an administrator, teacher, counselor or other staff member orally or in writing by using the appropriate form.

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.

Appendix

Appendix A: Discipline Policy & Procedures for Scholars with Disabilities

I. Overview of Procedural Safeguards

A. General. Disciplinary actions give scholars with disabilities extra legal protections when the discipline constitutes a change in placement. If a scholar violates the Scholar Code of Conduct, before consequences or punishment are imposed, the principal/designee must consider whether the scholar:

Has an IDEA or Section 504 disability; or

Is a scholar who is “thought to have a disability.”

While all scholars may be disciplined, the placement of scholars with disabilities cannot be “changed” when the offense is directly related to their 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 scholar’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

Any suspension that is for more than 10 consecutive days is considered to be a change in placement.

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 scholar has been suspended. Scholars with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all scholars.

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 scholar has been suspended. Scholars with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all scholars.

Factors for Determining Pattern of Suspensions

Substantially Similar Behavior. Is the scholar’s behavior substantially similar to the behavior for which the scholar 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:

Other Pattern Considerations. Consider such factors as:

Length of each suspension, e.g., 1 day, 4 days, etc.

Total cumulative days of suspensions, e.g., 11 days, 20 days, etc.

Proximity of (time between) suspensions, e.g., 1 week apart, 2 months apart, etc.

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 scholars.

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.

The Determining a Pattern of Suspensions Worksheet, Appendix A, should be used to document consideration of this issue whenever a scholar’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 scholar 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. Scholars sent home from school in the morning because of misconduct are considered to have a full-day suspension. Scholars sent home in the afternoon are considered to have a half-day suspension. These conditions apply unless the scholar’s BIP specifically calls for the scholar 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:

1) Bus Transportation Is IEP Service. When transportation is an IEP service, a scholar’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 scholar to access educational services.

2) Bus Transportation Is Not IEP Service. When transportation is not an IEP service, the scholar’s removal from the bus is NOT considered to be a suspension. In this case the scholar/parent has the same obligations for the scholar 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.

Monitoring Suspensions - Principals must have procedures in place to monitor and cumulatively total all suspensions for scholars 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 scholar's behavior is a manifestation of their disability using the Manifestation Determination form. The procedures below are used to make this determination.

a. Making the Decision

1) Review Relevant Information. The team participants review all relevant information in the scholar'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 scholar's behavior.

2) Observe Behavior. The team also reviews documentation of staff observations regarding the scholar's behavior. This should include an analysis of the scholar's behavior across settings and times throughout the school day.

3) Information from Parents. The team reviews any relevant information provided by the parents.

4) Ask Two Questions to Determine Manifestation. The team must consider the two questions below to determine if a scholar's behavior was manifested by their disability.

a) Relationship of Behavior to Misconduct. Was the conduct caused by or directly and substantially related to the scholar's disability?

Consider whether the behavior in question has been consistent and/or has an attenuated association with the disability:

Consistent Behavior. Behavior that has been consistent across settings and across time may meet this standard.

Attenuated Association. Behavior that is not an attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the scholar's disability.

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

d. Behavior Is Manifestation of Disability. If the relevant members of the IEP team answers yes to either question, then the scholar's behavior is a manifestation of their disability. In this case:

1) Return to Placement. Unless the IEP team agrees to a change of placement as part of the modification of the BIP, the school must return the scholar to the placement from which (s)he was removed. Note: this provision does not apply to scholars involved with weapons, drugs or serious bodily injury. (See Section II.)

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

e. Behavior is NOT Manifestation of Disability

1) Same Consequences. If the IEP team members agree that the scholar's conduct was not a manifestation of their disability, then the scholar may be subject to the same consequences as all scholars.

2) Required Services. A scholar with a disability who is removed from their current placement must receive the following services beginning on the 11th day of cumulative suspensions during the school year. The IEP team:

a) Identifies Services. Identifies and documents educational services the scholars will receive to enable the scholar 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 scholar's IEP; and

b) Develops/Reviews FBA/BIP. Provides, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior violation so that it does not recur.

c) Considers Need for More Restrictive Services. May convene and modify the scholar'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 scholar with a disability who violates a code of scholar conduct.

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

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

A. Criteria for Emergency Removal.

1. Weapons. A scholar 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 scholar 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 scholar 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 scholar 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 scholar 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 scholar under these circumstances for 45 school days regardless of whether the team believes that the behavior is a manifestation of the scholar'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 scholar's behavior is a manifestation of their 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 scholar with the conduct at issue. If the scholar already has a BIP, it must be reviewed and modified to address how the school can better assist the scholar with the conduct at issue. Note: if the FBA requires a new assessment of scholar behavior, parental consent is required.

b. **Reevaluation.** The scholar 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 scholar's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all scholars.

b. **FBA/BIP.** The scholar 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 Scholar to be Dangerous.** If a school has documented reasons to believe that keeping the scholar in their current school is substantially likely to result in injury to the scholar or to others, the school should request an emergency hearing for the purpose of transferring the scholar 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 scholar to the placement from which the scholar was removed if the hearing officer determines that the removal did not comply with these procedures or that the scholar's behavior was a manifestation of the scholar'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 scholar is substantially likely to result in injury to the scholar or to others.

2. The school may repeat its request for an expedited hearing if it believes that returning the scholar to the original placement is substantially likely to result in injury to the scholar 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 scholar 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 Scholar's Disability. The scholar 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 Scholar's Disability but Belief Behavior is Substantially Likely to Cause Injury. The scholar 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. Scholars Without IEPs or Section 504 Plans "Deemed to Have a Disability"

In some cases, a scholar 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 scholar with a disability)

There are certain circumstances that would indicate a school had knowledge that a scholar 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 scholar's teacher or school administration about the scholar's need for special education and related services

3. Specific Concerns by Staff about Pattern of Behavior. The scholar's teacher or other school staff told school supervisory personnel of specific concerns about the scholar's pattern of behavior.

If any of the three factors above are present, then school officials consider disciplinary action as if the scholar 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 scholar

2. Parent refused special education and related services for the scholar or

3. The scholar was evaluated and was determined not to have a disability.

If any of these three circumstances exist, the scholar 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 scholar is sent to an IAES, the school must conduct an expedited evaluation at parental request. However, the scholar remains in placement, including an IAES, during the evaluation. If the scholar 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 scholar's disability, the team reconsiders the scholar'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 scholar 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 scholar with a disability.

B. Transmittal of Records. School personnel reporting a crime committed by a scholar with a disability must ensure that copies of the special education and disciplinary records of the scholar 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, scholars 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 scholars with behavior that is not a manifestation of their disabilities. In this case, these scholars are entitled to those services normally available to nondisabled scholars who are suspended or removed pursuant to the school's Code of Scholar Conduct.

Appendix B: 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 city wide Student Hearing Office after completing the investigation.
5. When the city wide 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 city wide Student Hearing Officer will schedule an expulsion hearing.
 - a. If the expulsion recommendation is not in compliance with law and the expulsion policy, the city wide Student Hearing Office will contact the school and the parent. The recommended student will then be referred back to the sending school. If the city wide Student Hearing Officer determines that a hearing will not be conducted, the school may appeal that decision to the city wide 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 city wide 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 the OPSB.
9. After the hearing, the city wide 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 city wide Student Hearing Officer will determine the appropriate length of expulsion according to city wide expulsion guidelines, and the expulsion will begin immediately. The OPSB or the charter school will make arrangements for assigning the student to an alternative school or alternative educational placement after the hearing.
10. The parents or legal guardians of students may appeal the student's expulsion.

11. After the student has completed their full expulsion term at the alternative school or educational placement to which the student is assigned, the student may have the right to return to the school from which he or she was expelled.
 - a. If the student was found guilty of violence against another person, and the victim of that offense is still a student or staff member at the school, the student may be required to attend a different school at the completion of their expulsion term.
 - b. At the time of the hearing, the Hearing Officer, in concert with the sending school, will determine the student's eligibility to return to their expelling school.

Appendix C: Restraint and Seclusion Policy

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

Defining Seclusion and Restraint

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

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

Mechanical restraint – A Mechanical Restraint is the use of any device or object used to limit a scholar’s freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a scholar 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, such as:

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

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

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

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

- consensual, solicited, or unintentional contact;
- momentary blocking of a scholar’s action if the scholar’s action is likely to result in harm to the scholar or any other person;
- holding of a scholar, by one school employee, for the purpose of calming or comforting the scholar, provided the scholar’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 scholar from one area to another; or
- minimal physical contact for the purpose of assisting the scholar 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 scholar 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 scholar alone in a room or area from which the scholar is physically prevented from leaving. This procedure isolates and confines a scholar 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 scholar 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 scholar is removed from the regular classroom setting for a limited time to allow the scholar the opportunity to regain control in a private setting and from which the scholar 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 scholar 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 scholar behavior that may require immediate intervention..

Seclusion and Restraint Policy

Physical restraint is bodily force used to restrict someone's movement. No scholar 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 scholar, resulting in the least possible discomfort to the scholar, and shall never interfere with the scholar's breathing or ability to communicate.

Collegiate Academies (CA) believes the safety of its scholars is the number one priority. We believe all scholars have the right to be treated with dignity and respect. If a scholar 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 scholars, 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 scholar should be subjected to unreasonable, unsafe, or unwarranted use of seclusion or physical restraint
- No scholar 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 scholar is enrolled
- No scholar should be subjected to mechanical restraint to restrict a scholar's freedom of movement

Physical restraint must be used only:

- when a scholar'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 scholar, results in the least possible discomfort, does not interfere in any way with the student's breathing or ability to communicate with others, and does not place excessive pressure on the student's back or chest or that causes asphyxia; and
- is a manner that is directly proportional to the circumstances and to the student's size, age and severity of behavior.

A Seclusion Room or other confined area must:

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

Further, Seclusion and Restraint:

- Should be reserved for situations or conditions where there is imminent danger of serious physical harm to the scholar, other scholars, or school or program staff and other interventions are ineffective;
- Should not be used except to protect the scholars 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 scholar'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

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 scholar is in crisis. The goal of the program is to provide staff with a way to intervene and address violent behaviors while still providing for the welfare and security of all who are involved in the crisis situation. The training includes clarification of basic elements of violent behavior, identification of how a crisis may escalate and de-escalate, techniques for safe physical restraint, and taught strategies and best practices for verbal de-escalation in the hope of preventing violent behaviors.

Refer to the list of CPI physical restraint techniques that personnel are trained in:

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

In the event that a scholar 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 scholar in a separate area) only when the scholar 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 scholar's IEP, Section 504 Plan, and/or Behavior Intervention Plan;
- Other such incidents involving imminent risk of significant injury to the scholar or others.

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

- Close, visual proximity to the scholar
- Release as soon as the behaviors cease that led to the isolation/seclusion
- The space where the scholar is secluded has adequate lighting, ventilation, heating and cooling
- The space is free of objects or items that may unreasonably expose the scholar to danger
- The space is designated by the school as a safe environment for temporary, safety-required seclusion

Seclusion Room: School personnel may confine a scholar with a disability to a seclusion room (a room or other confined

area from which the scholar is involuntarily prevented from leaving) on an individual basis and for a limited time to allow the scholar the opportunity to regain control in a private setting. When the use of a seclusion room is necessary:

- The scholar 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 scholar in transition from crisis to seclusion room.
- Physical prompts are permissible for the purpose of safely guiding the scholar from one area to another, but care should be taken to limit the use of physical contact with the scholar and to avoid the use of physical force.
- Verbal redirection and other means of positive support should be used before resorting to physical means.

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

- The scholar must be supervised by a school employee
- The supervising employee must be able to see and hear the scholar the entire time the scholar is confined to the seclusion room
- The seclusion room must be free of any object that poses a potential danger to the scholar while in the room
- The seclusion room must have an observation window of a size appropriate to the scholar'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 scholar 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 scholar has a known medical or psychological condition that precludes its use (as certified by a licensed health care provider in a written statement provided to the school).

Monitoring & Documentation Policy:

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

- Continuous monitoring
- Documentation every 15 minutes (with adjustments made accordingly)
- Scholar 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 scholars with disabilities are appropriately logged in SER

Parent or Guardian Notification: The parent/guardian will receive a copy of the **Notification of Seclusion and/or Restraint Form**.

This notification will 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 scholar, 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 Scholars with Disabilities:

When a scholar 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 scholar's behavior intervention plan (BIP) to include any appropriate and necessary behavioral supports.

Appendix D: Attendance Interventions and State Requirements

# of Unexcused Absences in a Semester	Interventions
No absences per quarter	Scholar will receive recognition for their dedication and hard work to their education by receiving incentives.
1-2 absences	Scholar's parent/guardian will be contacted by robomessage.
3rd absence	<p>The school will send letter to parent/guardian notifying the parent of the scholar's status and recommending a conference with the scholar's Advisor to develop an attendance plan LRS 17:233.</p> <p>Scholar's parent/guardian will be contacted by teacher/Advisor of record to schedule a mandatory Attendance Conference to develop an attendance plan for the scholar. All notes from the meeting and the details of the attendance plan will be documented.</p>
5th absence	The scholar is considered truant as pursuant to LRS 17:233. A letter will be sent to the home of the scholar informing the parent/guardian of violation of compulsory attendance law.
10th absence	<p>The scholar is considered truant as pursuant to LRS 17:233 and will be referred for truancy through NOLA Public Schools.</p> <p>Scholars will not earn credits for classes after their 10th unexcused absence, which will impact their ability to be promoted to the next grade.</p> <p>A school official or representative may conduct a home visit, review attendance plans, enforce compulsory attendance law, and make recommendations to improve attendance.</p>

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 their 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.

(a). 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 their 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 their 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.

(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 E: Teacher Bill of Rights

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: Scholar Dues and Fees **Policy Statement**

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

List of Fees

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 scholars. The standard methods of payment are credit card (in person or via our Square Store) or money orders. Cash is not preferred but will also be accepted. Personal checks are not accepted.
- The school will generate a receipt or other documentation of the transaction for the school's records and for those of the family.

Spending of Fees

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

Economic Hardship Waiver

Collegiate Academies seek 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/CEO 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) school days.

2022-2023 Student Dues & Fees

Budget Type/Name	Activity Group Description	Amount Per Student	Use of Fee	Dues Deadline(s)
Volleyball Team fee	All Team Members	\$100	Jersey,shoes,knee pads,socks.	8/2/22
Football Team Fee	All Team Members	Free to join, uniform purchase required to play	Uniforms, pads, mouthguard, etc.	10/1/22
Basketball Team Fee (Boys)	All players (JV/Varsity)	\$250	shoes,socks,duffle bag,shorts	12/1/22
Dance Team Fee	All players	Free to join, uniform purchase required to march	uniform,jog suit,shoes,make-up	10/1/22
Drill Team Fee	All members of drill squad	Free to join, uniform purchase required to march	Uniforms, marching equipment	10/1/22
Homecoming Fee	All members of homecoming court	\$350	Homecoming attire, limo	10/1/22
Senior Budget	All Seniors	\$250 - \$550	Basic or Full Senior Package	Due in full by 2/1/23
Basketball Team Fee (Girls)	All Team members	\$250	shoes,socks,duffle bag,shorts	12/1/22
Cheer Fee	New cheer/ Returning Cheer	\$525.50	uniforms	1) 1st Payment - 6/28/22 2) 2nd Payment - 8/31/22
Band Fee	All marching unit members	\$100	mouth piece, music accessories	10/1/22
Flag Team Fee	new members/returning members	Free to join, uniform purchase required to march	uniforms, and accessories	10/1/22
Majorette Team Fee	new members/returning members	Free to join, uniform purchase required to march	uniform,and accessories	10/1/22

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.



Abramson Sci Academy

SCHOLAR NAME:	
NAME OF ADVISORY:	HOMEROOM TEACHER:

Directions: Scholars will be provided with a copy of this handbook and will be asked to sign this form and return it to school to indicate that they received a copy of the student code of conduct.

PARENT RECEIPT AND COMMITMENT FORM

By signing below, I acknowledge receipt of the student code of conduct and commit to ensuring that my son or daughter:

- ☐ attends school daily,
- ☐ arrives on time to school,
- ☐ completes all required assignments,
- ☐ and I agree to attend all required parent conferences.

Print Parent Name: _____

Parent Signature: _____ Date _____

SCHOLAR RECEIPT AND COMMITMENT FORM

By signing below, I acknowledge receipt of the student code of conduct and commit to:

- ☐ attend school daily,
- ☐ arrive on time to school,
- ☐ demonstrate significant effort towards completing all required homework,
- ☐ and follow all school and classroom rules.

Print Scholar Name: _____

Scholar Signature: _____ Date _____