

2023-2024



Collegiate Baton Rouge

STUDENT & FAMILY HANDBOOK



**THE MISSION OF COLLEGIATE BATON ROUGE IS TO
EMPOWER ALL STUDENTS TO GRADUATE FROM
COLLEGE AND CHANGE THE WORLD AS
LEARNERS AND LEADERS.**

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Overview

Who We Are

Mission

The mission of Collegiate Baton Rouge is to empower all students to graduate from college and change the world as learners and leaders.

Our mission is our North Star in the work that we do. It guides our decisions. It is what we look to in times of celebration and challenge. We know that this mission is challenging and ambitious. We also know that it speaks to the educational and life outcomes all kids deserve. While challenging, we believe it is attainable. We say our mission with conviction and work towards it with passion.

Values

We have 6 core values at Collegiate Baton Rouge that guide our actions and work. Our core values help us choose actions that lead us to the vision. They shape daily life at our school.

Excellence: We never settle for less than our best.

Empathy: We seek to understand others and show it.

Community: We care about each other's success; we work together to achieve our goals.

Courage: We do what's hard in order to do what's right.

Optimism: We believe in each other and ourselves; we expect the best for our future and work to achieve it.

Responsibility: We look to ourselves to create the opportunities we want.

Advisory

All students at Collegiate Baton Rouge are placed into an advisory group during the first week of school. Advisories are created by randomly assigning new enrollees to small same-gender groups of 10-20 students. Scholars remain in the same advisory for the four years of their high school career. Advisory helps ensure that students are prepared for college and life success. The role of an advisor is to provide a home to school support system to ensure strong communication. The advisor looks at each advisee individually to assess college readiness. One of the key functions of an advisor is to assess this readiness and then make personalized decisions on how to best help that student to be successful. Advisory meets regularly (at least once a week).

Mascot

A mascot is a symbol that denotes identity and pride in a school community. Our community is comprised of talented and strong learners and leaders. Over the years, teachers and staff together with students and families will build a community here that is thriving and indeed, a community we are all proud to be a part of. As a representation of the ways in which we are building this community together, the founding class of Collegiate Baton Rouge (the Class of 2021) selected the school mascot during the 2017-2018 school year. By class vote, the Founders of CBR decided on the *Dolphin* as our mascot. Dolphins are considered one of the world's most intelligent animals, and are one of the only animals in the world considered to demonstrate "culture." Dolphins are socially intelligent and take care of their own as well as others. This mascot reflects well the talent and strength our students possess.

School Operations

Collegiate Academies Board

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

Stephen Rosenthal Chairman	Jonathan Wilson Vice Chairman	Doug Finegan Treasurer	Gregory St. Etienne Secretary
Oscar Brown	Ann Duplessis	Adam Hawf	Terrance Lockett
Rachell Williams	Sharonda Williams	Kevin Wilkins	

Enrollment

Collegiate Baton Rouge is an open enrollment public charter school. Any and all high school students are welcome to attend our school. Student enrollment is based on a first-come, first-served basis. We hold a public lottery in the event of over-enrollment. We serve 9th-12th grades. Families interested in having their students attend CBR may complete a digital application at EnrollBR.org or complete a paper application and submit to the school at 282 Lobdell Blvd. To complete enrollment the student and their guardian must:

- Submit copies of the student's birth certificate, the parent or guardian's photo ID, and the parent or guardian's proof of residency (lease, utility bill).
- Complete all required enrollment paperwork.

Daily Hours and Schedule

The student schedule for the 2023-2024 school year is as follows:

	Monday - Friday
Arrival	7:38am
Dismissal	2:48pm

Please note that students may not enter the building before 7:30am. Students are tardy if they arrive after 7:53am. Students are required to arrive at school on time and remain at school through dismissal.

School Calendar and Closings

A copy of our school calendar is attached to this handbook. A copy of the calendar with the most up-to-date information, including special events, can be found on our website, collegiatebr.org, and at our main office.

Collegiate Baton Rouge may cancel classes in cases of extreme weather conditions. Please follow our social media accounts for up-to-date information on school closings:

- Instagram: [@collegiate.baton.rouge](https://www.instagram.com/collegiate.baton.rouge)
- Facebook: [@collegiatebr](https://www.facebook.com/collegiatebr)

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 days during or at the end of the school year.

Transportation

Transportation to and from school is offered to all students who live inside East Baton Rouge Parish. Any student who lives in East

Baton Rouge Parish and is at least one mile from the school is eligible for free transportation. The school bus will pick students up Monday through Friday in time to arrive at school on time. The bus will pick up students from school at the close of the school day to take them home. If a student misses the bus for any reason, it is their responsibility to find a way to or from school.

Bus Stops

Collegiate Baton Rouge will contract with a student transportation services provider who will be responsible for all routing, day-to-day operations, maintenance, driver training, and supervision while students are on the bus. Prior to the start of the school year school staff will provide student address data to the vendor for stop assignment and routing. Once routes are complete school staff will communicate each student's bus number, stop location, pickup, and drop-off times to their guardian via phone call and text.

Stop Requirements

All bus stops must meet the following requirements:

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

Assigning New Stops

If a guardian needs to request a new or changed stop, they may reach out to the front office at 225.892.6962. The front office will provide information on whether the requested change may be granted on next steps for getting a new stop assigned.

Students with Special Needs

If a student's IEP requires that a guardian meet the student at their 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 the student up from school. The student will remain under the supervision of a school staff member until the guardian arrives.

School Bus Conduct

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

Bus Specific Conduct

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

- Remain seated facing forward at all times
- Follow the instructions of the bus driver
- Keep their body inside the bus
- Avoid yelling or engaging in other activities that might distract the bus driver

Compulsory Attendance

Purpose: Students' success is impacted by attendance. Our curriculum is rigorous and fast-paced; every day is essential. At Collegiate Baton Rouge, excessive absenteeism and/or tardiness is not allowed. Students are required to meet a certain number of "seat minutes" to be eligible to receive credit in their courses. Seat minute requirements are set by the State Department of Education and are non-negotiable. For the 2023-24 school year, the maximum number of Unexcused Absences a student can have and still be eligible for course credit are as follows:

- Semester 1: 9 unexcused absences
- Semester 2: 9 unexcused absences

Students who exceed this number of absences will **not** be eligible to receive course credit.

While each student 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 Collegiate Baton Rouge. Attendance is the first step in

ensuring academic success. 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 for at least 51% of the school day. Being present 26%-50% of the school day is considered half day attendance. Being present 25% or less of the day is considered an absence.

Compulsory Attendance Law

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

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

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

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

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

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

- Extended personal physical or emotional illness as verified by a physician or nurse practitioner (original doctor's note). Note: this means that if you are sick and stay home, but do not go to the doctor, that is an *unexcused* absence. A parent note may excuse up to 5 days over the course of each semester for illnesses not verified by a physician or nurse practitioner.
- Extended hospital stay as verified by a physician or dentist (original doctor's note).
- Extended recuperation from an accident as verified by a physician or dentist.
- Observation of special, recognized holidays of the student's own faith.
- Visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per year.
- Absences verified and approved by the school principal such as approved travel for education, death in the immediate family, or natural disaster. For any other circumstances (i.e. legal matters, legal issues) parents must make a formal appeal in writing to the principal.

The following reasons for absenteeism are not excusable:

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

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

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

For information regarding attendance policies for students who are pregnant and/or parenting, please see Appendix K.

Tardiness

Getting to school on time is key for your child's success. Students who are tardy miss essential instruction, disrupt the learning of others, and risk falling behind. Tardiness in general is a bad habit that can lead to serious consequences in college and at work; at Collegiate Baton Rouge, we want our students to develop strong habits that will help them succeed in school, college, and careers beyond. Our doors open to students at 7:30am each morning. Students must arrive between 7:30am and 7:45am. Students arriving after 7:48am are considered tardy and will be assigned deductions. When students arrive to school late, they must report to the main office before heading to class in order to check in and get a pass. In cases in which a school bus arrives late, those students riding the school bus are not considered tardy. Late arrival is only excused for a valid reason with a note from a parent/guardian or a medical professional.

Early Check Outs

Early check-outs can be disruptive to the learning environment and are discouraged. Families should notify the school by calling the main office before they arrive to pick-up their child early from school. In order for a student to be dismissed early, a parent or guardian must sign or provide verbal approval. The main office reserves the right to check the identification of any person checking a student out of school and/or contact the parent or guardian to confirm the dismissal.

If the student arrives at school on time but is checked out prior to noon, they will be marked partially or fully absent.

At our school, early checkouts will not be allowed in the last 30 minutes of the school day.

If your family has custody paperwork that would limit the access of a parent or guardian, please share this information with our front office as soon as possible. In these situations, we will follow the most current legal paperwork provided to us and work with the parents involved to minimize any potential stress or negative impact on the student.

Any official (DCFS, BRPD, or other official) seeking to take a student into protective custody shall first be required to provide proper identification as well as the student's full name, address, and date of birth. This shall not apply to arrests based on probable cause. (Per Act 324 (2022))

Students who are 18 years of age or older may not check themselves out and must follow the same process as any other student, with an exception made in the event of medical or legal appointments. If a student who is 18 years of age or older has a medical or legal appointment scheduled, the parent or guardian must provide written or verbal consent for the student to check themselves out, as well as documentation of the appointment. Students may not check themselves out to go to work; the school will report a student's workplace to the Louisiana Workforce Commission if it is determined that the student is working during school hours.

Homebound Instruction

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

Communication and Feedback

The staff of Collegiate Baton Rouge will communicate regularly with parents and guardians, and we encourage parents and guardians to contact us whenever they have questions and concerns. We are all part of a team and can only succeed when students, staff, and families are communicating openly and frequently. There are several ways we will communicate throughout the year:

- **Calls, Texts, and Emails to/from staff:** We will send home a contact list with phone numbers and email addresses of all staff at the start of the year; you can also pick this list up in our main office. If you reach out to a staff member, they will reply

within 48 hours. Similarly, your child’s advisor, teachers, and school administrators will reach out to you. If the message requires a response, please reply within 48 hours.

- **Calls to/from main office:** The main office will be open from 7:15am - 3:45pm. We will do our best to answer any phone calls that come in during that time. If we are unable to answer the phone, please leave a message and we will reply within 24 hours. You will also receive automated phone calls from the main office to inform you of important events and updates.
- **Written Communication:** Collegiate Baton Rouge will regularly communicate with families about field trips, events, and other important information. We ask that you read all notes sent home from school and promptly return any permission slips or forms.
- **SchoolRunner:** SchoolRunner is a website that gives families live updates about their child’s attendance, grades, and behavior at school. Families will receive usernames, passwords, and information about how to access SchoolRunner at the start of the year. You may access this information anytime throughout the year!
- **School Website and Social Media:** Our school website, collegiatebr.org, will have the most up-to-date calendar and announcements, as well as digital copies of important documents. You can also follow us on Facebook @collegiatebr and Instagram @collegiate.baton.rouge.
- **Visits:** To arrange a visit to the school, please contact your child’s advisor or call the main office. Classroom visits should be scheduled 48 hours in advance in order to ensure we can accommodate your visit.
- **Meetings:** If the school requests a meeting with you and your child, we need to discuss something important with you. If you would like to request a meeting with a specific teacher or administrator, please reach out to that staff member directly.

We hope that you will openly share all feedback with the school and its staff so that we can celebrate successes and work to improve. If you have a concern about a school policy, academic grade, disciplinary decision, or anything else, we ask that you take the time to reflect on it and then contact the school. We welcome the conversation and understand that you care deeply about your child’s education and experience at school. We promise to treat you and your concern with respect.

Uniforms

At Collegiate Baton Rouge we believe that students should dress in a way that is comfortable, that reflects their team as well as their individuality, and that represents the pride they hold for themselves. Uniform policies help to prepare students to prioritize academics and not appearance. That said, as kids prepare for college, where they can wear what they like, we believe that having some choice is important. Our uniform policy is as follows:

Collegiate Baton Rouge Uniform Requirements

Backpacks	Backpacks must be clear or mesh only.
Shirts	Any official Collegiate Baton Rouge shirt <ul style="list-style-type: none"> ● A student must wear a CBR uniform shirt, even if they are wearing outerwear on top of it
Pants	Any color chino (khaki) pants, any color jeans, or the CBR plaid pants (plaid pants may be purchased at Fashion Era) <ul style="list-style-type: none"> ● Pants must have no rips ● Pants must be worn at the waist or higher [note: the “waist” will be defined at the school’s discretion] ● No belt is required, but pants must be worn at the waist (no visible underwear) ● Pants that are made of spandex, lycra, or other tight, stretching material are not permitted, even if they are designed to look like jeans or other varieties of pants ● NOT ALLOWED: shorts; skirts; nylon track pants; any other pants that are not jeans, khakis, or CBR plaid pants

<p>Shoes</p>	<p>Any closed toe, closed heel shoe except for high heeled shoes. Shoes must have hard rubber soles and be intended for wear outside of the home.</p> <p>Any designs must be school-appropriate (no inappropriate language or representations).</p> <ul style="list-style-type: none"> ● NOT ALLOWED: heels; slippers, slides, crocs
<p>Outerwear</p>	<p>No Hooded Outerwear is allowed on campus during the 23-24 school year</p> <p>Permitted Outerwear includes:</p> <ul style="list-style-type: none"> ● Any CBR outerwear without a hood ● Any other sweatshirt/jacket/sweater that does not have any: <ul style="list-style-type: none"> ○ Foul language ○ Gang signs, references to violence, sexual content, references to alcohol, drugs, or tobacco, or any other content deemed inappropriate for school (this will be judged at the school’s discretion) ● Hoods may not be worn at any point inside the school building
<p>Headwear</p>	<p>Students are allowed to wear headbands or headwraps.</p> <p>Beanie style hats are allowed as long as students’ ears are visible.</p> <ul style="list-style-type: none"> ● NOT ALLOWED: Baseball caps, Hats with a bill, any other hats, bandanas; any headband or scarf with bandana paisley print may not be worn or carried on campus; bonnets, and durags
<p>General</p>	<p>Socks, jewelry, shoes, and all other items of clothing or accessories must be school appropriate</p> <ul style="list-style-type: none"> ● “School appropriate” will be defined at the school’s discretion ● Items of clothing or accessories deemed inappropriate may be confiscated until the end of the day <p>In line with our values as a school and state law, our school does not discriminate or place restrictions on natural, protective, or cultural hairstyles (including, but not limited to: afros, dreadlocks, twists, locs, braids, cornrow braids, Bantu knots, curls and hairstyles to protect hair texture or for cultural significance).</p>

School Supplies

Collegiate Baton Rouge will provide families with a list of required 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 student so that we can ensure that they get everything needed to be successful.

Cell Phones and Electronic Devices

This policy is intended to support our students in achieving the academic excellence that will propel them forward in their paths to college success. The policy is intended to eliminate the distractions that can be caused by cell phone use during class time and the impact these distractions have on learning.

Use of phones and other electronic devices, including headphones and smart watches (by students) will not be allowed during class time.

At no time during class may students use their cell phone

NOTE: Phones should not be used for academic purposes in class. If technology is required, students should be instructed to use their Chromebooks.

As soon as a staff member is aware that a student phone or other electronic device is in use during class time (if the student is seen using the phone, a staff member sees that the device is powered on, or if the phone/device is audible), it will be confiscated. A CBR staff member will confiscate the device, keep it until the end of the class period, give the appropriate deduction, and document the incident in Schoolrunner.

Refusal to turn in a phone or other electronic device (including turning in a phone different from the one that the student was seen using), will result in a referral to the Restorative Center. If the student continues to refuse to turn the phone in (20 minutes) the student will receive 1 day of ISS, and a parent will be required to bring the student to school for a parent conference before they are allowed to return back to class.

ALSO...

- **Apple Watches** or any other watch/wrist devices that text are not allowed at school. The cell phone policy applies to smart watches.
- **Headphones and wireless headphones** are only allowed in designated spaces and at designated times. They should be treated the same way as cell phones (out of sight) unless permission has been explicitly granted.
- We will confiscate these and other electronics and treat them the same as we do cell phones.

If a scholar has multiple misuses of electronics incidents, they may lose the privilege to carry the phone at school and be asked to submit it daily upon arrival to campus.

Student Technology Use Agreement

Collegiate Baton Rouge 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 Collegiate Baton Rouge.

CBR allows the student to use CBR technological equipment and services, including computers, mobile devices, hot spots, and internet access, under the following terms and conditions:

1. **Conditional Privilege:** The student's use of the school's equipment and services is a privilege conditioned on the student's adherence to this agreement.
2. **Property:** All equipment provided to the student is intended for educational purposes associated with their enrollment at CBR. All equipment and contents therein are the sole property of CBR, and remain so even if the equipment is removed from CBR property. The student's log on credentials must be provided to authorized CBR employees upon request.
3. **Damages:** If equipment in student's possession is lost, stolen, damaged, missing components, or vandalized, the student/student's family will be personally responsible for the replacement cost of the equipment. Failure to pay the assigned cost may result in loss of privileges including but not limited to participation in prom, graduation, or co-curriculars.
4. **Acceptable Use:** The student agrees that they will obey all federal and state laws and regulations when using the school's equipment and services. Under no circumstances shall a student's use of school resources interfere with, or detract from their learning or the learning of others.
5. **Penalties for Improper Use:** If the student violates this agreement and misuses the equipment or services, they shall be subject to disciplinary action up to and including expulsion.
6. Misuse of equipment and services includes, but is not limited to, the following:
 - a. using the equipment or services for any activities deemed lewd, obscene, vulgar, or pornographic as defined by prevailing community standards, disruptive or offensive to others, or harmful to school morale, including, but not limited to, transmission of sexually explicit messages or images, ethnic, racial, or gender slurs, unwelcome propositions or love letters, or offensive comments based on any federally protected status.
 - b. using abusive or profane language in private messages on the equipment or network; or using the equipment or network to harass, insult, or verbally attack others;

- c. using encryption software;
 - d. wasteful use of limited resources provided by the school including networking bandwidth, data plan, paper;
 - e. causing congestion of the network through lengthy downloads of files;
 - f. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
 - g. gaining or attempting to gain unauthorized access to resources or files;
 - h. identifying oneself with another name or password or using an account or password of another user without proper authorization;
 - i. using the equipment or network for financial or commercial gain without school permission;
 - j. theft or vandalism of data, equipment, or intellectual property;
 - k. invading the privacy of individuals;
 - l. using the equipment or network for any illegal activity, including computer hacking and copyright or intellectual property law violations;
 - m. introducing a virus to, or otherwise improperly tampering with, the equipment or system;
 - n. degrading or disrupting equipment or system performance;
 - o. creating a web page or associating a web page with the school or school without proper authorization;
 - p. attempting to gain access or gaining access to records, grades, or files from which the scholar is prohibited;
 - q. providing access to the school's equipment or network to unauthorized individuals;
 - r. taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of Collegiate Baton Rouge;
 - s. making unauthorized copies of computer software;
 - t. use of technology while driving;
 - u. Installing software on school computers without prior approval of authorized Collegiate Academies staff;
 - v. the use of peer to peer file sharing programs.
7. **Liability for debts:** The student/student's family shall be liable for any and all costs (debts) incurred through the improper use of school equipment or services, including penalties for copyright violations.
8. **No Expectation of Privacy:** The student/student's family waives any right to privacy on all Collegiate Baton Rouge equipment and services. The student/student's family agrees that the school may monitor the student's use of the school's equipment and network, and may also examine all system activities in which the student participates, including but not limited to e-mail, voice, written, and video transmissions. Collegiate Baton Rouge may at times allow technical support to remotely access any CBR devices, including all equipment provided to the scholar. All electronic communications to and from students regarding school and student matters must be communicated utilizing Collegiate Baton Rouge's electronic messaging systems in order to maximize and help protect the privacy of student information.
9. Other terms and conditions may apply.

Field Trips

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

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

Lost and Found

The school will keep a lost and found box in the main office. Parents and guardians may visit during regular school hours to check the lost and found. If a student believes they have lost an item, the student should ask a teacher to check the lost and found. Items remaining in the lost and found for an extended period of time may periodically be donated to a local charity.

Student Belongings

Students who disrupt class for any reason are violating school rules. This rule applies to students' personal possessions as well. Items including, but not limited to, toys, portable electronic devices, and gaming systems are not allowed in school. Students who violate this rule will have their item(s) confiscated. Skateboards, roller blades, skates, or scooters are not to be ridden on school property. Speakers, including bluetooth speakers, are not allowed. If these directions are ignored, students' items may be confiscated.

Student Searches

As a staff, safety for all students is a top priority. Bag checks are used during our arrival process prior to entering the building to ensure zero unsafe items are entering the school building. School officials (anyone the school designates) may perform random searches of students while they are on campus. Any item that a Collegiate Baton Rouge staff member determines is unsafe or distracting to the learning environment may be confiscated. A student may be searched on campus if there is reason to believe the student is in possession of an item that is illegal, against school rules, or distracting to the learning environment. Student vehicles brought on campus, student book bags, school desks, and other school property are subject to inspection and search by school authorities at any time without prior notice to students or parents. Students are required to cooperate if asked to open book bags, purses, or any vehicle brought on campus.

Closed Campus

Students are required to remain on campus throughout the entirety of the school day unless dismissed by a school official. Students are expected to stay out of any office or unsupervised space without permission while on campus. If a student leaves campus without permission, the family will be notified and a suspension (either in-school or out-of-school) will be assigned. The student will not be allowed to return to campus that day. 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 student may not exit a school bus and leave campus. All students should remain on buses until they are dismissed by a school official, then report to their homeroom after completing arrival.

Emergencies and Safety Procedures

Fire Drills and Evacuation. During an emergency it may be necessary for teachers to give important, immediate, and specific instructions to groups of students. For this reason, drills will be conducted in an orderly fashion and students may be asked to exit in silence. Students must stay with the class they are currently in and must be called to silence immediately when announcements are made. A map for exiting the buildings will be posted at the door to each classroom. Students must line up and report to their designated area where teachers will take attendance of all students who are present. Students may not mingle around the area or speak with students from a different class during an evacuation. Students must be present with their assigned class and teacher at all times.

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

Nursing and Medication

Being physically healthy helps children learn more effectively. For this reason, it is important to have your doctor or health center look into any problem that your child may have and to communicate with our school about any medical needs. Our school has a full-time nurse who is on site during school hours who can support your child's wellness.

Students may not carry their own medication or take any medication without the supervision of our school nurse or a trained staff member. All medication must be turned into and administered by the school nurse. This applies to all medicine, including aspirin, Tylenol, and other over-the-counter medicines. If your child requires medication during school hours, we will assist by administering

medication upon completion of the required forms (an order from a licensed physician or dentist, and a letter of authorization from the parent or guardian). Please ensure the medicine is in a container (prescription bottle) that meets pharmaceutical standards and is properly labeled. The school will keep a detailed log of all medicines that are administered.

We permit the self-administration of inhalers by students with asthma and the use of auto-injectable epinephrine by students at risk of anaphylaxis. If your student needs to carry an inhaler or an epipen during the school day, please contact the school nurse to complete the necessary paperwork.

Meals

As part of our participation in the School Nutrition Program (a federal program that subsidizes all school meals), we must collect completed Free and Reduced Lunch application forms for all students. It is the policy of our school to require all parents and guardians to complete this form, regardless of whether the parent or guardian believes their child will qualify for a free or reduced lunch, so that we can ensure we maximize the reimbursements we receive from the federal government. We offer breakfast and lunch to all students during the school day. Supper is offered to all students who stay after dismissal for extra-curricular activities.

Students may bring lunch to school. Students are not allowed to have outside candy (including gum), food, or drink in hallways, walkways, or classrooms. Any food or drink brought from home must be kept in a student's book bag during the school day and may only be taken out during breakfast or lunch in the location designated for meals (i.e. cafeteria).

Deliveries are NOT allowed (i.e. Uber Eats, DoorDash, Waitr, or other food delivery services). Even if ordered by the parent/guardian, food deliveries present a huge distraction to the day and a tax on our front office staff that we are not able to sustain. Please support our staff by ensuring food deliveries do not happen.

Parent Gift Giving Policy

Teachers and other Collegiate Baton Rouge 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. Staff members may not accept gifts beyond this amount.

Student Entrepreneurs

Students may not sell any items on school property without the permission of the principal. They may not make a collection of money or materials for their own purposes or for an organization to which they belong outside of school. The selling of items on campus will be limited to fundraising for school-sponsored activities.

Academics

The primary goal of instruction at Collegiate Baton Rouge is to ensure all students are prepared for college success upon graduation from high school. We believe learning exists as a tool to deepen our understanding of the world and thereby increase our ability to lead it. The learning our students do throughout high school needs to equip them with the knowledge and skills needed to succeed in college classrooms, as well as give them access to future learning that will equip them for the careers they are passionate about and provide the lives they find rewarding. Our classrooms intentionally prepare students for college.

Our instruction aligns to ensuring our students are making the growth necessary to put them on track to reach these benchmarks. We collect and analyze data accordingly. We adjust course and prioritize interventions in service of supporting our students to achieve these goals.

Academic Assessments

Collegiate Baton Rouge uses multiple assessments to monitor student progress, inform instruction, and ensure that all students get what they need to succeed. The staff works to ensure that assessments are not stressful times for students; rather they are presented as opportunities to show off all that students have learned. Our assessments include diagnostic exams in reading and mathematics, preparation exams for the ACT, internally developed assessments, and state required LEAP2025 Exams. These assessments are administered throughout the year. Teachers analyze the results to plan their instruction, identify students in need of extra help, and to assess the overall effectiveness of the school's curriculum. Results are shared with families through the report cards that are distributed four times each year.

Grading and Academic Distinction

We believe grades are an important indicator of a student's progress towards college success, and that a grade for a given class is an indication of the student's progress towards that goal. For this reason, grades should be taken seriously by all students and used to inform necessary next steps in order to ensure growth towards college-readiness is made.

We use the state-mandated grading scale:

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

Note: In Louisiana, courses designated Advanced Placement or Dual Enrollment are on a 5 point scale. A student earning an A in AP Literature would receive 5 points (out of a possible 5), a student earning a B would receive 4 points, a C would be 3, etc.

Students who achieve specific GPA benchmarks receive Honor Roll distinction. Academic distinction is awarded on a quarterly basis in the following ways:

Honor Roll:	3.00 or higher GPA
Principal's Honor Roll:	3.50 or higher GPA
Collegiate Honors:	4.00 GPA

Surely, working to achieve these GPAs is reward in and of itself. Students earning these distinctions increase their likelihood of success in college and beyond. The rewards that follow these achievements is Collegiate Baton Rouge's way of recognizing and honoring the hard work it has taken to arrive at these accomplishments. The great achievements of our school community ought to be celebrated. Achieving Honor Roll at CBR earns the student a special shirt and a certificate. Collegiate Honors earns each

distinction beneath it and most of all, the coveted 4.0 pin. This pin exemplifies the core value of Excellence, a true mark that the student earning it has refused to settle for anything less than their best.

Semester-long Courses vs. Year-long Courses

In the 2023-2024 school year, the only year-long courses will be English I, English II, Algebra I, AP English Language and Composition, AP English Literature and Composition, and Geometry. All other courses will be semester-long.

Gradebook Weighting

LEAP Courses

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

Non-LEAP Courses

	Q1 or Q3	Q2 or Q4	S1 Final Grade
Semester 1 or 2	50%	50%	100%

Additional Notes

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

Quarterly Breakdown

A student’s quarterly average is a weighted average of **Mastery** and **Process**. The weighting percentages are shown in the chart below.

Assessments (**mastery** grades) will count for 60% total course grades, with **process** grades (like homework, classwork, prework, and participation) counting for 40%.

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

Grade Entry

Teachers are **required** to:

- enter a minimum of **three** grades per week, of which at least **one** must be an assessment of mastery
- clearly communicate to students which assignments are graded and the effect they will have on students’ grades (i.e., the grade weight in relation to other grades)

Calculating Class Rank

At Collegiate Baton Rouge, we celebrate the academic accomplishments of our scholars in numerous ways, including designating a Valedictorian, Salutatorian, and Top 10 for the senior class. Below is an overview of how we calculate class rank, which then determines those honors. Class rank is calculated by averaging the GPA points for all courses on a student's transcript earned during high school.

- Traditional courses are calculated using the 4 point GPA scale, per state policy.
- Advanced Placement, Dual Enrollment, Honors, and IB courses are calculated using the 5 point GPA scale, per state policy.
- All CA credits and transfer credits will be assigned GPA points using the standard 4 point scale. There is no difference in GPA points awarded for grades with a plus or minus. For example, a B- or B+ earned at a previous school will be the same GPA points as a B (3).
- GPA will be calculated to the hundredth place.
- To be recognized as the class Valedictorian or Salutatorian, the student must attend our school for at least their entire 11th and 12th grade years (for a total of at least 50% of their time in high school).
- If there is a tie for Valedictorian, there is no Salutatorian.

Making up Missed Work

Students are expected to make up all missed assignments when they are absent from school within the timeframe allotted and announced by the teacher. Teachers may assign failing grades to students who have not made up missing work on time. A teacher may deduct points for work that is submitted late or may not accept late work for unexcused absences. It is the responsibility of the student to make arrangements with their teacher(s) concerning submission of missing assignments.

Academic Integrity

Academic integrity means being honest in completing assignments and exams for school. Schoolwork exists to help students learn; grades exist to show how fully a student has mastered content. All work and all grades should result from a student's own understanding and effort. Academic misconduct will be categorized in two ways:

Cheating. Cheating happens when a student receives or renders aid to or from any source that allows a student to misrepresent skills or knowledge on an assignment. This includes but is not limited to: copying answers, recording answers and bringing them into a test, looking up answers during a test without permission, etc.. It also includes cheating that is caught before it is executed. For example, if a teacher catches a student sending emails with answers to an upcoming exam, this is still considered cheating even though the students have not taken the exam yet. This also includes passing off a paper or assignment written by someone else as one's own (i.e., turning in a paper that was found online or a paper written by someone who took the class previously). Students are expected to complete all work to the best of their ability. Without academic honesty, we cannot be sure if students are making actual academic progress towards our learning goals.

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

We recognize that students must be taught how to properly cite the work of others and use resources to compose papers. Teachers will work to do this with students.

Cheating and plagiarism may result in the following consequences:

- Zero for the assignment
- Detention

- Parent phone call
- Parent meeting
- 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.
- Discipline hearing.

Teachers will consult with their Grade Level Lead, DCI and the principal before assigning an F or referring a scholar to summer school. Final consequences are at the discretion of the Principal and DCI.

Promotion and Retention

Collegiate Baton Rouge has rigorous standards for promotion that align to ensuring all students are on track for high school graduation and college success. Promotion to the next grade means a student is on track; retention in the same grade means a student is not on track to graduate with their cohort (but might be able to, with special effort, earn the credits necessary to get back on track).

Assuming a student meets attendance requirements, they can earn promotion by earning enough credits to be on track to graduation according to the guidelines in the Pupil Progression Plan, reproduced below. If a student does not meet attendance requirements for a given term, they earn no credit for the classes they took that term.

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 and Placement Guidelines

“Credits that fulfill a requirement” refers to courses that have approved course codes and that contribute to a TOPS University diploma. The below requirements are subject to flexibility if a student has the ability to obtain the necessary graduation requirements within the school’s schedule in the timeline allotted. In order to make this decision, the school will compare the child’s IGP with the school schedule and determine if the child can earn all necessary credits for graduation in the time allotted prior to graduation.

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
- **eight (8) 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)

Academic Intervention

In our classrooms we strive to intentionally prepare students for success in a college classroom. We use the following indicators to inform whether a student is on track for that goal:

Key Indicators for On Track to College Success:

- **GPA:** 3.5+
- **Reading:** on grade level or higher
- **Math:** Mastery on Algebra I and Geometry LEAP Assessments
- **Attendance:** 95%+
- **Behavior:** Few deductions, zero Incidents*
- **Leadership:** Active participation in multiple clubs & co-curriculars
- **ACT:** 21+ Composite (English 18, Reading 22, Math 22)

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

Our instruction aligns to ensuring our students are making the growth necessary to put them on track to reach these benchmarks. We collect and analyze data accordingly. We adjust course and prioritize interventions in service of supporting our students to achieve these goals. The following intervention structures support students in meeting these indicators.

Progress Report Nights. Each quarter, students and families have the opportunity to meet with their teachers and advisors to discuss performance at school. Quarterly progress reports share critical information with students and families - proficiency in subject areas, attendance data, and progress towards end of years goals. Progress report nights are held mid-way through the quarter so that after conferencing with teachers, students are able to take action to improve grades before the close of the quarter.

Advisory. Each advisor receives a daily report on individualized student performance. Through the advisory structure we ensure that each student has a personalized coach (advisor) who supports the students in analyzing their performance data and making plans accordingly. If there is an indication that performance is slacking or not on track for college completion, the advisor will at a minimum hold a conversation with the student, and when necessary, identify and implement other appropriate interventions.

SAT. The Student Assistance Team (SAT) meets regularly to create and modify individualized and group intervention plans for students who need support in reaching their goals. This team is staffed by the entire grade level team so that all perspectives and voices can be channeled to support our students.

SBLC. The School Building Level Committee (SBLC) serves to support students through individualized intervention planning. Students requiring support above and beyond the typical interventions may find their case supported through the SBLC. Outcomes from the SBLC may trigger one of the following:

- Continued/modified intervention plans
- Outside referrals
- 504 referral / Individual Academic Plan (IAP)
- Pupil Appraisal (1508 evaluation to receive an IEP)
- Pupil Appraisal (Other supports)

The SBLC is composed of the Director of Scholar Support, Director of Mental Health services, Director of Pupil Appraisal or a psychologist, a General Education teacher, and the Principal.

Culture

Student Code of Conduct

The Student Code of Conduct for Collegiate Baton Rouge is created from the belief that the learning environment is sacred. We do whatever it takes to ensure every child has the opportunity to learn in an environment that is safe (physically, emotionally, mentally, and intellectually) and free of needless disruptions. We incorporate a variety of strategies to promote positive behavior and healthy relationships. We take advantage of opportunities to recognize students for positive behavior and values-aligned actions. Our Code of Conduct is designed to support our students in making positive college-prep choices.

Positive Behavior Support

Dolphin Bucks

Collegiate Baton Rouge employs a variety of incentives to recognize students for positive, values-aligned actions. Students have the opportunity to receive recognition for demonstrating excellence in academics, attendance, behavior, culture, growth, and leadership. One of the primary ways students receive recognition is through Dolphin Bucks. Students receive Dolphin Bucks for demonstrating the school's values, consistent with our mission of college success. Students can receive Dolphin Bucks for actions both inside and outside of class. Though there are many actions a student can take that would lead to Dolphin Bucks, the list below illustrates a few examples for each value:

Excellence	<ul style="list-style-type: none"> • 100% homework completion • Revising an answer • Studying 	Courage	<ul style="list-style-type: none"> • Consistent participation in class • Asking questions in class • Asking for help
Empathy	<ul style="list-style-type: none"> • Offering to help a teammate • Sending snaps and magic • Sharing encouragement with others 	Optimism	<ul style="list-style-type: none"> • Using all of class to work • Pushing through challenging tasks • Encouraging teammates
Community	<ul style="list-style-type: none"> • Celebrating a teammate • Showing appreciation for someone • Studying with a classmate 	Responsibility	<ul style="list-style-type: none"> • Completing class work urgently • Keeping materials organized • Going to tutoring

To award Dolphin Bucks, teachers enter the bucks into a data program called SchoolRunner. Daily, students see their Dolphin Buck balance on a "paycheck" they receive during breakfast/homeroom. Students may use their Dolphin Bucks for a variety of incentives, including to purchase snacks through the School Store and even to purchase off-campus field trips called "Day-cations."

School Store

The School Store is a place where students can use the Dolphin Bucks they have earned to make purchases. Students may spend their Bucks on a variety of snacks, prizes, privileges, and experiences. The table below demonstrates a variety of items students may purchase:

School Items	Small Items	Medium Items	Large items
Notebooks Additional Polos Pencil	Fruit snacks Chips Small candy	Cookies Large candy Gatorade	Book Day-cation (special field trip) School / college shirt

There will be times where students are able to use their Dolphin Bucks outside of the School Store. Some such examples include Day-cation (taken approximately quarterly), an off-campus trip eligible only to students who can "afford" to purchase the reward with the Dolphin Bucks they have earned, and Auctions, events where students are able to use their Dolphin Bucks to bid on various prizes and win the item should they have the highest bid.

Positive Relationships

At Collegiate Baton Rouge we believe strong relationships between staff and students are essential for building a positive school community. Staff actively build positive relationships with students, parents and family members, and other staff members. Staff place an especially high importance on building strong relationships with the students they teach. Through a variety of actions such as check-ins, positive phone calls home, frequent phone calls home, feedback conversations, and close-the-loop conversations, teachers prioritize the building of strong relationships with their students. This serves a critical and supportive foundation for building positive culture and reinforcing positive behavior.

Circles

Circles will be used in a variety of ways to build community at Collegiate Baton Rouge. Circles are used as both preventative and restorative measures in a restorative school. Circles offer a structured form of conversation used to generate solutions and build community.

Engaging lessons

In order to build positive culture and reinforce positive behavior, teachers at Collegiate Baton Rouge strive to plan engaging lessons for every class session. We know that our students want to be challenged and that an engaging and rigorous lesson allows students to be challenged in all the right ways. Through providing engaging lessons, students are given the opportunity to shine as scholars and have their academic habits and behaviors reinforced. When lessons are engaging and rigorous, students *want* to be in class and will work hard to meet the expectations of the learning environment.

Restorative Approaches

At Collegiate Baton Rouge, we use Restorative Approaches. Restorative Approaches (RA) are grounded in three key mindsets:

1. **Relationships matter:** The relationships between staff, students, and the community are paramount. Relationships are how we communicate and relate with each other. They are the means by which we accomplish the work that will lead us to mission fulfillment.
2. **Harm must be repaired:** To effectively restore the damage done in an environment, action must be taken. For relationships and community to thrive, we must take accountability where accountability is due, and work to repair whatever harm has happened. This is how we protect and strengthen our relationships with one another.
3. **Learning increases:** In RA, incidents that have caused harm are opportunities for learning to increase and for strengthening skills that will prevent a future incident. In addressing harm, we use this lens to ensure that the process drives learning.

Redirection Interventions

Staff members employ a variety of strategies both inside and outside the classroom to utilize Restorative Approaches when addressing student behavior. The work of RA begins in the micro-moments of our relationships. The following list represents a handful of approaches that are employed by teachers to help students be successful:

- **Reminders / Redirections:** Teachers will give reminders and redirections when a student is struggling to meet expectations. The teacher will clarify and remind students of expectations for that portion of class.
- **Check-ins:** If a student is seeming off in any way, teachers will “check-in” with the student to gauge “what’s up” and what may be happening for the student. The teacher will use the information learned to act accordingly (ex. If the teacher learns that the student is feeling especially tired, they may suggest a quick trip to get a drink to help the student wake up and move around for a couple minutes).
- **Stay-in-the-Game Conversations:** Teachers would use this strategy after employing several redirection techniques previously. A stay-in-the-game conversation reminds the student of the importance of being there in that moment and the work that is in front of him/her, while also affirming for the student the teacher’s belief that they are able to tackle whatever challenge is in front of him/her.
- **Communication with Parent/Guardian:** Teachers will utilize frequent communication with parents for a variety of reasons: to share positive acts students have demonstrated, to inform parents of challenges a student is experiencing, to collaborate and seek information on how to help their student be successful.
- **Practicing Positive Behavior:** When a student has demonstrated a cultural violation of some sort, a teacher may have the student practice the correct behavior. For example, if a student is repeatedly calling out in class and forgetting to raise their hand, a teacher may engage the student in a conversation about the behavior and have the student actually practice raising a hand before calling out.
- **Restorative Conversations:** In a restorative conversation, teachers ask students to identify what happened, who was impacted by the actions taken, the student’s personal responsibility in the situation, and what steps they might take in order

to repair any harm that was caused to the community. This type of conversation would end with a commitment from all parties to ensure the next steps identified would be met.

- **Close the Loop Conversations:** Teachers use this approach when following up on an event that has happened previously. In this conversation the teacher and student are ensuring that the right learning has happened and harm has been repaired.
- **Breaks:** A teacher may suggest, or a student may request, the opportunity to take a quick break. Taking a break means a student goes to an agreed upon location to take a quick break from class to reset and come back prepared to engage in learning. During a break, a student may complete an activity or reflection to help him/her refocus on the goals of class and the day.
- **Resets:** If a student has continued to struggle after several redirections and attempts from the teacher, the student may be referred for a reset with the Hallway Dean.

Deductions

Just as students receive Dolphin Bucks for engaging in positive behaviors, students also receive deductions for engaging in negative behaviors. The system of Bucks and Deductions is intended to reinforce decisions that support students’ growth. This includes academic, social, emotional, and behavioral decisions. When a student makes a decision that hurts our community and detracts from our core values, a deduction is received. When a deduction is received, it takes Bucks out of the student’s account, therefore making it more difficult to purchase meaningful rewards. 12 deductions results in a lunch detention. Accumulation of deductions may also lead to recommendations for further consequences or interventions. A deduction is feedback for the student. The student should view the deduction as a reminder that the behavior that resulted in a deduction is not helpful to their success. The student should therefore use the reminder to help him/her make a more productive decision next time. There are four levels of deductions:

-\$1 Deduction – Habit Formation	
-\$1 Incorrect transition	Not meeting directional or volume expectations of transitions.
-\$1 Littering	Purposefully or absentmindedly leaving trash behind or making a place less clean than you found it.
-\$1 Not cleaning	Not leaving a space "cleaner than it was found." Leaving trash, marks on a desk, spilled food, etc.
-\$1 Throwing items	Throwing items without permission in non-aggressive way that does not damage property (i.e. throwing paper across the room without permission, throw a pencil, using fruit to “make a basket” in a trashcan, etc.).
-\$1 Unprepared for Class	Coming to class without a writing utensil. Coming to class without the required notebook or binder for class. Not having the required textbook, literature, pre-work, or other materials required for class.
-\$1 Volume violation	Not meeting a set of clearly stated volume expectation (whispering during presentation or instruction, calling out, excessive volume level during transitions, talking during entry to class).

-\$2 Deductions – Values/Narrative Violation	
-\$2 Candy/food/drink/gum	Chewing gum, eating food or candy, or drinking drink other than water in class or the hallway.
-\$2 Inappropriate reaction	Responding to a correction in a disrespectful way or a way that causes a disturbance to the class or activity.
-\$2 Intentional Disruption	Intentional noises to disrupt or distract class: fake coughs, sneezes, etc.
-\$2 No Pass / Misuse of pass	Going somewhere in the school without an official pass; using a pass to do anything or go anywhere other than designated by the pass – i.e, using the restroom pass to go to the nurse, etc.).
-\$2 Off task during instruction	Doing anything other than the teacher-assigned task in the moment (i.e, working on work for another class, or another segment of class; passing notes; not starting work immediately; grooming; head down; sleeping; etc.).
-\$2 Out of Seat	Getting out of seat during class without permission.
-\$2 Side Conversation	Talking to a classmate without permission during class (i.e. during instruction, during silent work time, etc.).

- \$2 Uniform violation	Not wearing the school uniform as outlined in the school handbook (i.e. no belt, sagging pants, unapproved outerwear, etc.).
- \$4 Refusal	Being redirected/corrected on a behavior during a given class period 2+ times and then continuing to engage in that behavior.

- \$6 Deductions – Violations that Jeopardize the Safety and Well-being of the Community

- \$6 Damaging Property	Carving into desk, writing on surfaces, hurting property in a way that is not violent.
- \$6 Derailment of lesson	Disrupting class in an egregious way (i.e. loud and disruptive outburst, yelling into a classroom that's not yours, etc.).
- \$6 Disrespect to another person	Undermining the dignity and/or humanity of another person – treating them differently than others, speaking to or about them negatively.
- \$6 Disrupting Announcement	Talking, having side conversation, calling out, etc. during a whole-group announcement (cafeteria, assembly).
- 6 Entering a classroom without permission	Entering into a classroom that is not yours without permission.
- \$6 Inappropriate contact	Touching another student in a manner that is inappropriate for the school setting: public displays of affection (PDA) toward another scholar or play fighting/roughhousing.
- \$6 Inappropriate language	Using Inappropriate language not directed at another person.
- \$6 Lying/dishonesty	Intentionally deceiving a teacher. Being dishonest, not telling the whole truth.
- \$6 Misuse of resources	Using school-distributed items for any purpose other what is intended, including overuse. Damaging any school-distributed items.
- \$6 RC Send-out	Received when students have earned a referral to the Restorative Center.
- 6 Slamming Anything	Slamming anything out of anger or frustration.
- 6 Sleeping in Class	Continuing to sleep in class after redirections and offers for support.
- \$6 Tardy to Class	Being late to any class period of the day.
- \$6 Tardy to School	Arriving to school late (after the tardy bell for homeroom has rung).
- \$6 Technology Violation	Using a Chromebook in an unauthorized way (playing music when not allowed, looking at off-topic websites, playing games during instruction, etc.).
- \$6 Threatening language	Using threatening language that appears to be a joke and/or not suggesting actual intent.

- \$12 Deductions - Violations that earn an automatic Lunch Detention

- \$12 Lost Bathroom Pass	Losing your bathroom pass and requiring / requesting a new one.
- \$12 Phone Violation	Phone on and/or used while at school. Actively talking/texting, phone rings during class, phone lights up, etc.

- \$12 Deductions – Automatic referral to the Restorative Center AND possible OSS / ISS

- \$12 Making Threats	Speaking with intent to hurt or harm another person.
- \$12 Refusing Geographic Directions	Refusing an adult's directions regarding where you should be physically, usually involving one or several students' safety.

-\$12 Skipping class	Going to any place other than class at class time. (Most often happens during transitions.)
-\$12 Destruction of Property	Damaging property as a result of kicking, hitting, throwing, etc. anything out of anger or frustration.

Restorative Center

We believe that every student has the right to learn in a safe, respectful, and productive environment. If a student is struggling to meet expectations and is thus detracting from such an environment, they may be referred to the Restorative Center (RC). In the Restorative Center, Collegiate Baton Rouge staff members will utilize Restorative Approaches. The goal of the RC is to help the student learn from mistakes made and take action moving forward to repair any harm caused and re-enter the learning environment prepared to be successful. While in the RC, students will reflect on what happened and then engage in a restorative conversation. During this conversation, a Collegiate Baton Rouge staff member will support the student in identifying harm that was caused, responsibility that must be taken, and the appropriate steps moving forward that will help to repair damage caused. Steps moving forward may include:

- **Apology:** As a part of taking responsibility for what happened, a student may need to engage in an apology with members of the community who were harmed by the decisions made.
- **Mediation:** In a mediation, the goal is to resolve conflict that may exist between parties involved. A Collegiate Baton Rouge staff member may facilitate a mediation when needed.
- **Restorative Circle:** When several individuals are involved in a situation that involves conflict, a Restorative Circle may be used to help members express their thoughts and feelings with each other in a productive way.
- **Restorative Repair:** Restorative Repair is used to help students restore harm in meaningful and relevant ways. This takes a variety of different forms. The main idea is that as directly as possible, students are authentically repairing the harm that was done to the community or individuals through their own action or behavior. For example, if a student had made a choice to leave their breakfast items on the table in the cafeteria without properly cleaning, Restorative Repair may involve completing community service for the school helping to clean and beautify common spaces.
- **Return to Community:** When a student has engaged in an action that has jeopardized him/herself and the health of the community, a Return to Community Plan may be enacted. This is a plan that maps out actions the student needs to take in order to have their place within the community restored. This can serve as an alternative to suspension.
- **Parent Conference:** Following a referral to the RC, Collegiate Baton Rouge staff members, the student, and the student's parents may meet to discuss what the student needs to do to ensure success moving forward.

A scholar will be referred to the Restorative Center for the following reasons:

1. **Level Four Infractions and Safety Violations** (see below)
2. **Cultural Violations:** Cultural violations include repeatedly engaging in the same behavior following redirection, intentionally preventing learning from occurring, and threatening anyone. If these events occur, the student may be referred to the RC to complete a reflection before returning to class. This occurs after a staff member has followed the steps of a consequence ladder and the interventions have not successfully gotten the student back to on-task, productive work.
3. **Failure to serve assigned consequences:** If a student fails to turn in electronic devices (cell phones), serve detention, or comply with other restorative practices, they may be referred to the RC.

Infractions and Safety Violations

Level 4 Infractions and Safety Violations
The following infractions will be addressed with urgency. Violations in this category make it difficult for learning to proceed. These infractions may result in immediate removal from class, referral to the Restorative Center, out of school suspension, recommendation for a parent meeting, a disciplinary conference, or an expulsion hearing. The principal or designee may determine additional consequences or interventions (in addition to or in lieu of referral to the Restorative Center or out of school suspension) for students involved in safety violations. Students may not be allowed to ride the school bus, participate in co-curricular activities, or attend any and all Collegiate Baton Rouge sponsored functions. Students may be encouraged to participate in Restorative Repair or Return to Community steps.

Infraction	Definition	Consequence
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Cultural Violation	<ul style="list-style-type: none"> • Repeatedly engaging the same behavior despite repeated corrections. • Not following geographic directions. • Showing disrespect to others • Disrupting learning of others in the classroom or hallway. • Threatening anyone. 	Reset in Restorative Center and return to class
Failure to serve assigned consequence/ turn in electronic devices (cell phones)	<ul style="list-style-type: none"> • Student has a cell phone or device visibly on and/or audible: Teacher requests confiscation of phone and the student refuses. 	See cell phone policy for more details. Student may be assigned to Restorative Center.
Destruction of property	<ul style="list-style-type: none"> • Vandalism, graffiti or damage to the building or another person's property. 	Minimum 1 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Obscene behavior	<ul style="list-style-type: none"> • Engaging in behavior of a sexual nature including consensual sexual activity at school or a school function and possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.). 	Minimum 3 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Hate speech	<ul style="list-style-type: none"> • Using language that undermines the dignity of a race, sexual orientation, religion, ethnic background, exceptionality, etc. 	Minimum 3 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Bullying/harassment	<ul style="list-style-type: none"> • Unwanted or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture. See "Bullying" section of handbook for more details. 	Minimum 2 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Cyber bullying	<ul style="list-style-type: none"> • Unwanted or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture through any use of technology. Cyber bullying can occur on or off school property. See "Bullying" section of handbook for more details. 	Minimum 2 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Leaving campus during school hours	<ul style="list-style-type: none"> • Leaving campus during school hours and/or attempting to leave and return to campus. 	Removal from class with possible reflection and reset or full day depending on the circumstances. The Restorative Center team will conference with the student, identify the challenge, and come up with steps to ensure the student can be successful in classes. The student is not allowed back on campus the same day the student left campus without permission.
Tobacco	<ul style="list-style-type: none"> • Using or possessing tobacco, vapes, or e-cigarettes on campus, the school bus, or at any school function. 	Minimum 1 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Lighter/ Matches	<ul style="list-style-type: none"> • Using or possessing a lighter or matches on campus, the school bus, or at any school function. 	Items will be immediately confiscated. Student will have a restorative conversation with school official (principal/dean). Minimum 1 day removal from classes
Trespassing	<ul style="list-style-type: none"> • Unauthorized entering onto school property without permission. Or, when an individual who has been given prior notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave does not. This includes unauthorized presence of a student on school property while on a restrictive access, suspension, or expulsion. 	Removal from campus and possible referral to Restorative Center upon return to school or additional days of suspension. Possible Discipline Hearing or Expulsion Hearing
Sexual harassment or assault	<ul style="list-style-type: none"> • Intimidation, bullying, or coercion of a sexual nature. Sexual contact or behavior that occurs without the explicit consent of the recipient. 	Minimum 3 day removal from classes. Sexual assault will result in recommendation for expulsion.
Theft/stealing	<ul style="list-style-type: none"> • Theft or stealing (property valued over \$500.00 is greater penalty). 	Minimum 2 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Alcohol	<ul style="list-style-type: none"> • Possessing alcoholic beverages on campus or at a school function. 	Minimum 2 day removal from classes; possible Discipline Hearing or Expulsion Hearing

False alarm	<ul style="list-style-type: none"> • Pulls fire alarm/bomb threat/ discharging a fire extinguisher. 	Minimum 3-day removal from classes. Required parent meeting.
Arson	<ul style="list-style-type: none"> • Intentional damage to property by any explosive substance or setting fire to any property. 	Police report filed. Possible Discipline Hearing or Expulsion Hearing. Minimum of 5 school days removal from classes.
Verbally or physically inciting violence	<ul style="list-style-type: none"> • A verbal altercation where a student is trying to physically fight another person and has to be restrained/held back to ensure the safety of others or self. • Encouraging others to fight (pushing another person into a fight) or “bumping” someone in passing to provoke a fight OR a situation where a fight is going to happen or is happening and a student runs toward it and does not seek help or tell the students to stop. • Collegiate Baton Rouge takes seriously the actions of those who stand by to watch a fight or encourage it. Such actions are inciting violence. The acceptable actions in the vicinity of a fight are: 1) telling the participants to stop and/or 2) getting an adult to help. Any other response is considered inciting violence. 	Referral to Restorative Center- Minimum 1 day removal from classes. The Restorative Center team will conference with the student(s), identify the challenge, and come up with steps to ensure student(s) can safely return to classes.
Verbal altercation	<ul style="list-style-type: none"> • Verbal arguments between two or more members of the community. 	Removal from class with possible reflection and reset or 1-2 day removal from classes depending on the circumstances. The Restorative Center team will conference with the student, complete a cool down plan, identify the challenge and come up with steps to ensure the safety of all parties.
Fighting or unwanted physical contact	<ul style="list-style-type: none"> • Including but not limited to: fighting with physical contact outside of 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. • When presented with a potential altercation with another student, a student should: walk away and/or seek adult assistance. Any other response with face the same consequences as the person who initiated the conflict. 	Referral to Restorative Center- Minimum 3-day removal from classes. Required parent meeting. Required mediation and/or Stay Away Contract.
Weapons	<ul style="list-style-type: none"> • 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. 	Minimum 5-day removal from classes; possible Discipline Hearing or Expulsion Hearing
Drugs	<ul style="list-style-type: none"> • Possessing, distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law (including over-the-counter prescription medications, vapes, or e-cigarettes). 	Minimum 5-day removal from classes; possible Discipline Hearing or Expulsion Hearing

Suspension and Expulsion

Collegiate Baton Rouge employs a wide range of interventions - both academic and behavioral - that are designed to propel our students forward in achieving our mission of college success. Suspensions and expulsions keep our students from being here with us to pursue our mission together. Suspensions and expulsions are applied as a last resort in situations which warrant extreme consequences. In these circumstances we are thoughtful, considerate, and empathetic of our students’ and families’ needs. At times, we will utilize the following:

- **In-school suspension:** Used for behaviors of severity and/or repeated behaviors the student has continued to demonstrate despite interventions provided. In-school suspension happens within our Restorative Center. *See Level 4 Infractions and Safety Violations* for a list of infractions that may lead to in-school suspension.
- **Out-of-school suspension:** Used for incidents of extreme severity and/or repetition. During out-of-school suspension, a student would not be allowed to come to campus for the entirety of the suspension. 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. *See Level 4 Infractions and Safety Violations* for a list of infractions that may lead to in-school suspension.
- **Bus suspension:** Used for incidents when a student has compromised the safety of themselves or others while on the bus. This could result from physical altercations, threats, or inappropriate comments made towards peers or adults on the bus.
- **Expulsion:** Used in the most extreme situations, particularly in cases where extreme incidents have repeatedly happened despite interventions. *See expellable offenses.*

Behavior Contracts

We believe in partnering as much as possible with students and families to *prevent* behaviors that distract us and our students from the mission. We work to intervene on behavior patterns to prevent subsequent behaviors from happening and/or keep a small behavior from becoming a larger one. A commonly used intervention to help us accomplish this is a Behavior Contract. Behavior Contracts are used when there is a concern that a behavior will get bigger and impact the student or the community negatively (for example, if students have exchanged words via social media and there is concern this will bleed into school interactions, the students involved will be asked to sign contracts stating that they will not argue or fight with each other at school). Contracts are also used in the event of repeat behaviors. When a student signs a Behavior Contract, they are agreeing to not engage in the problematic behavior, and agree that if the contract is violated, consequences will be applied. A typical set of consequences accompanying Behavior Contracts looks like this:

- **1st offense or concern of behavior occurring:** Behavior Contract signed
- **2nd offense:** out-of-school suspension
- **3rd offense:** expulsion hearing

Parents/guardians will be contacted when students sign Behavior Contracts. Often, parents will be asked to sign as well, though this will not always happen. Students must be responsible for their commitments to uphold the CBR Code of Conduct while at school.

Expulsion

We must balance our desire to serve all students with our need to preserve a safe and productive environment for all students. We will do whatever it takes to create a learning environment where every child is safe (physically, emotionally, mentally, and intellectually). In order to ensure the safety of others and to prepare students for a world where there are serious repercussions for mistakes, we will recommend students who commit the infractions below for an expulsion hearing.

Expellable Offenses
<ul style="list-style-type: none"> • Distributing, selling, giving, or loaning 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 • 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 • Sexual assault and other sexual acts where one party is non-consenting • Intentional battery or assault on any individual using a weapon or which causes serious, documentable injury that necessitates medical care • Engaging in an intentional physical altercation with a member of the school staff that does not rise to the level of assault or battery, does not involve using a weapon, and does not result in serious, documentable injury necessitating medical care • Possessing 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 • Possession or use of any implement/substance with the ability to seriously harm another person • Robbery of an individual on school property or at any activity of which the school has jurisdiction • Well-documented and ongoing commission of serious acts that threaten the safety of others. • Well-documented and ongoing behaviors that threaten, intimidate, or bully another individual, including the use of any electronic device to threaten, intimidate, or bully • Engaging in consensual sexual acts or sharing sexually explicit material, including through the use of an electronic device • 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 • 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.

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

If there is reasonable evidence that the student has committed the offense, the student will be suspended pending an expulsion hearing. The student will have an expulsion hearing, in which a committee will determine if the recommendation for expulsion is upheld, modified, or reversed.

*For information regarding the Expulsion Due Process Procedures, see Appendix B.
Also see Bulletin 741 for list of expellable offenses.*

Arrival, Dismissal, and Transportation Conduct

Students must comply with the Student Code of Conduct while traveling on a school bus to and from their homes or school-sponsored activities. Any **student who walks to/from school** is also expected to follow all the expectations of the Student Code of Conduct during this transition, just as would happen on a school bus, and may be held accountable to the consequences outlined in the Student Code of Conduct should a violation happen during this time. Respect for traffic, other pedestrians, and neighborhood homes and businesses en route to and from home is an important expectation of all students.

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

Conflict Mediation at Collegiate Baton Rouge

A school-wide preventative approach is taken to teach students how to handle conflict in a non-violent manner. Students are provided with lessons during advisory on anger management, conflict resolution, and bullying. When a conflict occurs that needs a reactive step, we have adults and peers trained and ready to urgently respond with steps to mediate the disagreement. We schedule and prioritize mediations based on the severity of the incident. The Dean of Discipline 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. Doing so can create a power dynamic that makes the target feel helpless.

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 prevent future harm.

After involvement in a serious safety violation (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 for the part you played?
- What do you need to feel like harm has been repaired with you (the student)?

- Your behavior was very public. What can you do to show everyone that you feel apologetic about your actions? (if applicable)

The Dean will set up a Return to Community plan for those involved to repair harm. While the Dean or Advisor will check back in with the student, it is ultimately the responsibility of the student to complete actions outlined with fidelity.

Fighting or Physical Aggression

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

- Fight occurs: Students are separated for safety reasons and a parent is called by a school staff member and notified that the student is being assigned to the Restorative Center or that the student must be picked up from school.
- Documentation is collected: Students and teachers are asked to submit a written account of what happened.
- Students are removed from classes (Restorative Center or Suspension): This is determined by asking the following questions: How safe is it for the student or others if they are on campus? Do we have capacity to keep student(s) here? Is this their first offense? All students involved in a fight will be suspended from the bus.
- Mediation process begins: Student names will be placed on the pending mediations document to have a mediation scheduled. Students should not return to classes until a successful mediation has occurred.
- Mediation process continues: Students are prepared individually and group mediations are held by the Social Worker, Dean or Peer Mediators.
- Restorative conversations and steps are planned: Students plan how to repair harm to hurt parties and a Return to Community Plan (RTC) is created.
- Disciplinary conference or hearing happens: Student is placed on probation or expelled from school.
- Advisors and Grade Level Team follows up with Return to Community Plan: Students not in compliance with RTC or mediations may be sent back to the Restorative Center and/or referred for a parent or Discipline Hearing.

Harassment and Bullying

In accordance with Louisiana RS 17-416.13, we do not tolerate any form of harassment, intimidation, or bullying at Collegiate Baton Rouge. It is expected that no forms of mental, physical, sexual and/or verbal abuse and harassment toward another person will take place.

Specific types of bullying include:

- Gestures, including but not limited to obscene gestures and making faces;
- Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors;
- Electronic communication including but 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;
- Physical acts, including but not limited to 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.

All members of the community are expected to report acts of bullying.

If a student, teacher, or parent observes an incident involving harassment, it is their responsibility to report the incident to the principal, dean, or social worker right away. 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 or making a "bully report." A staff member will complete the LDE Bullying Report Form and investigate the complaint. All verbal reports of bullying must be reported on the same day as the employee or parents witnessed or otherwise learned of the incident and a written report must be filed no later than two days thereafter.

Internet/cyber-bullying. Any negative or dispiriting expressions about members of the school community, or that negatively impact 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 Collegiate Baton Rouge students to jeopardize future opportunities in this fashion. An issue between students 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 student is disrespectful to another student through the use of a Twitter account and the issue arises at school, Collegiate Baton Rouge 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.

Students at Collegiate Baton Rouge receive specific anti-bullying lessons in class or advisory during the school year. Students are taught the following rules for bullying:

- We will not bully others.
- We will try to help students who are being bullied.
- We will try to include students who are left out.
- If we know someone is being bullied, we will tell an adult at school and an adult at home.

Teachers receive professional development from our Director of Mental Health Services outlining how to respond in a bullying incident. They have specific steps for speaking to victims and bullies and for documenting and following up on all reported incidents.

Dating Violence

Dating violence is part of a pattern of behavior called dating abuse. It is defined as 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

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.
 1. Family and/or economic hardship is defined as a student who acts as a caregiver or must work to support the family due to a parent's death or illness, or needs to be removed from an existing home environment.
 - b. The local school superintendent or their designee may approve the request for exiting public or home school 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 they are physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized personnel.

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

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

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

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

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

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

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

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

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

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

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

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

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

N. If a student is absent from school for 2 or more days within a 30-day period under a contract or employment arrangement to render artistic or creative services for compensation as set forth in the Child Performer Trust Act (R.S. 51:2131 et seq.) the employer shall employ a certified teacher, beginning on the second day of employment, to provide a minimum of three education instruction hours per day to the student pursuant to the

lesson plans for the particular student as provided by the principal and teachers at the student's school. There must be a teacher to student ratio of one teacher for every 10 students.

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

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

Louisiana Revised Statute 17.233:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix A | Discipline Policy & Procedures for Students with Disabilities

I. Overview of Procedural Safeguards

A. General. Disciplinary actions give students with disabilities extra legal protections when the discipline constitutes a change in placement. If a student violates the Student Code of Conduct, before consequences or punishment are imposed, the principal/designee must consider whether the student: Has an IDEA or Section 504 disability; or a student who is “thought to have a disability.” While all students may be disciplined, the placement of students with disabilities cannot be “changed” when the offense is directly related to 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 student’s school suspension that occurred in a LA local education agency (LEA) during the same school year of transfer into another LA LEA “counts” and is added to any additional suspensions in the new school.

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

4. Monitoring Suspensions - Principals must have procedures in place to monitor and cumulatively total all suspensions for students with disabilities.
- C. Determining Manifestation Determination & Services.
1. Manifestation Determination. Within 10 days of any decision resulting in a change of placement the LEA representative, parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA representative) must meet and determine whether the student's behavior is a manifestation of their disability using the Manifestation Determination form. The procedures below are used to make this determination.
 - a. Making the Decision
 - i. Review Relevant Information. The team participants review all relevant information in the student's file, including the IEP. If the IEP was not implemented, the team documents why it was not implemented and whether the failure to implement the IEP impacted the student's behavior.
 - ii. Observe Behavior. The team also reviews documentation of staff observations regarding the student's behavior. This should include an analysis of the student's behavior across settings and times throughout the school day.
 - iii. Information from Parents. The team reviews any relevant information provided by the parents.
 - iv. Ask Two Questions to Determine Manifestation. The team must consider the two questions below to determine if a student's behavior was manifested by their disability.
 - v. Relationship of Behavior to Misconduct. Was the conduct caused by or directly and substantially related to the student's disability?
 - vi. Consider whether the behavior in question has been consistent and/or has an attenuated association with the disability:
 1. Consistent Behavior. Behavior that has been consistent across settings and across time may meet this standard.
 2. Attenuated Association. Behavior that is not an attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the student's disability.
 - b. IEP Implementation. Was the conduct a direct result of the school's failure to follow the student's IEP? If so, the principal must ensure that immediate steps are taken so that the identified deficiencies are remedied.
 - c. Behavior Is Manifestation of Disability. If the relevant members of the IEP team answers yes to either question, then the student's behavior is a manifestation of their disability. In this case:
 - i. Return to Placement. Unless the IEP team agrees to a change of placement as part of the modification of the BIP, the school must return the student to the placement from which (s)he was removed. Note: this provision does not apply to students involved with weapons, drugs or serious bodily injury. (See Section II.)
 - ii. FBA & BIP. The IEP team must conduct or review a functional behavioral assessment (FBA) and create a behavior intervention plan (BIP) addressing ways that the school can help the student with the conduct at issue. If the student already has a BIP, it must be reviewed and modified to address how the school can better assist the student with the conduct at issue. Note: If the FBA requires a new assessment of student behavior, parental consent is required.
 - d. Behavior is NOT Manifestation of Disability
 - i. Same Consequences. If the IEP team members agree that the student's conduct was not a manifestation of their disability, then the student may be subject to the same consequences as all students.
 - ii. Required Services. A student with a disability who is removed from their current placement must receive the following services beginning on the 11th day of cumulative suspensions during the school year. The IEP team:
 1. Identifies Services. Identifies and documents educational services the students will receive to enable the student to continue to participate in the general education curriculum, although in another setting (e.g., an interim alternative educational setting (IAES), etc.) and to progress toward meeting the goals set out in the student's IEP; and
 2. Develops/Reviews FBA/BIP. Provides, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior violation so that it does not recur.
 3. Considers Need for More Restrictive Services. May convene and modify the student's IEP. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.

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

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

A. Criteria for Emergency Removal.

1. Weapons. A student carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the school's jurisdiction. A weapon is a device, instrument, material or substance animate or inanimate that is used for or is readily capable of causing death or serious bodily injury (excluding pocket knife with a blade of less than 2 ½ inches in length); firearms, including a starter gun; the frame or receiver of such a weapon; a muffler or silencer; any destructive device including any explosive incendiary or poison gas bombs, grenades, rockets, missiles and mines; does not include antique firearms.

2. **Drugs.** A student knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the school's jurisdiction; A controlled substance is a drug or other substance in the Federal Code that does not include a substance legally used and possessed under the supervision of a licensed health-care professional. Possession of alcohol and tobacco does not fall under "controlled substance." Therefore, the principal cannot move a student to an IAES for possession of these items under this section. Instead, the removal is subject to the procedural safeguards applicable to other types of misconduct.
3. **Serious Bodily Injury.** A student inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or an LEA. Serious bodily injury involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

B. Removal

1. **General.** The school may immediately remove the student for up to 45 school days to an IAES. Because drugs, weapons and serious bodily injury are so dangerous to a safe school climate, a school may remove a student under these circumstances for 45 school days regardless of whether the team believes that the behavior is a manifestation of the student's disability. The 45 school days do not include those days the school is not in session, e.g., Spring Break. The IEP team may specify a removal for fewer days than the maximum 45 days.

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

III. Appeals

A. Reasons for Requesting an Expedited Due process Hearing

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

B. Authority of Hearing Officer

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

C. Expedited Due Process Hearing Procedures.

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

D. Placement during Appeal of Discipline Decision

1. **Weapons, Drugs or Serious Bodily Injury.** The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.
2. **Behavior Not Manifested by the Student's Disability.** The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.

3. Behavior Is Manifested by Student's Disability but Belief Behavior is Substantially Likely to Cause Injury. The student remains in the placement (s)he was in at the time of the behavior in question unless the parent and school personnel agree otherwise.

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

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

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

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

1. Evaluation Requested. The parent requested an evaluation.
2. Written Concern. The parent expressed concern in writing to the student's teacher or school administration about the student's need for special education and related services
3. Specific Concerns by Staff about Pattern of Behavior. The student's teacher or other school staff told school supervisory personnel of specific concerns about the student's pattern of behavior.

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

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

1. Parent did not consent to an initial evaluation of the student
2. Parent refused special education and related services for the student or
3. The student was evaluated and was determined not to have disability.

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

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

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

If the parent requests an evaluation for a suspected disability after the student is sent to an IAES, the school must conduct an expedited evaluation at parental request. However, the student remains in placement, including an IAES, during the evaluation. If the student is found to have a disability, an IEP must be developed. The IEP team must then conduct a manifestation determination. If the behavior is manifested by the student's disability, the team reconsiders the student's placement in light of the new information

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

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

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

VI. Application of Section 504 and ADA

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

Appendix B | Expulsion Due Process Procedures

In an expulsion, the student is officially removed from the school for at least the remainder of the semester, and potentially longer. 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.
2. Anytime the student commits an expellable offense, the principal or designee must complete a student conference and school-level investigation within three (3) school days of the incident.
 - a. For students with disabilities, the student conference will coincide with a Manifestation Determination Review
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 beginning on the 11th day of suspension.
4. After the student conference and principal's investigation is complete, the principal will determine whether to recommend the student for expulsion.
 - a. For students with disabilities, including students qualifying for services under Section 504, a Manifestation Determination Review meeting will be held in accordance with the procedures described in Appendix B prior to any recommendation in favor of expulsion.
5. If the principal recommends expulsion, an expulsion hearing will be scheduled within three (3) school days of receipt of the recommendation.
 - a. If the principal chooses to not recommend the student for expulsion, the principal will notify the family and the student will be allowed to return to school.
6. The hearing will be conducted by a panel of three members of the Network Expulsion Hearing Team.
7. The agenda to be conducted at the hearing will consist of the following:
 - a. Review of school's expulsion policy as stated in the handbook.
 - b. Review of incident(s) in question leading to the recommendation for expulsion and student's response
 - c. Presentation of additional evidence (including add'l student response)
 - d. Hearing Team Discussion
 - e. Decision by the Network Expulsion Hearing Team
 - f. Inform parent of right to appeal (if decision is to expel)
8. In addition to the Network Expulsion Hearing Team, the following persons have a right to attend the expulsion hearing:
 - a. The student
 - b. The student's parents or legal guardians
 - c. Any additional person of the student's/parents'/legal guardians' choosing to represent the student
 - d. The principal or designee (may include teacher or school staff witnessing the incident)
9. If the student or parent/guardian chooses not to attend the hearing after being given appropriate notice, the hearing will still be conducted in their absence.
10. At the conclusion of the hearing, the Network Expulsion Hearing Team 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 Network Expulsion Hearing Team will determine the appropriate length of expulsion and the expulsion will begin immediately. The school will make arrangements for assigning the student to an alternative school or alternative educational placement after the hearing.
11. The parents or legal guardians of students may appeal the student's expulsion.
 - a. Any non--minor student, or the student's parents or legal guardians, have the right to appeal to Collegiate Academies CEO, Jerel Bryant. To appeal an expulsion, a letter should be submitted within five (5) school days after the decision to expel the student was made requesting a review of the findings of the expulsion hearing. The letter may be submitted to Jerel Bryant at either of the following addresses:
 - i. Via email: jbryant@collegiateacademies.org; or
 - ii. Via mail: Collegiate Academies, CBR Expulsion Appeal Request, Jerel Bryant, 2625 Thalia St, New Orleans, LA 70113
 - b. In reviewing the case, the Superintendent of Collegiate Academies may uphold, modify, or reverse the decision of the Expulsion Hearing Team.
 - c. In the event the expulsion decision is upheld by the Superintendent of Collegiate Academies, the parent or guardian of the student may, within 10 days, appeal to the district court for the parish in which the student's school is located. The court may reverse the ruling of the Superintendent of Collegiate Academies.
 - d. Throughout the appeal process, the student must report to their designated alternative school or alternative educational placement.
12. After the student has completed their full expulsion term at the alternative school or educational placement to which the student is assigned, the student has the right to apply for re-enrollment at the school from which they were 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.

§1307. Reasons for Expulsions

A. Students may be expelled for any of the following reasons:

1. any student, after being suspended for committing any of the offenses listed in §1305, may be expelled upon recommendation by the principal of the public school in which the student is enrolled;
2. any student, after being suspended on three occasions for committing drugs or weapons offenses during the same school session, shall, on committing the fourth offense, be expelled from all the public schools of the parish or city school system wherein they reside until the beginning of the next regular school year, subject to the review and approval of the local educational governing authority;
3. the conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act which, had it been committed by an adult, would have constituted a felony, may be cause for expulsion of the student for a period of time as determined by the board; such expulsions shall require the vote of two thirds of the elected members of the local educational governing authority;
4. any student found guilty of being in possession of a firearm on school property or on a school bus or at a school sponsored event shall be expelled from school according to the requirements of R.S. 17:416(C)(2);
5. any student in grades six and up found guilty of being in possession of any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school event shall be expelled from school according to the requirements of R.S. 17:416(C)(2).
6. any student older than eleven and in grades six and up, carrying or possessing a knife the blade of which equals or exceeds two inches in length.

B. School officials shall have total discretion and shall exercise such discretion in imposing on a pupil any disciplinary actions authorized by this Section for possession by a student of a firearm or knife on school property when such firearm or knife is stored in a motor vehicle and there is no evidence of the student's intent to use the firearm or knife in a criminal manner.

§1305. Reasons for Suspension

[Formerly §1303]

A. School principals may suspend from school any student, including an exceptional student, for good cause in accordance with state law and local policy.

B. Students determined to be guilty of the following offenses may be suspended for the following reasons:

1. willful disobedience;
2. disrespect to a teacher, principal, superintendent, and/or member or employee of the local school board;
3. making an unfounded charge against a teacher, principal, superintendent, and/or member or employee of the local school board;
4. using unchaste or profane language;
5. immoral or vicious practices;
6. conduct or habits injurious to their associates;
7. using tobacco and/or using and possessing alcoholic beverages or any controlled dangerous substances governed by the Uniformed Controlled Dangerous Substance Law in any form in school buildings or on school grounds;
8. disturbing the school and habitually violating the rules;
9. cutting, defacing, or injuring any part of public school buildings;
10. writing profane or obscene language or drawing obscene pictures in or on any public school premises, or on any fence, sidewalk, or building on the way to or from school;

Appendix C | Non-Discrimination Policy and Complaint and Information Request Procedures

Non-Discrimination Policy:

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

If you believe you have been subject to illegal discrimination, you may make a complaint in accordance with the below default procedures or contact the Director of Scholar Support, Hillary Robinson, at 225.571.7106 for a copy of disability-based discrimination complaint procedures.

Complaint and Information Request Procedures:

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

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

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

1. If satisfaction cannot be achieved through this discussion, the student or parent should send a written complaint or request for information to the school compliance officer, Tyler Munson, 282 Lobdell Blvd Baton Rouge, La 70806, 225.364.1853, AND tmunson@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 Samantha Johnson, 282 Lobdell Blvd Baton Rouge, LA 70806, 225.892.6962, AND sjohnson@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 5367
New Orleans, LA 70153

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

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 and complaints of disability-based discrimination.

Appendix D | Staff, Student, Parent/Guardian Commitment Forms

2023-2024 Teacher Commitment Form

By signing below, I commit to continuing the legacy of excellence at Collegiate Baton Rouge, the best high school in the city. I commit to preparing all students for college success. I understand this commitment requires:

- Respecting all members of the community – teammates, students, and families – at all times, despite differences and circumstances.
- Coming to school prepared to learn and to teach each day – on time, with necessary materials & mindsets to deliver excellent and engaging lessons or services.
- Expecting the best of myself, my team members, my students, and my time here at Collegiate Baton Rouge – never complaining, but working to make every child’s education the best it can be.
- Taking the driver’s seat in becoming excellent in my role – taking advantage of every opportunity & implementing all feedback that pushes me to better serve students.

I recognize that it will take the constant support and coaching of my leaders & team members and I welcome that support in all forms.

Teacher Name: _____

Teacher Signature: _____

2023-2024 Student Commitment Form

By signing below, I commit to living up to all the expectations of Collegiate Baton Rouge. I commit to continuing a legacy of excellence of Collegiate Academies at a school where all students are prepared for college success. I understand this commitment requires:

- Respecting all members of the community at all times.
- Coming to school prepared to learn each day – in uniform, on time, with necessary materials & mindsets.
- Ensuring I fulfill the expectations of the school’s attendance policy.
- Taking action because I know and believe in my capacity to accomplish goals and help myself and others succeed.
- Working hard in class every moment of every day while I courageously confront and tackle the things that are the most difficult for me.

I recognize that it will take the constant support and coaching of my family & teachers and I welcome that support in all forms.

Student Name: _____

Student Signature: _____

2023-2024 Guardian Commitment Form

By signing below, I commit to continuing a legacy of excellence at a school where all students are prepared for college success. I understand this commitment requires:

- Respecting all members of the community at all times, despite differences and circumstances.
- Ensuring my child is prepared for school each day – in uniform, on time, with necessary materials & mindsets to be successful.
- Ensuring my child fulfills the expectations of the school’s attendance policy.
- Expecting the best of my child, CBR team members, and my child’s time here at CBR – never complaining, but stepping in to make it better.
- Pushing my child to take the driver’s seat in earning an excellent education – ensuring they are meeting daily and long-term goals by monitoring their progress regularly, and supporting them in taking advantage of every opportunity & implementing all feedback that pushes them closer to achieving those goals.

I recognize that my child’s success requires my involvement & collaboration with the school. I am willing and excited to reach out to communicate with the school and to be available when needed.

Student Name: _____

Parent Name: _____

Parent Signature: _____

Appendix E | School Calendar

NOTE: This calendar is subject to change. The most up-to-date calendar can be found at our website, collegiatebr.org, or in the front office.

Collegiate Academies 2023-2024 Academic Calendar

Staff Events & Holidays

July
3-7 Summer Closure
4 July 4th Holiday
10-31 Summer Staff PD
10 First Day for 11 Month Employees
21 Summer Network Day #1
25 Summer Network Day #2
31 New Family Orientation

August

1 First Day of School / Q1 Starts

September

1-4 Labor Day Break
14 Q1 Progress Report Night

October

6-9 Fall Break
13 Q1 Ends
16 Q2 Starts

November

10 Network PD Day #1
9 Q2 Progress Report Night
20-24 Thanksgiving Break

December

1-8 State Testing
11-15 Make Up LEAP
15 Q2 Ends
18-31 Winter Break

Staff PD Holidays

July 2023
S M T W Th F S
1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30 31

August 2023
S M T W Th F S
1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30 31

September 2023
S M T W Th F S
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30

October 2023
S M T W Th F S
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

November 2023
S M T W Th F S
1 2 3 4
5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30

December 2023
S M T W Th F S
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31

Start and End Dates
First Day for Staff: 7/17
First Day of School: 8/2
Last Day of School: 5/24
Last Day for Staff: 5/31

Start/End of Quarter

January 2024
S M T W Th F S
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30 31

February 2024
S M T W Th F S
1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29

March 2024
S M T W Th F S
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31

April 2024
S M T W Th F S
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30

May 2024
S M T W Th F S
1 2 3 4
5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30 31

June 2024
S M T W Th F S
1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30

Grading Periods
Q1: 8/1-10/13
Q2: 10/16-12/15
Q3: 1/5-3/15
Q4: 3/18-5/24

Staff Events & Holidays

January
1-3 Winter Break
4 Staff PD
5 Q3 Starts
15 Martin Luther King Jr. Day

February

9 Staff PD
12-16 Mardi Gras Break
22 Q3 Progress Report Night

March

15 Q3 Ends
18 Q4 Starts
28 Network PD Day #3
29 Spring Break
12 On Campus ACT (tentative)
19-22 Mock LEAP Testing (tentative)

April

1-5 Spring Break
11 Q4 Progress Report Night
29-30 State Testing
20 Junior/Senior Prom (tentative)

May

1-17 State Testing
10 Last Day for Initial LEAP testing
27 Memorial Day
24 Last Day of School / Q4 Ends
28-31 Staff PD
14 Last Day for Seniors
17 Graduation (tentative)

June

10-28 Summer School / ESY
19 Juneteenth

11 Senior Brunch (Tentative)
7 Senior Awards Night (tentative)
8 Athletic Banquet (tentative)
9 Senior Check-Out (tentative)

Appendix F | Student Fees and Dues Policy

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 2023-24 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 seeks to balance fairness (i.e., all participating students should pay the same fee) with equity and an acknowledgement of economic hardship facing many families in the communities that we serve. As such, School Leaders (or their designee) will offer fee reductions and waivers to students and families who complete the following steps:

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

The Louisiana Department of Education provides the following examples of a family status that may be grounds to grant a waiver: families receiving unemployment benefits or public assistance, including Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI) or Medicaid; foster families caring for children

in foster care; and families that are homeless. School Leaders may use these indicators and other information to make their determination.

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

2023-24 Student Fees and Dues

Budget Type/Name	Amount Per Student	Use of Fee	Deadline
Football Team Fee	\$240.00	uniforms, transportation, meals	To be distributed by Head Coach
Cheer Team	Free to join, uniform purchase required to march	uniforms, shoes, etc.	N/A
Girls Basketball	\$100.00	uniforms, transportation, meals	10/15
Boys Basketball	\$100.00	uniforms, transportation, meals	10/15
Volleyball	\$75.00	uniforms, transportation, meals	8/15
Lady Dolphins Dance Team	Free to join, uniform purchase required to march	uniforms, shoes, etc.	N/A
Boys + Girls Track	\$100.00	Uniforms, transportation, meals	2/15
Senior Budget	\$300.00	graduation materials, gear	To be distributed by 12th Grade Level Lead

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.

Parents can access curricular materials that are used in their student's classes by making a request in writing of the school's Director of Finance and Operations. The request should include what the parent wishes to view, including which classes, which materials, and which days/lessons they wish to see.

Parents can access information regarding the professional qualifications of their child's classroom teachers by making a request in writing of the school's Director of Finance and Operations. The following information, at a minimum, can be requested:

- (i) Whether the teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction
- (ii) Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived
- (iii) The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- (iv) Whether the child is provided services by paraprofessionals and, if so, their qualifications. Parents may also request information on the level of achievement of their child in each of the State academic assessments and timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

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.

Appendix K | Policies for Parenting and Pregnant Students

Collegiate Academies is committed to creating and maintaining a community where all individuals enjoy freedom from discrimination, including discrimination on the basis of sex, as mandated by Title IX of the Education Amendments of 1972 (Title IX). Sex discrimination, which can include discrimination based on pregnancy, marital status, or parental status, is prohibited and illegal in educational programs and activities, hiring, leave policies, employment policies, and health insurance coverage. Collegiate Academies hereby establishes a policy and associated procedures for ensuring the protection and equal treatment of pregnant individuals, persons with pregnancy--related conditions, and new parents.

Under the Department of Education’s (DOE) Title IX regulations, an institution that receives federal funding “shall not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student’s pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom.” According to the DOE, appropriate treatment of a pregnant student includes granting the student leave “for so long a period of time as is deemed medically necessary by the student’s physician,” and then effectively reinstating the student to the same status as was held when the leave began.

This generally means that pregnant students will be treated the same way as someone who has a temporary disability. Extended deadlines, make-up assignments (e.g., papers, quizzes, tests, and presentations), tutoring, independent study, and virtual instruction may be available, in addition to other assistive supports identified. The Title IX Coordinator has the authority to determine that such accommodations are necessary and appropriate, and to inform teachers and other school Administrators of the need to modify policies accordingly.

As with disability accommodations, information about pregnant students’ requests for accommodations will be shared with teachers and staff only to the extent necessary to provide the reasonable accommodation. Staff will regard all information associated with such requests as private and will not disclose this information unless necessary. Administrative responsibility for these accommodations lies with the network or school-based Title IX Coordinator, who will maintain all appropriate documentation related to accommodations.

Students are encouraged to work with their teachers and Collegiate Academies support systems to devise a plan for how to best address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence, and get back on track as efficiently and comfortably as possible. The Title IX Coordinator will assist with plan development and implementation as needed.

SCOPE OF POLICY

This policy applies to all aspects of Collegiate Academies program, including, but not limited to, educational programs and activities and extracurricular activities.

DEFINITIONS

- **Caretaking:** caring for and providing for the needs of a child.
- **Medical Necessity:** a determination made by a health care provider (of the student’s choosing) that a certain course of action is in the patient’s best health interests.
- **Parenting:** the raising of a child by the child’s parents in the reasonably immediate post-partum period.
- **Pregnancy and Pregnancy-Related Conditions:** include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from any of these conditions.

- **Pregnancy Discrimination:** includes treating an individual affected by pregnancy or a pregnancy-related condition less favorably than similar individuals not so affected, and includes a failure to provide legally mandated leave or accommodations.
- **Pregnant Student/Birth-Parent:** refers to the student who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.
- **Reasonable Accommodations:** (for the purposes of this policy) changes in the academic environment or typical operations that enables pregnant students or students with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of Collegiate Academies.

REASONABLE ACCOMMODATION OF STUDENTS AFFECTED BY PREGNANCY, CHILDBIRTH, OR RELATED CONDITIONS

- Collegiate Academies and its employees will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions.
- The benefits and services provided to students affected by pregnancy will be no less than those provided to students with other temporary medical conditions.
- Students with pregnancy-related disabilities, like any student with a short-term or temporary disability, are entitled to reasonable accommodations so that they will not be disadvantaged in their courses of study, and may seek assistance from the Title IX Coordinator.
- No artificial deadlines or time limitations will be imposed on requests for accommodations, but Collegiate Academies is limited in its ability to implement accommodations retroactively.
- Reasonable accommodations may include, but are not limited to:
 - Providing accommodations requested by a pregnant student to protect the health and safety of the student and/or the pregnancy (such as allowing the student to maintain a safe distance from hazardous substances);
 - Making modifications to the physical environment (such as accessible seating);
 - Providing mobility support;
 - Extending deadlines and/or allowing the student to make up tests or assignments missed for pregnancy-related absences;
 - Excusing medically-necessary absences;
 - Homebound instructional services per Collegiate Academies homebound services policy; and/or
 - Allowing breastfeeding students reasonable time and space to pump breast milk in a location that is private, clean, and reasonably accessible.
 - Bathroom stalls do not satisfy this requirement.

ATTENDANCE AND LEAVE FOR PREGNANT AND PARENTING STUDENTS¹

- Students will not be required to take a leave of absence, or withdraw from or limit their studies or other activities, as the result of pregnancy, childbirth, or related conditions. This does not require modification of essential elements of any academic program.
- Students needing a leave of absence under this policy will provide notice of the intent to take leave as soon as practicable and no less than 30 calendar days prior to the initiation of leave.
- Students are entitled to medical leave of at least 6 weeks related to pregnancy, childbirth, and parenting, which can be extended to 8 weeks for Cesarean Birth or 12 weeks for other medical necessity as certified by a physician.
- Any absence due to conditions related to pregnancy or parenting, including but not limited to labor, delivery, and recovery; prenatal and postnatal medical appointments and other medically necessary pregnancy-related absences, a child's illness or medical appointment; and legal appointments related to pregnancy or parenting, including but not limited to adoption, custody, and visitation, will be excused.

¹ [Act 472](#) Compliance

- Acceptable documentation for the absences include a note from a licensed physician or permission from the parent.
- Parenting students, regardless of whether they are the birth parent, are entitled to a minimum 10 days of excused absences after the birth of a child.
- At the conclusion of any pregnancy-related or parenting-related period of absence, students will be allowed to make up missed work in a reasonable amount of time that shall not be less than the number of days the student was absent, and choose from various options to make up the work, including retaking a semester, participating in an online course credit recovery program, being granted six weeks to continue at the same pace and finish at a later date, or receiving home-based instruction services.

BREASTFEEDING ACCOMMODATIONS

- Lactating students are entitled to reasonable accommodations on campus for breast-feeding purposes, including access to a private and secure room, permission to bring a breast pump to campus, access to a power source for a breast pump or any other lactation equipment, and access to safely store breast milk.
- Lactating students are entitled to a reasonable amount of time to express breast milk or breastfeed a child while at school; and
- Students will not incur an academic penalty as a result of use, during the school day, of the reasonable breastfeeding accommodations and will be provided the opportunity to make up any work missed due to such use.

CHILD CARE:

- Schools will assist parenting students in identifying child care providers, as needed

NO RETALIATION OR HARASSMENT

- Harassment of any student or other member of the Collegiate Academies community based on sex, gender, gender identity or expression, pregnancy, or parental status is prohibited.
- Teachers, administrators, and other Collegiate Academies employees are prohibited from interfering with students' right to take leave, seek reasonable accommodation, or otherwise exercise their rights under this policy.
- Teachers, administrators, and other Collegiate Academies employees are prohibited from retaliating against students for exercising the rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because students request leave or accommodation, file a complaint, or otherwise exercise their rights under this policy.

Appendix L | Restraint and Seclusion Policies

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

Definitions

- **Emergency** – A sudden, generally unexpected set of circumstances that requires immediate action.
- **Imminent risk of harm** – An immediate and impending threat of a person causing substantial physical injury to self or others. The risk is “imminent” if it is likely to occur within a matter of moments.
- **Mechanical restraint** – A Mechanical Restraint is any device or object used to limit a student’s freedom of movement. This term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed.
 - The application of any device or object used to limit a person's movement. Mechanical restraint does not include:
 - Adaptive devices or mechanical supports used to achieve proper body position, balance or alignment to allow great freedom of mobility than would be possible without the use of such devices or mechanical supports;
 - Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
 - Restraints for medical immobilization; or
 - Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
- **Physical escort** – Touching or holding a student with or without the use of force for the purpose of directing the student to a new location, by trained school personnel. Physical escort does not include the unforced holding of a student’s hand or other physical prompts for the purpose of safely guiding the student from one task to another or directing the student in an educational activity.
- **Physical restraint** – Physical Restraint is using bodily force to limit the movement of a student’s torso, arms, legs or head. This term does not include:
 - consensual, solicited, or unintentional contact
 - momentary blocking of a student’s action if the student’s action is likely to result in harm to the student or any other person;
 - holding of a student, by one school employee, for the purpose of calming or comforting the student, provided the student’s freedom of movement or normal access to his or her body is not restricted.
 - minimal physical contact for the purpose of safely escorting a student from one area to another; or
 - minimal physical contact for the purpose of assisting the student in completing a task or response.
- **Positive behavior interventions and support** – A systematic approach to embed evidence-based practices and data-driven decision making when addressing student behavior in order to improve school climate and culture.
- **School employee** – A teacher, paraprofessional, administrator, support staff member, or a provider of related services at CA, including contractual employees.
- **Seclusion** – Seclusion is an involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. This procedure isolates and confines a student until he or she is no longer

an immediate danger to self or others. It may be used on an individual basis for a limited time to allow the student the opportunity to regain control in a private setting.

- **Seclusion room** – a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a private setting and from which the student is involuntarily prevented from leaving. This term does not include a timeout, which is a behavior management technique that is a part of an approved program, involves the monitored separation of a student in a non-locked setting, and is implemented for the purpose of calming.
- **Written guidelines and procedures** – The written guidelines and procedures adopted by a school's governing authority regarding appropriate responses to student behavior that may require immediate intervention..

Seclusion and Restraint Policy

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

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

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

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

Further, Seclusion and Restraint:

- Should be reserved for situations or conditions where there is imminent danger of serious physical harm to the student, other students, or school or program staff and other interventions are ineffective;
- Should not be used except to protect the students and others from serious harm and to defuse imminently dangerous situations in the classroom or other non-classroom school settings (e.g. hallways, cafeteria,

playground, sports field);

- Only should be used by trained personnel;
- Never involve mechanical restraints to restrict a student's freedom of movement.
- Never involve a drug or medication to control behavior or restrict freedom of movement (except as prescribed by a licensed physician or other qualified health professional acting under the scope of the professional's authority under State law; and administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under State law.)

Physical Restraint Procedures

Physical restraint must be used only:

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

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

Nonviolent Crisis Intervention Techniques in which personnel are trained include:

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

In the event that a student at a CA school should need to be physically restrained, each school has a CPI trained "crisis" or emergency team that are certified in CPI techniques. This team follows all restraint and seclusion guidelines as outlined in federal and state regulations and in addition utilized best practices from CPI's to ensure that restraints are effectively used, documented and reflected upon.

Every CA employee that is certified with CPI has undergone at a minimum six hours of CPI training in an initial training year and/or a three hour refresher course to maintain certification and implementation of best CPI practices.

Additionally, all trained CA members are shown how to appropriately document incidents of restraint and seclusion.

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

Seclusion Procedures:

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

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

A Seclusion Room or other confined area must:

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

Escorting to Seclusion Room:

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

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

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

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

- The student must be supervised by a school employee
- The supervising employee must be able to see and hear the student the entire time the student is confined to

the seclusion room

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

Documentation Requirements:

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

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

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

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

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

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

This notification must include the following:

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

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

to notify the parents of a child who has been placed in seclusion or physically restrained.

Patterns of Restraint or Seclusion use for students with Disabilities:

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