



G.W. Carver High School



We are Carver.

FAMILY & SCHOLAR HANDBOOK

ACHIEVEMENT • KINDNESS • RESPONSIBILITY
DETERMINATION • TEAMWORK • ENTHUSIASM

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Principal's Welcome

I want to personally welcome you to the 2023-2024 school year. You've made a great decision. You won't find a more committed group of educators, determined to improve each day. This year, we look forward to introducing some new programming, pathways, and opportunities for our Rams while also prioritizing the practices that have led to the best results for all scholars. As always, we are grateful for your partnership and commitment in this endeavor.

With much pride and gratitude,

Your Principal,

A handwritten signature in black ink, appearing to read 'JB', with a large loop on the left and a horizontal stroke extending to the right.

Jerel Bryant

2022-23 School Calendar

School information will be published on our school website which can be found at gwc.collegiateacademies.org. Also, be sure to check out our Instagram @wearecarver & the George Washington Carver High School facebook page for daily and weekly school updates.

Monday, August 1: First day of school for freshmen
Monday, August 8: First day of school for sophomores
Wednesday, August 10: First day of school for juniors
Thursday, August 11: First day of school for seniors
Monday, September 5: Labor Day, No School
Friday, October 7 - Monday, October 10: Fall Break, No School
Saturday, October 15: Homecoming Parade + Football Game
Monday, October 17-Friday, October 21: Homecoming Spirit Week
Saturday, October 22: Homecoming Dance
Tuesday, November 8: Election Day, No School
Friday, November 11: Staff Professional Day, No School
Monday, November 21 - Friday, November 25: Thanksgiving Break, No School
Monday, December 5 - Friday, December 16: LEAP Winter Testing Window
Monday, December 19 - Friday, January 3: Winter Break, No School
Monday, January 16: Martin Luther King Day, No School
Friday, February 17 - Friday, February 24: Mardi Gras Break, No School
Tuesday, March 14: ACT Testing at G.W. Carver
Friday, March 31: Staff Professional Day, No School
Friday, April 7 - Friday, April 14: Spring Break, No School
Monday, April 18 - Friday, May 12: LEAP Testing Window
Friday, May 19: Class of 2023 Commencement Exercise
Friday, May 24: Last Day of School (9th - 11th)
Monday, May 29: Memorial Day, Main Office Closed
Thursday, May 30: End of Year Ceremony (Tentative)

Grading Periods

1st Quarter: August 1, 2022 to October 14, 2022

2nd Quarter: October 17, 2022 to December 16, 2022

3rd Quarter: January 4, 2023 to March 10, 2023

4th Quarter: March 13, 2023 to May 24, 2023

Please note we do not follow the New Orleans Public School (NOLAPS) calendar. GWC may close schools in the case of extreme weather conditions. In such situations, we will follow NOLAPS. Please listen to local radio and television stations. At the discretion of the Principal, any classroom days lost (closure) due to inclement weather or other reasons may be made up by adding additional school days or hours.

There will be other scheduled events throughout the year. Invitations, closings, or early dismissals in association with these events will be communicated in advance.

School Operations

Board Information

Collegiate Academies Board

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

Collegiate Academies Board Members

Stephen Rosenthal 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

G.W. Carver High School is an open enrollment public charter school; we participate in the OneApp process. For more information about how this process works and the policies that govern it, visit www.enrollnolaps.org or a Family Resource Center. Scholars interested in attending G.W. Carver High School must submit a OneApp and be matched with our school. If matched with our school, the scholar and his/her parent or guardian must:

- Submit copies of the scholar's birth certificate, the scholar's immunization records, the parent or guardian's proof of residency in Orleans Parish (lease, utility bill), and the parent or guardian's photo id.
- Complete enrollment paperwork.

Attendance

Scholars can only be successful if they are present and prepared in school every day. Our curriculum is an ambitious one; every day is essential for scholars to keep pace. At G.W. Carver, excessive absences will not be tolerated.

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

Additionally, per Louisiana law (see box below), scholars with 5+ unexcused absences or tardies may be referred to municipal court for truancy.

While each scholar is ultimately responsible for her/his own attendance, families are expected to ensure 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 G.W. Carver High School. Attendance is the first step in ensuring academic achievement. Every day is essential for our scholars to keep pace; every instructional minute counts. A scholar is considered to be in attendance when he/she is physically present at

school or is participating in an authorized school activity and is under the supervision of authorized school personnel for at least 50% of the school day.

Attendance Requirements

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

Compulsory Attendance Law

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

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

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

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

Suspensions - This is a non-exempt absence in which a scholar is not allowed to make-up missed work. This absence is considered when determining whether or not a scholar may or may not be promoted, but is not considered for the purposes of truancy. scholars absent from school as a result of any suspension shall be counted as absent.

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

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 scholar's return to school for the following circumstances:

- Extended personal physical or mental 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.
- Extended hospital stay as verified by a physician or dentist (original doctor's note)
- Extended recuperation from an accident, as verified by a physician (original doctor's note)
- Observation of special, recognized holidays of the scholar's own faith
- Visitation with a parent who is a member of the United States Armed forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per year.
- Absences verified and approved by the school principal such as approved travel for education, death in the immediate family or natural disaster. For any other circumstances (i.e. legal matters/ 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 responsible for scheduling medical appointments outside of school time. In the rare case a scholar has a medical appointment during the school day, the scholar should not be absent the entire day. Upon return, the scholar must bring a written excuse to the main office. All excuses shall be written by a parent/guardian or physician and submitted immediately.

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

For information regarding attendance interventions and laws, see Appendix B.

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

Tardiness

Getting to school on time is key for your child's success. Scholars 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 G.W. Carver High School, we want our scholars to develop strong habits and succeed in school, college, and work. Our doors open to scholars at 7:40 each morning. Scholars must arrive between 7:40 and 8:00. Scholars arriving after 8:00 are considered tardy. When scholars arrive at 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 scholars riding the school bus are not considered tardy. Late arrival is only excused for a valid reason with a note from a parent/guardian or a medical professional.

Early Check Outs

Early pickups can be disruptive to the learning environment and are highly discouraged. Families should notify the school by calling the main office before they arrive to dismiss their child early from school. The individual checking the student out must be a parent or guardian or an individual listed as an emergency contact in SchoolRunner; if the individual is not listed in SchoolRunner, a parent or guardian must provide written or verbal approval. The main office reserves the right to check the identification of any person checking a student out of school.

At our school, early checkouts will not be allowed after 3:00 P.M. Monday through Thursday and 1:15 P.M. on Fridays.

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, NOPD, 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 scholar 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 scholar is able to return to school. Parents must provide documentation from the scholar's physician or qualified nurse practitioner for the scholar to receive this service. If you know in advance that your scholar will miss more than 10 consecutive school days because of a qualifying illness, please contact Anna Mueller: amueller@collegiateacademies.org or (504) 210-7414.

Attendance Recovery

Scholars may recover Unexcused Absences by attending tutoring with a teacher from one of their current classes or by attending scheduled Attendance Recovery sessions. 3 hours of Attendance Recovery will recover 1 Unexcused Absence. Attendance Recovery sessions must occur outside of normal school hours with a teacher. Scholars are expected to complete relevant coursework in order to receive credit for the time. Scholars must first demonstrate growth in daily attendance to be eligible for attendance recovery opportunities.

Excuse Notes

All notes from medical professionals, court appearances, religious leaders, and documentation of bereavement-related absences should be turned in to the front office as soon as possible, and no later than the end of the current semester.

Bereavement

Bereavement will be approved for immediate family members. Immediate family is defined as a scholar's child, sibling, grandparent, parent/guardian, or sibling of a parent. Other bereavement requests will be reviewed and approved on a case by case basis.

Emergency Procedures

Fire Drills and Evacuation

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

Crisis Plans and Lockdowns

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

Field Trips

Field trips may be scheduled by school personnel in order to provide extensions of the curriculum into community activities. G.W. Carver staff reserves the right to determine participation in field trips based

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

1. Parental permission must be received for each scholar prior to the trip. Scholars that are eighteen years of age may be allowed to sign their own permission slips at the school's discretion.
2. Transportation for trips will be arranged by the school.
3. Scholars are subject to the supervision and regulations of the school and the chaperones. The teacher will review expectations with the scholars.
4. The school uniform will be worn on all trips unless a special dress code is provided by the school prior to the trip.
5. Scholars are expected to follow the code of conduct throughout the trip and may be sent home from a trip immediately if they violate the code of conduct and/or they may receive all of the consequences outlined in the scholar code of conduct.
6. If the trip extends beyond regular school hours, parents are expected to pick scholars 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. Scholars, families and staff may ask a member of the front office staff to check the lost and found box for a specific missing item during regular school hours. At the end of every quarter, remaining items in the lost and found bin may be donated to a local charity. G.W. Carver High School is not responsible for items lost or stolen on campus.

School Supplies

G.W. Carver High School and individual classroom teachers will provide families with a list of needed school supplies at the start of each year. If for any reason the family cannot provide the needed supplies, please contact the main office of the school or the advisor of the scholar so that we can ensure all scholars get everything needed to be successful.

School Schedule

Scholars are welcomed in the building between 7:40 and 8:00 a.m. The school day ends at 3:25 p.m. Monday-Thursday and 1:48 p.m. on Friday.

Non-Discrimination Policy & Grievance Procedure

Non-Discrimination Policy

G.W. Carver High School, 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 Chief of Staff, Read Irvin, at irvin@collegiateacademies.org for a copy of disability-based discrimination complaint procedures.

Grievance Procedure

See appendix C.

Nursing Services and Medications

Being physically healthy helps children learn more effectively. For this reason, it is important to have your doctor or health center look into any problem that your child may have 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.

If you have further questions about this policy or the health services provided by the school, please contact the front office at (504) 308-3660.

G.W Carver Health Clinic

The G.W. Carver Health Clinic has weekly hours during which scholars can be seen for a variety of health issues. The clinic is staffed by Dr. Stephen Jones and his team, and provides services such as health testing, prescriptions, and check-ups. Most families complete a consent form as part of the enrollment process. If a consent form is not on file and a medical issue arises, families will be contacted by the clinic.

Scholars should only stay home when instructed by a medical professional; we hope that scholars will utilize the clinic in order to minimize absences and accelerate the healing process.

Scholar Searches

All scholars arriving at school will be searched when they enter campus in order to prevent the entry of any materials on campus which may be illegal, unsafe, or disruptive to the learning environment. School officials may perform searches of scholars while they are on campus. Any item that a G.W. Carver High School staff member determines is unsafe or distracting to the learning environment is subject to confiscation. Additionally, gum, contraband, colored drinks, vape pens, and permanent markers will be

confiscated and destroyed. Prescription medications will also be confiscated until the family is contacted (48 hours).

Scholar vehicles brought on campus (inside outer gates on Higgins Blvd.), scholar book bags, school desks, and other school property are subject to inspection and search by school authorities at any time without prior notice to scholars or parents. Scholars are required to cooperate fully. Any searches that uncover evidence of a crime or violation of school rules will be documented along with any confiscated items and subsequent disciplinary action. Reasonable suspicion is not required for searches on school grounds.

Every reasonable attempt will be made to ensure that two adults are present during such searches and that searches are conducted by a school security guard of the same gender unless there is an immediate safety threat that precludes this. Refusing to comply with search procedures is grounds for additional disciplinary measures and may result in a scholar being barred from entering campus.

A note on scholar vehicles: Scholars who want to park at Carver must provide a valid driver's license, proof of insurance, and purchase a \$10 parking sticker in the Front Office. Scholars must park in a designated scholar parking area and attach their parking sticker to the rear bumper. **Vehicles that are not appropriately registered with the school may be towed at the school's discretion.**

Scholar Technology Use Agreement

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

1. **Conditional Privilege:** The scholar's use of the school's equipment and services is a privilege conditioned on the scholar's adherence to this agreement.
2. **Property:** All equipment provided to the scholar is intended for educational purposes associated with his/her enrollment at Collegiate Academies. All equipment and contents therein are the sole property of Collegiate Academies and remain so even if the equipment is removed from Collegiate Academies property. The scholar's log on credentials must be provided to authorized Collegiate Academies employees upon request.
3. **Damages:** If equipment in scholar's possession is lost, stolen, damaged, missing components, or vandalized, the scholar/scholar's family can 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-curricular.
4. **Acceptable Use:** The scholar agrees that s/he will obey all federal and state laws and regulations when using the school's equipment and services. Under no circumstances shall a scholar's use of school resources interfere with, or detract from his/her learning or the learning of others.
5. **Penalties for Improper Use:** If the scholar violates this agreement and misuses the equipment or services, s/he can 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, the 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 Academies;
 - s. making unauthorized copies of computer software;
 - t. use of technology while driving;
 - u. Installing software on school computers without prior approval of authorized Collegiate Academies staff;
 - v. the use of peer to peer file sharing programs.
7. **Liability for debts:** The scholar/scholar's family shall be liable for any and all costs (debts) incurred through the improper use of school equipment or services, including penalties for copyright violations.
8. **No Expectation of Privacy:** The scholar/scholar's family waives any right to privacy on all Collegiate Academies equipment and services. The scholar/scholar's family agrees that the school may monitor the scholar's use of the school's equipment and network, and may also examine all system activities in which the scholar participates, including but not limited to email, voice, written, and video transmissions. Collegiate Academies may at times allow technical support to remotely access any Collegiate Academies device, including all equipment provided to the scholar. All electronic communications to and from scholars regarding school and scholar matters must be communicated utilizing Collegiate Academies' electronic messaging systems in order to maximize and help protect the privacy of scholar information.
9. Other terms and conditions may apply.

G.W. Carver Library

Reading is the foundation for all academic success and a lifelong tool for learning and entertainment. The G.W. Carver Library is proud to offer a wide array of books on all reading levels and across many genres. Scholars are encouraged to check out books from the library to read during Independent Reading time in class and at home, and can receive support from our librarians in finding an engaging choice.

When a scholar has an overdue book, the G.W. Carver Library will not levee a fine. However, scholars may be required to return the book before checking out additional books.

If a book is lost or damaged, G.W. Carver Library will charge a fine of \$10 that must be paid to replace the book before another book can be checked out. Fees from previous years will carry over.

Transportation

Transportation to school will be provided. Any scholar who lives in Orleans Parish and is at least one mile from the school is eligible for free transportation. The school bus is an extension of G.W. Carver High School. The school bus will pick scholars up Monday through Friday in time to arrive at school on time. The bus will pick up scholars at the close of the school day to take them home. If a scholar misses the bus for any reason, it is her/his responsibility to find a way to or from school.

Bus Stops

G.W. Carver High School will contract with Apple Bus Company, who will be responsible for all routing, day-to-day operations, maintenance, driver training, and supervision. Apple Bus Company can be reached at (504) 241-4445. Apple Bus Company cannot create new stops, but can be contacted with questions outside of school hours. Prior to the start of the school year, school staff will provide scholar address data to the vendor for stop assignment and routing. Once routes are complete school staff will communicate each scholar's bus number, stop location, pickup, and drop off times to his/her parent via phone call and/or text.

Stop Requirements

All bus stops must meet the following requirements:

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

Assigning New Stops

If a scholar requires a new bus stop location because the scholar has moved or the stop assigned is deemed unsafe, the school will assign the scholar a temporary existing bus stop and contact the vendor to have a permanent stop assigned. Scholars who receive a temporary or new stop will be given a bus change form by the front office that indicates his/her temporary stop. scholars may not change buses without this authorization. This bus change form must be presented to the scholar's bus driver the next time he/she boards the bus. All temporary and permanent stop assignments will be communicated to the scholar's guardian before they are issued to the scholar.

Scholars with Special Needs

If a scholar's IEP requires that a guardian meet the scholar at his or her stop, and the guardian is not present when the bus arrives, the bus driver will return the scholar to the school. If the parent or guardian is repeatedly not present, the scholar may be taken to the nearest police station. A member of the school's staff will contact the guardian to notify them of the scholar's location.

School Bus Conduct

Scholars must comply with the Scholar Code of Conduct while traveling on a school bus to and from their homes or school-sponsored activities. If a scholar commits an infraction covered in the scholar Code of Conduct on a school bus or at the school bus stop, the school bus driver/monitor will notify the principal or designee who will require the completion of the School Bus Behavior Report. Based on the severity of the incident, 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 scholar Code of Conduct, all scholars 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
- Scholars are not allowed to eat or drink on the bus

Visitor Policy

We are excited to showcase the hard work of our scholars and teachers. To provide a safe and orderly learning environment, all visitors to campus must provide appropriate identification, clear the security checkpoint, and sign in at the front office immediately upon entering the school to request authorization from an appropriate school official. This includes parents/guardians, community members, as well as the guests of staff members. Anyone who would like to visit campus must make an appointment in advance by contacting Alexis Akers: aakers@collegiateacademies.org.

Visitors may not talk to a child or a teacher during class, although they may call the teacher after school to discuss what they observed and are welcome to drop notes off in the office.

If a visitor is coming to school to drop something off for a scholar or to leave a message, we still require the visitor to come first to the main office to sign in. All parents who want to deliver items to scholars (food, gifts, etc.) may only do so during the scholar's lunch if approved by Alexis Akers. Scholars may not receive deliveries during class time.

School administrators are not available to meet on a drop-in basis. They are busy throughout the day observing classes, coaching teachers and ensuring all scholars and staff are successful. If you would like to meet with the principal or another school administrator, please call the front office in advance to schedule a meeting.

Tobacco Use on Campus and on the Bus

G.W. Carver High School is a tobacco free campus. Use or possession of any tobacco product (including vaping products) by scholars, staff, or visitors is prohibited on school grounds and school buses. Tobacco use is also prohibited on virtual platforms during distance learning.

Scholar Sales on Campus

Scholars may not sell any items on school property without prior permission from the front office. Scholars may not sell or distribute clothing items, pre-made lunches (hot plates) or any other food items on campus. 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. Any items sold or distributed will be confiscated and not returned. Please contact Alexis Akers with questions: aakers@collegiateacademies.org.

Scholar Food and Drink Policy

Food items can ONLY be delivered to scholars by their parent/guardian or person listed on their emergency contact list. Food items can ONLY be dropped off during the scholar's designated lunch period.

9th Grade: 11:36a to 12:06p (M-Th), 10:46a to 11:16a (F)

10th Grade: 1:18p to 1:46p (M-Th), 12:03p to 12:33p (F)

11th Grade: 12:45p to 1:15p (M-Th), 12:03p to 12:33p (F)

12th Grade: 12:11p to 12:41p (M-Th), 11:20a to 11:50a (F)

Scholars CANNOT order or have food delivered to them via a delivery service (examples include but are not limited to, DoorDash , PostMates, and/or Uber Eats).

Scholars CANNOT order food from other scholars, their family members, or any GWC staff member. Any scholar found violating the food/drink policy will be subject to consequences. As always, scholars are welcome to bring lunch from home onto campus during morning arrival.

Drink Policy

Drinks must be in a clear plastic container and the drink inside the bottle must be clear in color. All drinks that do not meet the requirements will be confiscated and not returned to the scholar.

Academics

Educational Philosophy

At G.W. Carver High School, we pride ourselves on a culture of academic achievement that sets the groundwork for college success. We meet all scholars where they are academically and push them towards college success. Regardless of the class, we have a shared vision of excellence and expectations, buttressed by college-aligned curriculums. Classes do not stop when the bell rings. It is not uncommon for teachers to find scholars in the hallway, during their lunch period, and before they board the buses in order to tease out the last misunderstanding of the day. Teachers welcome scholar phone calls about homework in the evenings after school.

Assessments

G.W. Carver High School uses a myriad of assignments and assessments to monitor scholar progress, inform instruction, and ensure that all scholars succeed. Scholars will encounter a variety of assessment types at GWC including diagnostic exams in reading and mathematics, practice exams for the ACT, internally developed interim assessments, and state required LEAP 2025 exams. These assessments are administered throughout the year. Families should reference the 23-24 calendar to ensure their scholars are present for all state testing days. Make up tests are administered at the discretion of GWC. Teachers constantly and consistently analyze assessment results to plan their instruction, to identify scholars in need of extra support, and to assess the overall effectiveness of the school's curriculum.

School Schedule

Scholars take four classes per day. Because of Carver's blocked schedule, this means that scholars take eight classes per school year. This may include double-blocked classes. Scholars with diverse needs, including scholars on a LAA1 diploma pathway and English Language Learners will have a schedule that serves their needs.

College Preparedness

College preparation is a complex process that begins during a scholar's freshman year of high school. In order to ensure that scholars are on track to gain access into rigorous post-secondary institutions, here are action steps our college counseling team recommends all scholars take:

Maintain the highest grade point average possible.

Studies have found that GPA is the strongest predictor of college success because it measures both content knowledge and ability to perform critical skills, such as determination and self control. Scholars should earn an A or B in all core academic classes. As a reminder, the GPA submitted on college applications is the cumulative GPA: a combined average of all of the grades earned 9th through 12 grade.

Read for Enjoyment. Read Often.

A great deal of research suggests that reading often and for enjoyment is imperative preparation for college success. There is also a strong correlation between MAP reading levels and ACT performance. Those who read on grade-level were more likely to score the necessary 20 on the ACT to be eligible for TOPS tuition assistance.

Reading helps us develop the capacity to focus our attention for longer periods of time and the ability to monitor and direct reading processes (metacognition). These skills are vitally important in college and beyond. Scholars are encouraged to take advantage of the school library to check out books that match their interests. Scholars are encouraged to read 25-30 minutes nightly.

Get involved.

Getting involved in clubs, sports, work or other pursuits outside the classroom can provide new skills and promote self discovery. Colleges are very interested in scholars' extracurricular activities because they reveal things that grades and test scores cannot. At G.W. Carver, we offer activities including seasonal sports and support teams as well as the Drama Club, scholar Council, and the Ranime Club. Interested in starting a club? Reach out to Alexis Akers: aakers@collegiateacademies.org.

Academic Integrity

Academic dishonesty threatens our ability to successfully fulfill our vision of college success. Academic dishonesty includes plagiarism, using unauthorized aids on tests and assignments, changing grades in the online gradebook, or any other practice that distorts a scholar's work or data. If a scholar has reason to believe that their work or data has been adjusted by another scholar, they are responsible for alerting the administration. Failure to notify the administration may result in disciplinary action.

The history of a scholar's academic dishonesty, the circumstances surrounding the academic dishonesty, and whether the scholar was forthright and honest about the violation will be taken into consideration when determining consequences. Each offense remains with the scholar during the academic year. When a scholar reaches two cheating violations, scholars may be recommended for summer school and/or retention.

The first offense will result in one or a combination of the following consequences:

- Failing grade on the assignment
- Parent phone call made by classroom instructor

A second offense, in addition to the above, could result in the following additional consequences:

- Parent meeting

- Suspension
- Consideration for a district hearing

Academic Intervention

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

SDI (Specially Designed Instruction): instruction that is planned to meet the individualized and unique needs of a scholar with a disability based on their IEP goals that ultimately will increase and ensure access to general education content. This instruction is delivered by a special education teacher within the environment outlined within the IEP. Specially designed instruction means adapting, as appropriate to the needs of a scholar, the content, methodology, or delivery of instruction.

Some examples may include:

Pre-Teaching/Reteaching in a push in or pullout class for scholars with IEPs based on given content and scholar needs.

Co-Teaching that targets scholars' with IEPs mastery of core content. This includes the planning that allows for scholar access in terms of accommodations and modifications. (this model allows for scholars with IEPs and scholars without, allowing for incidental benefit.

Special education classes that are content focused to increase mastery of grade level content/standards. Typically this is a more intensive version or a replacement of some core instruction due to high levels of needs. This is just scholars with IEPs.

Consultation and collaboration among the teacher case manager and general education teacher to ensure the scholar is accessing lessons and content with appropriate accommodations and modifications.

A typical disability category of a scholar participating in this program include; specific learning disability in reading comprehension. However, it is critical to note that Collegiate Academies schools do not place scholars in programs based on disability category.

- Scholars placed in co-taught classes receive daily minutes of co-taught and/or small group instruction a day.
- Scholars with IEPs and 504 plans participating in co-taught classes receive all service provision as indicated on their plans.
- A typical disability category of a scholar participating in this program include; specific learning disability in reading comprehension. **However, it is critical to note that Collegiate Academies schools do not place scholars in programs based on disability category.**

English as a Second Language (ESL): EL programming includes three courses: Newcomer, Level 1 and Level 2 English language acquisition courses. These courses seek to build everyday English language skills.

- Scholars participating in the EL program receive additional support in all other content classes including use of an English language dictionary and accommodations/modifications that help bridge the language learning process.
- All scholars in the EL program have a Language Acquisition Plan (LAP) to track and monitor progress towards language acquisition goals throughout the year.
- Scholars in the EL program are first identified by a Home Language Survey or by transcripts from a prior school. Level of English language proficiency is then assessed through the LAS links screener, and scholars who receive a level 3 or below are placed in an ESL course. Scholars who test out of the program are monitored quarterly to ensure continued language growth.

Essential Skills: Support in this program include courses and services that work toward goals in the areas of developmental literacy and math alongside building transition skills to support

scholars as they progress toward rigorous post-high school opportunities. Participation in this program can resemble what may be deemed more of a self-contained style of instruction for some scholars, while it may resemble more of a resource style of instruction for other scholars.

- Scholars participating in Essential Skills participate in targeted transition instruction and typically have an on-campus internship to generalize employment skills.
- Assistive technology identification, education and supports that work toward independence are strategically addressed for scholars in need of devices.
- The teacher and case manager for this program works to provide holistic support by regularly collaborating with the speech pathologist, mental health professional and other related service providers serving scholars in the program.
- All scholars that participate in the program meaningfully participate in larger school-wide structures, activities and events.
- *A typical disability category of a scholar participating in this program include; severe to moderate Intellectual Disabilities and Autism Spectrum Disorder. **However, it is critical to note that Collegiate Academies schools do not place scholars in programs based on disability category.***

REACH: Supports in this program include courses and services that work toward goals in the areas of developmental literacy and math alongside building transition skills to support scholars as they progress toward rigorous post-high school opportunities. Participation in this program can resemble what may be deemed more of a self-contained style of instruction for some scholars, while it may resemble more of a resource style of instruction for other scholars.

- Scholars participating in REACH participate in targeted transition instruction and typically have an on-campus internship to generalize employment skills.
- The teachers and case manager for this program work to provide holistic support by regularly collaborating with the speech pathologist, mental health professional and other related service providers serving scholars in the program.
- All scholars that participate in the program meaningfully participate in larger school-wide structures, activities and events.
- *A typical disability category of a scholar participating in this program include; mild Intellectual Disability and Autism Spectrum Disorder. **However, it is critical to note that Collegiate Academies schools do not place scholars in programs based on the disability category.***

G.W. Carver Journey Program: Scholars participating in the Journey Program have access to a continuum of academic and behavioral supports based on individualized needs.

- Scholars participating in the Journey Program receive increased counseling and mental health support throughout their day.
- Scholars participating in the Journey Program receive additional therapeutic group support and individualized/small group instruction as needed.
- All scholars participating in the Journey Program have individualized behavior intervention plans (BIPs).
- Teachers and case managers of scholars in the Journey Program work closely with service providers to ensure consistency in academic programming and services.

We make choices based on data and reserve the right to adapt courses or schedules to fit the needs of our scholars.

Online Homework Assistance

Homework Louisiana offers FREE online tutoring and academic resources for Louisiana residents from kindergarten scholars through adult learners. Get help in math, science, social studies or English from a live tutor. The services can be accessed from a Louisiana public library, from your

home computer or from your mobile device by going to <http://www.homeworkla.org/>.

Grading & Academic Distinction

GWC uses the Louisiana Department of Education's grading scale to assign grades and calculate GPA (grade point average):

Letter Grade	Grading Scale	GPA	Credit earned?
A	93-100	4.0	yes
B	85-92	3.0	yes
C	75-84	2.0	yes
D	67-74	1.0	yes
F	0-66	0	no

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

Grade and Gradebook Weighting

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

As required by the Louisiana Department of Education, LEAP scores compose 15% of a student's final grade in any LEAP courses. Each achievement level (Advanced, Mastery, Basic, etc.) corresponds to a numerical score based on a state-published scale.

Semester 1 or 2	42.5%	42.5%	15%*	100%
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Semester Non-LEAP Courses

Semester 1 or 2	50%	50%	100%
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Additional Notes

- All final grades from Semester 1 and Semester 2 are averaged 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.

If a course is tested through the state's LEAP assessment, G.W. Carver will follow the state's guidance by including the LEAP test score as 15% of the scholar's semester grade. (The state determines the exact score that will be entered based on scholars' scale scores on the LEAP test.)

Honor Roll

We recognize scholars on Honor Roll (GPAs of 3.0-3.49), along with scholars on Principal's Honor Roll (GPAs of 3.5 and higher) at the end of each quarter.

Class Rank and Graduation Honors

Class rank is determined by the GPA distribution of all scholars in the grade. In some cases, scholars may tie in class rank. To be recognized as a class' valedictorian or salutatorian, scholars must attend G.W. Carver for at least their entire 11th and 12th grade years.

At Carver, 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

Scholars should complete all missed assignments when they are absent from school in order to practice critical academic content. It is the responsibility of the scholar to make arrangements with his/her teacher concerning submission of alternative assignments. Assignments that assess mastery (like exit tickets, quizzes, and essays) may be made up; assignments that reinforce the process of learning (homework or classwork) cannot be made up.

Missing assignments will not count against a scholar if the scholar's absence is officially excused.

Promotion and Retention

All CA schools follow a unified Pupil Progression Plan which is reviewed and updated each calendar year. 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)

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

GWC has tough standards for promotion. It is not automatically assumed that scholars will earn credit in a course; the scholar must earn credit by demonstrating mastery of the essential knowledge, skills, and behavior of each course.

Efforts will be made by GWC staff members and advisors to assist scholars in meeting our increased academic and behavioral standards; however, it is the responsibility of families and scholars to meet and commit to the standards put forth by the school.

Dual Enrollment & Career and Technical Education (CTE)

GWC partners with a number of outside organizations to offer scholars rigorous and engaging academic opportunities concurrently with their core course work at G.W. Carver. Organizations include Bard Early College, New Orleans Career Center, and College Track. Scholars are identified for these opportunities based on interest, academic performance, and fit.

Summer School and ESY

Summer School

Summer school may be used to recover credits for a course that a scholar has failed. Scholars may recover up to two credits per year. Grades from credit recovery classes replace the original failing grade when calculating a scholar's GPA. Both the original attempt and the credit recovery attempt remain on the transcript. For scholars who failed the state test in May, opportunities for remediation will be given prior to retesting in late June.

Extended School Year

Extended School Year (ESY) is offered for scholars with disabilities that qualify after individualized screenings as outlined by their Individualized Education Plan (IEP). If a scholar is determined eligible using IEP aligned eligibility criteria, the IEP team will generate an ESY IEP that outlines the goals, services and timelines that defines the services a scholar will get during the summer. If you have questions about ESY services, please reach out to Angel Augustine: aaugustine@collegiateacademies.org

Multi-Tiered Systems of Support

In order to ensure all scholars receive the necessary supports, and in compliance with the Every Scholar Succeeds Act, G.W. Carver High School's MTSS Team collaborates to review a robust portfolio of data when determining the necessary supports or placement recommendations for scholars. The MTSS team meets bi-weekly to make placement recommendations and review data, and works constantly to ensure all scholars receive a rigorous, high quality education in a supporting environment. If you would like your scholar considered for additional interventions or support services or have questions about the systems of support available, please contact Anna Mueller: amueller@collegiateacademies.org or Angel Augustine: aaugustine@collegiateacademies.org.

Culture

Vision and Values

Vision

The vision of George Washington Carver High School is to prepare all scholars for college success, inspired and ready to exceed any expectation.

Values

Achievement: We set goals and reach them.

Kindness: We show care for all people.

Responsibility: We look to ourselves to take action.

Determination: We work hard. We do whatever it takes to grow.

Teamwork: We work together to accomplish our goals.

Enthusiasm: We choose to be positive. This positivity keeps us strong.

Advisory System

Advisories are single-gender groups of 10-16 scholars per grade, led by an advisor. Advisors serve as families' first point of contact at G.W. Carver High School. Your child's advisor will provide updates on your child's attendance and grades, as well as information about special events and other school-wide news.

Restorative Approaches

G.W. Carver High School is committed to implementing restorative practices. We believe in being firm, fair, and laying a strong foundation to exemplify our core values when conflicts arise. For more information, please contact Brian Gilmore at bgilmore@collegiateacademies.org.

School Community and Partnership

Importance of Families & Community

We need your support. All of us – parents/guardians/families, teachers, and administrators – are working hard to help your child climb the mountain to college. The important task of educating a child calls for the school, the scholar, and the family to all work together to ensure success: we simply cannot do this without supporting each other.

G.W. Carver Big Horns

For information about our Parent Association or to become involved, please reach out to our front office at 504-308-3660 or email Ranell Guillory (rguillory@collegiateacademies.org).

Communication and Feedback

The staff of G.W. Carver High School 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 scholars, staff, and families communicate openly and frequently. There are several ways we will communicate throughout the year:

- **Calls, Texts, and Emails to/from staff:** A contact list with the email addresses of all staff is available on our website and in our main office. If you reach out to a staff member, they will make every effort to reply within 48 hours. Similarly, your child's advisor, teachers, and school administrators will reach out to you. If the message requires a response, please reply within 48 hours.
- **Calls to/from the main office:** The main office will be open from 7:40 am - 3:30 pm. We will do our best to answer any phone calls that come in during that time. If we are unable to answer the phone, please leave a message and we will reply within 24 hours or on the next school day. You will also receive automated phone calls from the main office to inform you of important events and updates.
- **Written Communication:** G.W. Carver High School 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. In order to ensure you receive all communications, please call the front office to update your address as needed.
- **SchoolRunner:** Ca.schoolrunner.org is a website that gives families live updates about their child's attendance, grades, and behavior at school. Families will receive usernames, passwords, and information about how to access SchoolRunner at the start of the year.
- **School Website:** Our school website, gwc.collegiateacademies.org, will have the most up-to-date calendar and announcements, as well as digital copies of important documents. Also, be sure to check out our Instagram @wearecarver & the **G.W. Carver High School Facebook page** for daily and weekly school updates.
- **Visits:** To arrange a visit to the school, please call the main office.
- **Meetings:** If the school requests a meeting with you and your child, we need to discuss something important with you. If you would like to meet with a specific teacher or administrator, please reach out to that staff member directly.

Detention Policy, Procedures and Logistics

Detention procedures vary by grade and will be communicated by grade level leaders. If you have any questions about detention, please contact your child's Grade Level Dean.

Statements of Compliance

Scholars must sign commitments to:

- Attend school daily
- Arrive on time to school
- Demonstrate significant effort towards completing all required homework and classwork
- Follow all school and classroom rules

Parents must sign commitments to:

- Ensure that their scholar attends school daily
- Ensure that their scholar arrives on time to school
- Ensure that their scholar completes all required homework assignments
- Attend all required parent conferences

Discipline Policy and Procedures for Scholars with Disabilities

See appendix D.

Suspension and Expulsion

G.W. Carver High School employs a wide range of interventions - both academic and behavioral - that are designed and employed in service of our mission to prepare all scholars for college success, inspired and ready to exceed any expectation. Suspension and expulsion keeps our scholars from being here with us pursuing our mission together. In these circumstances we are thoughtful, considerate, and empathetic of our scholars' and families' needs. At times, we will utilize the following:

- **In-school suspension:** Used for severe behaviors and/or repeated behaviors the scholars has continued to demonstrate despite interventions provided. This includes but is not limited to: school dances, practices/rehearsals, games, or any other school-sponsored events on or off campus.
- **Out-of-school suspension:** Used for incidents of extreme severity and/or repetition. During out-of-school suspension, a scholar **is not allowed** to come to campus for the entirety of the suspension. This includes but is not limited to: tutoring, attendance recovery, school dances, practices/rehearsals, games, or any other school-sponsored events on or off campus. If any scholar is caught in violation of this, they will be subject to additional consequences. *For scholars with disabilities, G.W. Carver High School follows guidelines and laws determined by FAPE and the State of Louisiana.*
- **Bus suspension:** Used for incidents when a scholar has compromised the safety of herself or others while on the bus. This could result from physical altercations, threats, or inappropriate comments made towards peers or adults on the bus. When a scholar is suspended from a bus it is the responsibility to transport them to and from school.

- **Expulsion:** Used in the most extreme situations, particularly in cases where extreme incidents have repeatedly happened despite interventions.

Suspendable Offenses

See *Appendix E* for a list of handbook violations that may result in suspension, expulsion, and/or other corrective action.

These school handbook violations are the most serious and highest priority to correct. These behaviors may cause another person or persons physical or mental harm and/or be illegal; or, may prevent learning from happening. Behavior in this category will result in removal from class, potential suspensions ranging from 1-5 days, and, when appropriate, possible recommendation for expulsion.

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.

Suspension Appeal Process

Parents or guardians of scholars who are suspended (in and out of school) have the right to appeal the school's decision by submitting a written request to the administration (handwritten or electronic submissions will be accepted). Parents must submit requests within seven days of the assigned consequence. Every effort will be made to hear the appeal within two school days of receiving the appeal. Parents have the right to counsel at the appeal. A binding decision will be provided orally and in writing shortly thereafter. Suspension will stand until the appeal. The decision of the principal, assistant principal or dean shall be final. If the scholar's appeal is granted, the scholar's record will be expunged of any reference to suspension.

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

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

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

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

Expulsion

We must balance our desire to serve all students with our need to preserve a safe and productive environment for all students. We will do whatever it takes to create a learning environment where every child is safe. In order to ensure the safety of others and to prepare students for a world where there are serious repercussions for mistakes, we will recommend students who commit the infractions below for an expulsion from school through NOLA Public School's Student Hearing Office. We follow the policies outlined in the [Student Hearing Office Manual](#).

Expellable Offenses: Tier One

- Distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous substances Law, or any prescription drug.

- Carrying, possessing, or using a firearm, knife with a blade of two inches or longer, or any other instrument the purpose of which is lethal force, this includes tasers and other conducted electrical weapons (CEW), and bomb threats with constructed bombs or possession of constructed bombs.
- Sexual assault and other sexual acts where one party is non-consenting.
- Intentional battery (contact) on any individual using any tier weapon or dangerous substance or implement.
- Any assault (threat) with a Tier One weapon.
- Engaging in an intentional physical altercation with a member of the school staff.
- Intentional battery (contact) that causes serious documentable injury that necessitates medical care.

Expellable Offenses: Tier Two

- Possessing any controlled dangerous substance governed by the Uniform Controlled Dangerous substances Law, or any prescription drug or unmarked medication.
- Theft of school property or the personal property of individuals valued at \$500 or more on the school property or at any other activity over which the school has jurisdiction.
- Robbery - the taking of anything belonging to someone else from their possession through force or intimidation - of an individual on school property or at any activity of which the school has jurisdiction.
- Unauthorized entry of school property, or any space which the school has jurisdiction, with supporting evidence. Entry may occur during, after, or before school hours. Unauthorized entry includes school's data system to manipulate or change attendance or grades.
- Engaging in consensual sexual acts on school property or at any school-sponsored activity.
- Engaging in nonconsensual exposure of body parts in a sexual manner to another.
- Assault (threat) of an individual with a Tier Two dangerous substance or implement.
- Possession or use of any implement or substance with the ability to seriously harm another person. This includes: bleach, mace, pepper spray, razor blades, box cutter, setting of the fire alarm through fire, and more.
- Propping open external facing doors with intent to allow access to campus in a way that circumvents the ordinary entry or security process on campus in order to commit harm.
- Inviting or bringing non-students or unpermitted students onto campus with the intent to circumvent the ordinary entry or security process on campus in order to commit harm.

Expellable Offenses: Tier Three

- Well-documented and ongoing commission of serious acts that threaten the safety of others.
- Being under the influence of any controlled dangerous substance governed by the Uniform Controlled Dangerous substances Law, or any prescription drug not prescribed to the accused student, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body.
- Theft of school property or the personal property of individuals valued at \$500 or more on school property or at any activity of which the school has jurisdiction.
- Sharing sexually explicit material, including through the use of an electronic device.
- Well-documented and ongoing behaviors that threaten, intimidate, or bully another individual, including the use of any electronic device to threaten, intimidate, or bully.

Scholars age 16 or older – required expulsion of at least four semesters for some substances. See La. R.S. 17:416(C)(2)(a)(ii). Scholars younger than age 16 in grades 6-12 – required expulsion of at least two school semesters for some substances. See La. R.S. 17:416(C)(2)(b)(ii). Scholars in grades K-5 –

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

In all incidents listed above, an investigation will be conducted. Students and parents will be notified of the circumstances.

If there is reasonable evidence that the student has committed the offense the principal or designee will recommend a student for expulsion to NOLA Public School's Student Hearing Office. The student will have an expulsion hearing, in which the NOLA PS Student Hearing Officer will determine if the recommendation for expulsion is upheld, modified, or reversed.

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

Harassment and Bullying

G.W. Carver High School believes that all scholars have a right to a safe and healthy school environment. All schools have an obligation to promote mutual respect, tolerance, and acceptance among scholars, staff, and volunteers.

G.W. Carver High School defines bullying (including cyber-bullying) as aggressive behavior that involves unwanted, negative or discriminatory action; a pattern of behavior repeated over time, and an imbalance of power. G.W. Carver High School does not tolerate derogatory comments and name-calling, social exclusion or isolation, physical aggression, lies and false rumors, extortion and stealing of money and property, or forced acts. G.W. Carver High School prohibits the harassment, intimidation and bullying of a scholar by another scholar in accordance with Louisiana RS 17-416.13.

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

Behavior that infringes on the safety of any scholar will not be tolerated. A scholar shall not bully or intimidate any scholar through words or actions. Such behavior includes, but is not limited to direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation. The school district policy prohibiting bullying is included in the scholar code of conduct and includes but is not limited to the following:

- Any scholar who engages in bullying will be subject to disciplinary action up to and including expulsion.
- scholars and staff are expected to immediately report incidents of bullying to the dean or other discipline personnel.

- School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.
- Investigations will be kept confidential to protect the privacy of those involved.
- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of scholars who are victims of bullying and scholars who commit an offense of bullying.

Scholars, parents/guardians and other school personnel may report incidents of bullying to an administrator, teacher, counselor or other staff member orally or in writing by using the appropriate form.

This policy applies to scholars on school grounds, while traveling on a school bus to and from school or a school sponsored activity, and during a school-sponsored activity.

Dating Violence

Dating violence is part of a pattern of behavior called dating abuse. It is defined as the physical, sexual, psychological, or emotional violence within a dating relationship, including stalking. It can occur in person or electronically and might occur between a current or former dating partner. Dating abuse is used to gain and maintain power and control over a dating partner, and it can come in many forms:

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

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

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

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

Scholar Cell Phones

Cell Phones & Electronic Devices (Headphones included)

G.W. Carver High School recognizes that we live in a time period in which our senses are raised to safety and security, especially in travel situations. Some parents may desire to send their children to school accompanied with a cell phone to facilitate communication between home and school and during transit; however, phones and other electronic devices cannot be used on campus during school hours.

Once a school official greets scholars in the morning, electronic devices are no longer allowed. Phones and electronics must be put away before entering the building. Devices must remain out of sight until the final bell of the day.

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

Cell phone & headphone use results in **immediate confiscation** by the adult on duty. Confiscated technology will be returned at the end of the day. Depending on the number of cell phone violations, G.W. Carver High school may require an additional, individualized cell phone contract that further limits cell phone use for a scholar. G.W. Carver High School reserves the right to ban wearable tech.

State Cell Phone Policy

§1141. Electronic Telecommunication Devices

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

B. Nothing in this section shall prohibit the use and operation by any person, including scholars, of any electronic telecommunication device in the event of an emergency in which there is actual or imminent threat to public safety.

C. Each LEA shall develop, adopt, and implement policies, procedures and practices applicable to school employees relative to electronic communications by an employee at a school to a scholar enrolled at that school.

***Note on security and stolen items:** Scholars bring electronic devices and money onto campus at their own risk. G.W. Carver High School is not responsible for replacing damaged or stolen property. Scholars are advised to leave all valuables at home and to keep a close eye on their possessions while at school. GWC will not disrupt any part of the school day to search for a lost or stolen item.

Scholar Code of Conduct

Our approach to creating expectations is rooted in the belief that the learning environment is sacred. At G.W. Carver High School, we do whatever it takes to make sure that every child is safe (physically, emotionally, mentally, and intellectually) and to make sure that every child has the chance to learn without needless disruptions. Our faculty uses a variety of strategies to promote positive behavior and to correct problem behaviors. We use positive reinforcement whenever possible, doing our best to highlight when scholars are making positive choices. Scholars are honored for positive behavior and

good character at every opportunity and families are made aware of these triumphs during regular check-ins with advisors. The expectations for behavior at G.W. Carver High School are rooted in our core values. The standards detailed in this code of conduct exist to help our scholars make positive college-prep choices.

Successful scholars:

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

Uniform

School Uniform in Person

All scholars must come to school in full G.W. Carver High School uniform every day. Our uniform unites us. When you look at a group of scholars in the G.W. Carver High School uniform, it is a powerful visual statement of our community. Wearing the G.W. Carver High School uniform demonstrates a scholar's commitment to and belief in our school's high expectations. Our uniform also allows security personnel to easily identify G.W. Carver High School scholars and ensure there are no unauthorized visitors. Finally, our uniform also prepares scholars for the expectations of professional settings. When a scholar arrives on campus they should be "dressed for work" and mentally prepared to take on the challenges of their day.

We strive to ensure our uniform is accessible and affordable to all scholars. To inquire about uniform assistance, please contact the front office at 504-308-3660.

Scholars may not change out of the G.W. Carver High School uniform at any point during the school day unless participating in PE or another school activity which requires them to do so. Scholars must wear the G.W. Carver High School uniform at all school events, including trips and activities outside of school hours unless otherwise directed.

Shirt

- Grades 9-12: White GWC polo shirt/button down shirt with the GWC logo
- Grades 9-12: Official GWC t-shirts or college t-shirts
- Grade 12 only: Black GWC button-down with GWC logo
- Polo/button down shirts must be tucked in at all times. Collars must be turned down at all times.
- **Shirts and t-shirts should not be altered in any way.** Shirts with holes, intentional ripping, cut-away collars, and/or shortened hems are not allowed.

Pants & Skirts

- Grades 9-12: Full-length khaki pants.
- Grades 9-12: Sanctioned plaid pants or plaid skirts. Skirts must be worn no higher than 2 inches above the knee. Solid colored tights may be worn under skirts.
- Pants may have only four pockets. Cell phone/cargo pockets are not permitted, and neither are frays, tears, or holes.
- Pants must be worn at the waist or hip level.

- Pants may not be leggings or jeggings. Pants may not be made of corduroy.
- Pants must have belt loops. No drawstrings are allowed.
- GWC reserves the right to determine if a scholar's pants are too tight or too loose. If deemed so, the pants are in violation of the uniform.
- **Pants and skirts should not be altered in any way.** Pants/skirts with holes, intentional ripping, and/or shortened hems are not allowed.

Belts

- A belt must be worn with pants at all times.
- Belts must be worn through belt loops *and* must keep pants up.

Shoes & Socks

- Shoes must cover the toe and heel; no slippers or sandals may be worn during the school day.
- Ankle boots are allowed. No other boots are permitted.
- No steel-toed boots.
- Socks and shoelaces may be any color or pattern. They may not display any drug-related or inappropriate language or symbolism. Inappropriate socks must be removed.

Outerwear

- Grades 9-12: green cardigan with G.W. Carver logo
- Grades 9-12: GWC green and white varsity jacket (no hooded outerwear)
- Grades 9-12: GWC Outerwear (i.e. band windbreaker, track sweatshirt, cheer sweater, etc.)
- Grades 9-12: College sweatshirts
- No other elementary, middle school or high school items can be worn.
- All outerwear must be worn over the GWC polo or other sanctioned school shirt. Scholars without an approved shirt underneath the sweatshirt will be considered out of uniform.
- Sweaters or sweatshirts, including G.W. Carver-issued and college sweaters and sweatshirts,
- **Outerwear that has a hood will not be allowed on campus.** Tucking a hood into the back of the sweatshirt is unacceptable. Items that have a hood, will be confiscated and will not be returned or replaced by G.W. Carver High School.
- All outerwear must be presentable.
- Unauthorized outerwear may be confiscated upon arrival and can be retrieved at the end of the day.
- GWC reserves the right to alter the dress code due to inclement weather.
- **Outerwear should not be altered in any way.** Outerwear with holes, intentional ripping, inappropriate symbols/patches are not allowed.

Accessory Limits

- Black, green, or plaid ties are acceptable.
- Hats, bandanas, shower caps, du-rags, stocking caps, flexi rods, satin caps (bonnets), scarves, beanies, and sunglasses are not allowed during the school day. They **will** be confiscated upon arrival. Should the scholar refuse to remove or turn in these items, parents will be notified immediately.
- Scholars may not clip items to their pants. Any items that dangle from the waist (like wallet chains) are not allowed.
- No visible necklaces.
- Bags must be large enough to hold all school materials, including but not limited to books, binders, paper, and supplies.
- The school reserves the right to disallow any large or otherwise inappropriate accessories.

Important Note on Uniform

- Any offensive expressions in a scholar's attire will not be allowed.
- Any exceptions to school dress code based on religious observances must be presented to the Principal in writing.
- Scholars must adhere to the policies outlined for dress down occasions as mandated by the occasion.

- 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).



Unacceptable



Acceptable



NOT ALLOWED



NOT ALLOWED



NOT ALLOWED



NOT ALLOWED

Uniform Violations

If scholars forget or are unable to wear proper uniform to school, they will have the opportunity to purchase the following items at school each morning:

Belts: \$10.00

G.W. Carver T-Shirts: \$10.00 - \$15.00

G.W. Carver Sweatshirts: \$20.00

****pants and shoes will not be available for purchase.****

If a scholar does not purchase the missing uniform item or otherwise adhere to the uniform policy, G.W. Carver will implement the following consequence ladder:

1st offense: An adult will document, call a parent, and issue an official written warning. Scholars will receive 1 detention.

Further consequences may be assigned on a case by case basis at the discretion of the Dean of Discipline or their designee. If scholars refuse instructions to fix certain uniform pieces they may lose the ability to wear that item in the future.

Scholar Support

Mental Health Services

At G.W. Carver High School we strive to ensure scholars are provided with support and intervention to overcome any obstacle to academic success. We work hard to ensure that our scholars achieve academic success. At times, social, emotional, and behavioral health can have an impact on academic achievement and success. Challenges such as bullying, grief and loss, acute needs such as homelessness, and pregnancy, and trauma can prevent scholars from attaining the success of which they are capable. The Department of Mental Health provides support to all scholars to help them cope and manage with such issues.

At G.W. Carver High School, we have full-time mental health professionals working to provide support to your scholar with regards to these challenges and others that may arise. Services for scholars include individual and group counseling sessions, referrals to community organizations, workshops, as well as preventative measures. Furthermore, it is the vision of the mental health department to work closely with all members of the G.W. Carver community, including teachers, families, and scholars.

In addition, G.W. Carver has partnered with different mental health agencies across the city. These organizations may come to school to have discussions with scholars and provide them with the tools they need to overcome any obstacles and continue on the path to college success. G.W. Carver High School will always inform you if your child is working with one of these agencies and/or our mental health services staff.

Confidentiality is a very important aspect of social work services. The information shared between the scholar and mental health professionals is kept private with few exceptions. If there is evidence that the scholar is in danger, necessary information will be shared to protect the people involved. Information that may help the scholar's academic success may be shared with teachers.

Scholar Restraint and Seclusion

See appendix G.

Appendix

Appendix A. Teacher Bill of Rights

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

1. a teacher has the right to teach free from the fear of frivolous lawsuits, including the right to qualified immunity and to legal defense, and to indemnification by the employing school board, pursuant to R.S. 17:416.1(C), 416.4, 416.5, and 416.11, for actions taken in the performance of duties of the teacher's employment;
2. a teacher has the right to appropriately discipline scholars in accordance with R.S. 17:223 and 416 through 416.16 and any city, parish, or other local public school board regulation;
3. a teacher has the right to remove any persistently disruptive scholar from his classroom when the scholar's behavior prevents the orderly instruction of other scholars or when the scholar displays impudent or defiant behavior and to place the scholar in the custody of the principal or his designee pursuant to R.S. 17:416(A)(1)(c);
4. a teacher has the right to have his or her professional judgment and discretion respected by school and district administrators in any disciplinary action taken by the teacher in accordance with school and district policy and with R.S. 17:416(A)(1)(c);
5. a teacher has the right to teach in a safe, secure, and orderly environment that is conducive to learning and free from recognized dangers or hazards that are causing or likely to cause serious injury in accordance with R.S. 17:416.9 and 416.16;
6. a teacher has the right to be treated with civility and respect as provided in R.S. 17:416.12;
7. a teacher has the right to communicate with and to request the participation of parents in appropriate scholar disciplinary decisions pursuant to R.S. 17:235.1 and 416(A);
8. a teacher has the right to complete only paperwork that is not excessively burdensome that, if required by law or regulation, adheres to the law or regulation and does not result in overly cumbersome interpretations of that law or regulation;
9. a beginning teacher has the right to receive leadership and support in accordance with R.S. 17:3881, including the assignment of a qualified, experienced mentor who commits to helping him become a competent, confident professional in the classroom and offers support and assistance as needed to meet performance standards and professional expectation;
10. a teacher has the right to be afforded time during the school day or week to collaborate with other teachers.

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

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

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

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

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

Appendix B. Attendance Interventions

# of Absences	Interventions
No absences	Scholar will receive recognition for their dedication and hard work to their education by receiving incentives.
1-2 absences	Scholar's parent/guardian will be contacted via automated call; contact will be documented.
3rd absence	<p>The school will send a letter to parent/guardian notifying the parent of the scholar's status and recommending a conference with the scholar's advisor to develop an attendance plan LRS 17:233.</p> <p>Scholar's parent/guardian will be contacted by a teacher/advisor of record to schedule a mandatory Attendance Conference.</p>
5th absence	The scholar is considered as truant as pursuant to LRS 17:233. A letter will be sent to the home of the scholar informing the parent/guardian of violation of compulsory attendance law.
15th absence	<p>The student is considered truant as pursuant to LRS 17:233 and may be referred for truancy through NOLA Public Schools.</p> <p>Students will not earn credits for classes upon their 10th unexcused absence, which will impact their ability to be promoted to the next grade.</p> <p>A school official or representative may conduct a home visit, review attendance plans, enforce compulsory attendance law, and make recommendations to improve attendance.</p>

Appendix C. Grievance Procedure

Complaint and Information Request Procedures:

Any scholar, 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 scholars, parents, and our teachers and school based staff are critical to ensuring the success of our scholars. 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 scholar or parent/guardian of a scholar 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 scholar or parent should send a written complaint or request for information to the school compliance officer, Read Irvin (rirvin@collegiateacademies.org) within 5 working days.

The written complaint or request should include:

- o the issue / concern / complaint / information requested;
- o what steps have been taken to resolve the situation;
- o the reason for the complainant(s)' dissatisfaction with the actions already taken or information provided;
- o 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.

3. 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 the front office at (504) 308-3660 or emailing irvin@collegiateacademies.org.
4. 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.

5. If the complainant is not satisfied with the decision of the Principal, an appeal in writing may be made to Collegiate Academies' President's Office, Stacy Martin within ten (10) days of receipt of the decision.

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

Collegiate Academies
Attn: Stacy Martin
PO Box 872110
New Orleans, LA 70187

Within thirty (30) working days the CA President will investigate the complaint and may conduct a hearing to gather additional information before issuing a decision. The decision of the President 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. Discipline Policy & Procedures for Scholars with Disabilities

I. Overview of Procedural Safeguards

A. General. Disciplinary actions give scholars with disabilities extra legal protections when the discipline constitutes a change in placement. If a scholar violates the scholar Code of Conduct, before consequences or punishment are imposed, the principal/designee must consider whether the scholar: Has an IDEA or Section 504 disability; or is a scholar who is "thought to have a disability." While all scholars may be disciplined, the placement of scholars with disabilities cannot be "changed" when the offense is directly related to his/her disability or when the IEP or Section 504 plan is not implemented, except in the case of emergency circumstances (drugs, weapons, significant bodily injury). See Section II for more information about emergency circumstances.

B. Determining Change in Placement. A change in placement is a legal term that applies to the situations described below. A scholar's school suspension that occurred in a LA local education agency (LEA) during the same school year of transfer into another LA LEA "counts" and is added to any additional suspensions in the new school.

1. More than 10 Consecutive Days of Suspension, i.e., Expulsion
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 scholar has been suspended. scholars with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all scholars.
 - 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 scholar has been suspended. scholars with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all scholars.
 - c. Factors for Determining Pattern of Suspensions
 - i. Substantially Similar Behavior. Is the scholar's behavior substantially similar to the behavior for which the scholar has previously been suspended? (Factors may include same type of behavior, same victim, same class, same day of the week or same time of day, etc.) If the answer is yes, continue with the following analysis:
 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 scholars.
 - 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 scholar's suspension has surpassed 10 cumulative days for the year.

3. Additional Considerations. The following considerations apply to in-school suspension; a suspension or removal for a portion of the school day; and for suspensions from transportation.
 - a. In-school Suspension. An in-school suspension will not be considered as a suspension for the above purposes as long as a scholar is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the extent (s)he would have in the current placement. Any in-school suspension that does not meet this standard must be considered as a suspension for purposes of these procedures.
 - b. Suspension/Removal for Portion of School Day. scholars sent home from school in the morning because of misconduct is considered to have a full-day suspension. scholars sent home in the afternoon is considered to have a half-day suspension. These conditions apply unless the scholar's BIP specifically calls for the scholar to receive a shortened school day when certain behaviors are exhibited.
 - c. Bus Suspension. The following standards apply based on whether transportation is a related service on the IEP:
 - i. Bus Transportation Is IEP Service. When transportation is an IEP service, a scholar's removal from the bus is considered to be a suspension unless transportation is provided in some other way. In this case, transportation has been determined to be necessary for the scholar to access educational services.
 - ii. Bus Transportation Is Not IEP Service. When transportation is not an IEP service, the scholar's removal from the bus is NOT considered to be a suspension. In this case the scholar/parent has the same obligations for the scholar to get to and from school as any nondisabled peers suspended from the bus. However, school officials should consider whether the bus behavior is similar to classroom behavior that IS addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP.
 4. Monitoring Suspensions - Principals must have procedures in place to monitor and cumulatively total all suspensions for scholars with disabilities.
- C. Determining Manifestation Determination & Services.
1. Manifestation Determination. Within 10 days of any decision resulting in a change of placement the LEA representative, parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA representative) must meet and determine whether the scholar's behavior is a manifestation of his/her disability using the Manifestation Determination form. The procedures below are used to make this determination.
 - a. Making the Decision
 - i. Review Relevant Information. The team participants review all relevant information in the scholar's file, including the IEP. If the IEP was not implemented, the team documents why it was not implemented and whether the failure to implement the IEP impacted the scholar's behavior.
 - ii. Observe Behavior. The team also reviews documentation of staff observations regarding the scholar's behavior. This should include an analysis of the scholar's behavior across settings and times throughout the school day.
 - 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 scholar's behavior was manifested by his/her disability.
 - v. Relationship of Behavior to Misconduct. Was the conduct caused by or directly and substantially related to the scholar'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 scholar's disability.

- b. IEP Implementation. Was the conduct a direct result of the school's failure to follow the scholar's IEP? If so, the principal must ensure that immediate steps are taken so that the identified deficiencies are remedied.
- c. Behavior Is Manifestation of Disability. If the relevant members of the IEP team answers yes to either question, then the scholar's behavior is a manifestation of his/her disability. In this case:
 - i. Return to Placement. Unless the IEP team agrees to a change of placement as part of the modification of the BIP, the school must return the scholar to the placement from which (s)he was removed. Note: this provision does not apply to scholars involved with weapons, drugs or serious bodily injury. (See Section II.)
 - 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 scholar with the conduct at issue. If the scholar already has a BIP, it must be reviewed and modified to address how the school can better assist the scholar with the conduct at issue. Note: If the FBA requires a new assessment of scholar behavior, parental consent is required.
- d. Behavior is NOT Manifestation of Disability
 - i. Same Consequences. If the IEP team members agree that the scholar's conduct was not a manifestation of his/her disability, then the scholar may be subject to the same consequences as all scholars.
 - ii. Required Services. A scholar with a disability who is removed from his/her current placement must receive the following services beginning on the 11th day of cumulative suspensions during the school year. The IEP team:
 - 1. Identifies Services. Identifies and documents educational services the scholars will receive to enable the scholar to continue to participate in the general education curriculum, although in another setting (e.g., an interim alternative educational setting (IAES), etc.) and to progress toward meeting the goals set out in the scholar's IEP; and
 - 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 scholar's IEP. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements of this section, is appropriate for a scholar with a disability who violates a code of scholar conduct.

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

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

A. Criteria for Emergency Removal.

- 1. Weapons. A scholar carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the school's jurisdiction. A weapon is a device, instrument, material or substance animate or inanimate that is used for or is readily capable of causing death or serious bodily injury (excluding pocket knife with a blade of less than 2 ½ inches in length); firearms, including a starter gun; the frame or receiver of such a weapon; a muffler or silencer; any destructive device including any explosive incendiary or poison gas bombs, grenades, rockets, missiles and mines; does not include antique firearms.
- 2. Drugs. A scholar knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the school's jurisdiction; A controlled substance is a drug or other substance in the Federal Code that does not include a substance legally used and possessed under the supervision of a licensed health-care professional. Possession of alcohol and tobacco does not fall under "controlled substance." Therefore, the principal cannot move a scholar to an IAES for possession of these items under this section. Instead, the removal is subject to the procedural safeguards applicable to other types of misconduct.

3. **Serious Bodily Injury.** A scholar inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or an LEA. Serious bodily injury involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

B. Removal

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

C. Action during Removal. During the 45 school day period, the school must convene a meeting to determine whether the scholar's behavior is a manifestation of his/her disability. (See Section I.C. above for more information about the manifestation determination process.)

1. **Behavior IS Manifestation of Disability**

- a. **FBA/BIP.** As discussed above, the IEP team must conduct or review an FBA and create a BIP addressing ways that the school can help the scholar with the conduct at issue. If the scholar already has a BIP, it must be reviewed and modified to address how the school can better assist the scholar with the conduct at issue. Note: if the FBA requires a new assessment of scholar behavior, parental consent is required.
- b. **Reevaluation.** The scholar may be referred for a reevaluation.
- c. **More Intensive Services.** The IEP team may meet to consider more intensive special education services upon the expiration of the 45 day IAES or sooner.

2. **Behavior is NOT Manifestation of Disability**

- a. **Disciplinary Hearing.** If all team members determine that the conduct was not a manifestation of the scholar's disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all scholars.
- b. **FBA/BIP.** The scholar must receive, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior related to the disciplinary violation so that it does not recur.

III. Appeals

A. Reasons for Requesting an Expedited Due process Hearing

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

B. Authority of Hearing Officer

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

C. Expedited Due Process Hearing Procedures.

1. An expedited hearing must occur within 20 school days of the date the request is filed. The hearing officer must make a determination within 10 school days after the hearing.
2. Unless the parents and school personnel agree in writing to waive the resolution meeting or agree to mediate the dispute:

- a. A resolution meeting must occur within seven days of receiving notice of the hearing request; and
 - b. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request.
 3. Evidence not disclosed to the other party three business days before the hearing is excluded, unless the parties agree otherwise. Expedited due process hearing decisions are appealable to state or federal court.
- D. Placement during Appeal of Discipline Decision
1. Weapons, Drugs or Serious Bodily Injury. The scholar remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.
 2. Behavior Not Manifested by the scholar's Disability. The scholar remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.
 3. Behavior Is Manifested by scholar's Disability but Belief Behavior is Substantially Likely to Cause Injury. The scholar remains in the placement (s)he was in at the time of the behavior in question unless the parent and school personnel agree otherwise.

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

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

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

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

1. Evaluation Requested. The parent requested an evaluation.
2. Written Concern. The parent expressed concern in writing to the scholar's teacher or school administration about the scholar's need for special education and related services
3. Specific Concerns by Staff about Pattern of Behavior. The scholar's teacher or other school staff told school supervisory personnel of specific concerns about the scholar's pattern of behavior. If any of the three factors above are present, then school officials consider disciplinary action as if the scholar has a disability.

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

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

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

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

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

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

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

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

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

VI. Application of Section 504 and ADA

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

Appendix E. Handbook Violations

Handbook Violations	
The violations listed below are the most serious and highest priority to correct. This behavior may cause another person or persons physical or mental harm and/or be illegal; or, may prevent learning from happening. Behavior in this category may result in removal from class, suspensions ranging from 1-5 days, and when appropriate possible recommendation for expulsion. Other corrective and restorative actions (eg, parent meetings; required counseling or peer mediation; confiscation of contraband; notification of truancy office or police) may be taken.	
Infraction	Definition / Notes
Failure to serve assigned consequence/ turn in electronic devices	Scholar has a cell phone visible or audible. Teacher requests confiscation of phone. Scholar refuses.
Threatening	Threatening a scholar or adult member of the community (e.g. "If you __ then I'll __").
Verbal altercation	Verbal arguments between scholars.
Destruction of property	Vandalism, graffiti or damage to the building or another person's property.
Obscene Behavior	Engaging in behavior of a sexual nature including consensual sexual activity at school or a school function. Possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.)
Hate speech	Using language that undermines the dignity of a race, sexual orientation, religion, ethnic background, exceptionality, etc.
Bullying/harassment	Unwanted or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture.
Cyber bullying	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.
Leaving campus during school hours	Leaving campus during school hours and/or attempting to leave and return to campus. See "Campus Boundaries" section for detailed explanation (p.9).
Tobacco	Uses or possesses tobacco on campus, the school bus or any school function.
Lighter/ Matches	Uses or possesses tobacco or a lighter on campus, the school bus or any school function.
Trespassing	Unauthorized entering onto school property without permission. Or, when an individual who has been given prior notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave does not. This includes unauthorized presence of a scholar on school property while on a restrictive access, suspension, or expulsion. Similarly, providing any persons access to the building through unauthorized doors during or outside of school hours can result in disciplinary action.

Sexual harassment or assault	Intimidation, bullying, or coercion of a sexual nature. Sexual contact or behavior that occurs without the explicit consent of the recipient.
Verbally or physically inciting violence	A verbal altercation where a scholar 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 scholar runs toward it and does not seek help or tell the scholars to stop.
Theft/stealing	Theft or stealing (property valued over \$500.00 is greater penalty)
Alcohol	Possessing alcoholic beverages on campus or at a school function.
False alarm	Pulls fire alarm / bomb threat/ discharging a fire extinguisher.
Arson	Intentional damage to property by any explosive substance or setting fire to any property.
Fighting or unwanted physical contact	Included but not limited to: fighting with physical contact outside of 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.
Weapons	Carrying or possessing a weapon on campus or a school related function. This includes firearms, knives or any instrument that is used (or which is intended to be used) to harm another individual. This also includes look-a-like weapons and something intended for other purposes but used as a weapon.
Drugs	Possessing, distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law (including over-the-counter prescription medications).

Appendix F. Expulsion Due Process Procedures

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

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

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

expulsion will begin immediately. The NOLA PS or the charter school will make arrangements for assigning the student to an alternative school or alternative educational placement after the hearing.

10. The parents or legal guardians of students may appeal the student's expulsion.
11. After the student has completed their full expulsion term at the alternative school or educational placement to which the student is assigned, the student has the right to return to the school from which he or she was expelled. At the time of the hearing, the Hearing Officer will determine the student's eligibility to return to their expelling school.

Appendix G. Scholar Restraint and Seclusion

Introduction

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

Defining Seclusion and Restraint

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

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

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

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

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

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

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

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

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

school climate and culture.

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

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

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

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

Seclusion and Restraint Policy

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

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

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

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

movement

Physical restraint must be used only:

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

A Seclusion Room or other confined area must:

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

Further, Seclusion and Restraint:

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

Physical Restraint Procedures

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

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

- Nonviolent Crisis Intervention Techniques:

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

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

Every CA employee that is certified with CPI has undergone at a minimum six hours of CPI training in an initial training year and/or a three hour refresher course to maintain certification and implementation of best CPI practices. Additionally, all trained CA members are shown how to appropriately document incidents of restraint and seclusion.

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

Seclusion Procedures:

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

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

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

Monitoring requires:

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

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

When the use of a seclusion room is necessary:

- The scholar with a disability should be escorted to the seclusion area without the use of physical force, whenever possible. School employees shall employ Crisis Prevention and Intervention (CPI) training techniques in order to support the scholar in transition from crisis to seclusion room.

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

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

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

Monitoring & Documentation Policy:

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

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

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

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

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

Parent or Guardian Notification: 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 scholar, and will do so no later than the school day following the day in which seclusion/restraint occurred. Every CA school shall document all efforts at communicating with parents, including conversations, phone calls, electronic communications, and home visits, to notify the parents of a child who has been placed in seclusion or physically restrained.

Patterns of Restraint or Seclusion use for Scholars with Disabilities:

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

Appendix H. Policies for Pregnant and Parenting 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.

¹ [Act 472](#) Compliance

- 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.
 - 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 I. Scholar Dues and Fees

Policy Statement

Collegiate Academies (CA) schools provide robust and effective programming to scholars across academic, social, extracurricular, athletic, and other domains. As public schools, CA will strive to create these programs with minimal contributions (fees) from families and participating scholars. 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 scholar 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 scholars 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 scholar fees and will be responsible for clearly communicating these plans to scholars 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 scholars 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 scholars and families who complete the following steps:

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

The Louisiana Department of Education provides the follow examples of a family status that may be grounds to grant a waiver: families receiving unemployment benefits or public assistance, including Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI) or Medicaid; foster families caring for children in foster care; and families that are homeless. School Leaders may use these indicators and other information to make their determination.

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

Activity Group Description	Amount Per scholar	Use of Fee	Dues Deadline(s)
Senior Budget	\$500	graduation + senior activities + senior memorabilia	December 1, 2023
Homecoming Court - Girls	\$750	all outfits worn for the game, dance, and pep rally t-shirt, 2 dance tickets, 2 game tickets, parade fees	Immediately following Homecoming Court voting
Homecoming Court - Queen	\$1,100	all outfits worn for the game, dance, and pep rally t-shirt, 1 dance tickets, 2 game tickets, parade fees	Immediately following Homecoming Court voting
Homecoming Court - Boys	\$700	all outfits worn for the game, dance, and pep rally t-shirt, 1 dance tickets, 2 game tickets, parade fees	Immediately following Homecoming Court voting
Homecoming Court - King	\$700	all outfits worn for the game, dance, and pep rally t-shirt, 1 dance tickets, 2 game tickets, parade fees	Immediately following Homecoming Court voting
Cheerleading Team	\$1200	Black Uniform, Poms, Orange Briefs, Bow, Cheer Bag, Orange Shell	October 1, 2023
Dance Team	\$450	Uniforms, shoes, tights, jacket	October 1, 2023
Boys Basketball	\$150	Warm-ups, shoes, t-shirt, bag	December 1, 2023
Boys and Girls Track Team	\$150	Warm-ups, shoes, t-shirt, bag	February 1, 2024
Girls Basketball	\$150	Warm-ups, shoes, t-shirt, bag	December 1, 2023
Majorettes team	\$400	Uniforms, shoes, tights, jacket	October 1, 2023
Band Members	\$150	T-Shirt, Windsuit	October 1, 2023

Appendix J: 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 K: 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 Chief of Staff, Read Irvin, by emailing irvin@collegiateacademies.org. 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 Chief of Staff, Read Irvin, by emailing irvin@collegiateacademies.org. 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 L: 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 M: 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.



Scholar and Family Handbook Agreement

I have received my copy of the 23-24 GWC Handbook. I agree to the terms of the handbook, and will support my scholar to ensure they meet the guidelines related to regular attendance, academic performance, and the school code of conduct. I will reach out with any questions to the front office: 504-308-3660.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

I have received my copy of the 23-24 GWC Handbook. I agree to the terms of the handbook, and will use the handbook to guide my actions as an exemplary G.W. Carver Ram. I commit to attending school regularly, conducting myself appropriately, and putting forth my best in all academic work. I will reach out to my teachers, my advisor, and my family for support.

Scholar Name: _____

Scholar Signature: _____