2026-2027

Collegiate Baton Rouge

SCHOLAR & FAMILY HANDBOOK

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

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Overview
Who We Are

Mission

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

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

Values

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

Excellence: We never settle for less than our best.
Empathy: We seek to understand others and show it.
Community: We care about each other's success; we work together to achieve our goals.
Courage: We do what's hard in order to do what's right.
Optimism: We believe in each other and ourselves; we expect the best for our future and work to achieve it.
Responsibility: We look to ourselves to create the opportunities we want.

Advisory

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

Mascot

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

School Operations

Collegiate Academies Board

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

2026-2027 Board Members

Davis Zaunbrecher **Board Chair**			
Stephan Rosenthal	Adam Hawf	Kevin Wilkins	Terrence Lockett
Sharonda Williams	Joshua Cox		Doug Finegan

Enrollment

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

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

Daily Hours and Schedule

The scholar schedule for the 2026-2027 school year is as follows:

	Monday - Thursday	**Friday (PD Days)**	**Friday (Club/Advisory Days)**
Arrival	7:38am	7:38am	7:38am
Dismissal	2:56pm	1:44pm	2:56pm

Please note that scholars may not enter the building before 7:38am. Scholars are tardy if they arrive after 7:59am. Scholars are required to arrive at school on time and remain at school through dismissal.

School Calendar and Closings

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

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

- Instagram: @collegiate.baton.rouge
- Facebook: @collegiatebr

At the discretion of the principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding days during or at the end of the school year.

Transportation

Transportation to and from school is offered to all scholars who live inside East Baton Rouge Parish. Any scholar who lives in East Baton Rouge Parish and is at least one mile from the school is eligible for free transportation. The school bus will pick scholars up Monday through Friday in time to arrive at school on time. The bus will pick up scholars from school at the close of the school day to take them home. If a scholar misses the bus for any reason, it is their responsibility to find a way to or from school.

Bus Stops

Collegiate Baton Rouge will contract with a scholar transportation services provider who will be responsible for all routing, day-to-day operations, maintenance, driver training, and supervision while scholars are on the bus. 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 their guardian via phone call 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 their home or school, would be required to cross a roadway or highway on which traffic is not controlled by the visual signals on the school bus

Assigning New Stops

If a guardian needs to request a new or changed stop, they may reach out to the front office at 225.892.6962. The front office will provide information on whether the requested change may be granted and on next steps for getting a new stop assigned. Requests for new or changed bus stops take a minimum of 3-5 business days to be processed by our contracted scholar transportation service provider.

Scholars with Special Needs

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

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 that violates 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 infraction, 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

Compulsory Attendance

Purpose: Scholars' success is impacted by attendance. Our curriculum is rigorous and fast-paced; every day is essential. At Collegiate Baton Rouge, excessive absenteeism and/or tardiness is not allowed. Scholars are required to meet a certain number of "seat minutes" to be eligible to receive credit in their courses. Seat minute requirements are set by the State Department of Education

and are non-negotiable. For the 2026-27 school year, the maximum number of Unexcused Absences a scholar can have and still be eligible for course credit are as follows:

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

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

While each scholar is ultimately responsible for their own attendance, families are expected to ensure that their children are in school. Excessive absences will be considered a violation of the parent/guardian commitment. Attendance helps to foster an attitude of responsibility and is essential to the instructional program at Collegiate Baton Rouge. Attendance is the first step in ensuring academic success. A scholar is considered to be in attendance when they are physically present at school or are participating in an authorized school activity and is under the supervision of authorized school personnel for at least 50% of the school day.

Compulsory Attendance Law

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

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

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

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

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

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

The following reasons for absenteeism are not excusable:

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

- Skipping or cutting class
- Other personal appointments

Parents/guardians are asked to schedule medical appointments outside of school time. In the rare case that a 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 to the school upon return.

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

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

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 Collegiate Baton Rouge, we want our scholars to develop strong habits that will help them succeed in school, college, and careers beyond. Our doors open to scholars at 7:38am each morning. Scholars must arrive between 7:38am and 7:59am. Scholars arriving after 8:13am are considered tardy and will be assigned deductions. When scholars arrive at school late, they must report to the main office before heading to class in order to sign in, complete a security 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. No scholars will be permitted in the building after 10:30am without a valid written excuse from a doctor or other official appointment. (could go "excuse from a medical or legal appointment" which mirrors the language below for checkouts

Early Check Outs

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

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

At our school, early checkouts will not be allowed after 2:15pm on regular dismissal days or 1:00pm on early dismissal days

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 scholar.

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

Scholars who are 18 years of age or older may not check themselves out and must follow the same process as any other scholar, with an exception made in the event of medical or legal appointments. If a scholar 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 scholar to check themselves out, as well as documentation of the appointment. Scholars may not check themselves out to go to work; the school will report a scholar's workplace to the Louisiana Workforce Commission if it is determined that the scholar 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, contact the school immediately.

Communication and Feedback

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

- **Calls, Texts, and Emails to/from staff**: We will send home a contact list with phone numbers and email addresses of all staff at the start of the year; you can also pick this list up in our main office. If you reach out to a staff member, they will reply within 48 hours. Similarly, your child's advisor, teachers, and school administrators will reach out to you. If the message requires a response, please reply within 48 hours.
- **Calls to/from main office***:* The main office will be open from 7:45am - 3:45pm Monday through Thursday, and 7:45am - 3:00pm on Friday. We will do our best to answer any phone calls that come in during that time. If we are unable to answer the phone, please leave a message and we will reply within 24 hours. You will also receive automated phone calls from the main office to inform you of important events and updates.
- **Written Communication***:* Collegiate Baton Rouge will regularly communicate with families about field trips, events, and other important information. We ask that you read all notes sent home from school and promptly return any permission slips or forms.
- **SchoolRunner***:* SchoolRunner is a website that gives families live updates about their child's attendance, grades, and behavior at school. Families will receive usernames, passwords, and information about how to access SchoolRunner at the start of the year. You may access this information anytime throughout the year!
- **School Website and Social Media***:* Our school website, cbrhighschool.org, will have the most up-to-date calendar and announcements, as well as digital copies of important documents. You can also follow us on Facebook @collegiatebr and Instagram @collegiate.baton.rouge.
- **Visits***:* To arrange a visit to the school, please contact your child's advisor or call the main office. Classroom visits should be scheduled 48 hours in advance in order to ensure we can accommodate your visit.
- **Meetings***:* If the school requests a meeting with you and your child, we need to discuss something important with you. If you would like to request a meeting with a specific teacher or administrator, please reach out to that staff member directly.

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

We take the safety of our staff and scholars seriously. We reserve the right to limit a parent or guardian's access to campus if their behavior jeopardizes the safety of our community. If a parent or guardian has restrictions in place, we will communicate this to them and ensure they are still able to stay engaged in their child's education and remain in contact with our staff.

Uniforms

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

Collegiate Baton Rouge Uniform Requirements

Backpacks	Backpacks must be clear or mesh only.
Shirts	Any official Collegiate Baton Rouge shirt ● Navy or gray CBR polo shirt or white button-down Oxford shirt with the CBR logo

	● Official CBR T-shirts ● Grade 12 only: CBR Black Polo or Black CBR button-down ● Honor Roll only: CBR Teal Polo ● A scholar must wear a CBR uniform shirt, even if they are wearing outerwear on top of it
Pants, Skirts, & Shorts	Full-length **navy or khaki chino pants**, or the **CBR plaid pants** (plaid pants may be purchased at Fashion Era) ● Pants may have no more than four pockets. Cargo pockets, frays, tears, and holes are not allowed. **Pants must have no rips.** ● Pants must be worn at the waist or higher [note: the "waist" will be defined at the school's discretion] ● Pants may not be leggings, jeggings, or joggers. Pants may not be made of corduroy or jeans. ● Pants must have belt loops. A belt must be worn with pants at all times. **Navy, Khaki, or CBR Plaid Skirts** must be worn no higher than 2 inches above the knee ● Shorts must be worn under skirts (for safety reasons) ● Solid colored tights may be worn under skirts. **Navy or Khaki Chino Shorts** no shorter than TWO inches above the knee (males: 7 inch inseam) ● **NOT ALLOWED**: Jeans or denim, nylon track pants; no black or any colored pants that are not navy, khaki, or CBR plaid
Shoes	● **Shoes must cover the entire toe and heel.** Shoes must have hard rubber soles and be intended for wear outside of the home. ● ● Any designs must be school-appropriate (no inappropriate language or representations). ● ● **NOT ALLOWED**: Slides, sandals, high heels, and other shoes that are not closed-toe and closed-back will not be allowed. ***While some crocs have backs, they are not a part of our dress code and therefore not allowed.***

Outerwear	All outerwear (w/o hoods) must be worn over the CBR polo or other sanctioned school shirt
	
	Permitted Outerwear includes:
	● Items with the Collegiate Baton Rouge logo
	  ○ Official CBR Sweatshirt
	  ○ Official CBR Quarter Zip (which will be sold by CBR)
	  ○ Official CBR Cardigan (which will be sold by CBR)
	● Official CBR Team Apparel
	● Items with a College logo
	● Sweatshirts of solid colors. No additional graphic designs or words. Logos may not be bigger than a half dollar coin. Example: Small Nike check or adidas logo.
	
	NOT PERMITTED:
	● No Hooded Outerwear is allowed on campus.
	● No other elementary, middle school, or high school items can be worn
	● Scholars without an approved shirt underneath the sweatshirt will be considered out-of-uniform

	Hooded Outerwear will be immediately confiscated from scholars and NOT RETURNED. Collegiate Baton Rouge is not responsible for any confiscated hooded outerwear.
Accessories	Necklaces/Chains: Scholars may wear simple necklaces or chains. Not Permitted: ● Visible pendants or charms with words, names, images, pictures, symbols, or messages. ● Scholars may not clip items to their pants. Any items that dangle from the waist (like wallet chains) are not allowed. Items that violate this expectation must be tucked, removed, or held for the day. Collegiate Baton Rouge is not responsible for confiscated accessories and reserves the right to disallow any large or otherwise inappropriate accessories.
Headwear	Scholars are allowed to wear non-paisley printed headbands or headwraps. ● **NOT ALLOWED**: Beanie style hats, baseball caps, Hats with a bill, any other hats, bandanas, bonnets, and durags
Belt	**Belts must be worn.** Belts of any color are allowed.
General	Socks, jewelry, shoes, and all other items of clothing or accessories must be school appropriate ● "School appropriate" will be defined at the school's discretion ● Items of clothing or accessories deemed inappropriate may be confiscated until the end of the day 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).

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.**

School Supplies

Collegiate Baton Rouge will provide families with a list of required school supplies at the start of each year. If for any reason the family cannot provide the needed supplies, please contact the main office of the school or the advisor of the scholar so that we can ensure that they get everything needed to be successful.

Cell Phones & Electronic Devices (Smart Watches, Bluetooth Headphones, Computers, & iPads)

Collegiate Baton Rouge 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.

- **Scholars are not permitted to be in possession of: cellphones, tablets or iPads (w/ or w/o keyboards), music devices, smartwatches, or wireless/bluetooth headphones between arrival and dismissal anywhere on the school campus.**

- **The devices listed above will be collected daily during arrival, before scholars enter the main building. Devices will be securely stored and returned at the respective dismissal times.**

Parents wishing to communicate with their child during the school day may leave a message with the Front Office at (225) 892-6962, who will in turn pass it on to the scholar. If a scholar wishes to go home, they must have permission to use a phone to call home.

Only school-issued computers are allowed on campus. All other items will be confiscated. If unapproved technology is seen in hallways or during class time, it will be confiscated and must follow the pickup protocol mentioned below.

Technology will be collected from all scholars during morning arrival. Collected Technology will be returned during the 4th period. If a scholar needs to leave campus early their items will be returned before they depart. To ensure collected technology is returned to the correct owner, all scholars must keep their technology in a clearly labeled plastic bag. If a scholar fails to label their items or turn it into the school, it is subject to immediate confiscation.

Only those listed as a contact in our school's database will be permitted to pick-up confiscated phones, watches, or other electronic devices from a member of the CBR Culture Team during the designated time. If your phone is confiscated more than three (3) times, the phone will be held until a parent/guardian can pick up the confiscated phone. During the pick-up process, the adult and scholar will be required to sign a technology contract. If a meeting with the parent/guardian is needed to discuss the matter further, one will be scheduled in advance.

<u>State Cell Phone Policy</u>

§1141. Electronic Telecommunication Devices

A. (1) 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.

   a. (2)(a) No scholar shall possess, on their person, an electronic telecommunication device throughout the instructional day. If a scholar brings an electronic telecommunication device in any public elementary or secondary school building or on the grounds thereof during an instructional day, the electronic device shall either be turned off and properly stowed away for the duration of the instructional day or prohibited from being turned on and used during the instructional day.

   b. (b) The provisions of Subparagraph (a) of this Paragraph are not applicable to a scholar whose Individualized Education Program, Individualized Accommodation Plan, Section 504 plan, or Individualized Health Plan requires the scholar's use of an electronic telecommunication device.

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, including cell phones, and money onto campus at their own risk. Collegiate Baton Rouge is not responsible for replacing damaged or stolen personal property. CBR will provide a way to secure electronic devices during the school day but will not be responsible for lost or damaged devices. Scholars are advised to leave all valuables at home.

Scholar Technology Use Agreement

Collegiate Baton Rouge provides scholars with the technological equipment and services necessary to succeed. This agreement shall serve as confirmation of the parties' mutual understanding concerning the use of technological resources owned by Collegiate Baton Rouge.

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

1. **Conditional Privilege:** The scholar's use of the school's equipment and services is a privilege conditioned on the scholar's adherence to this agreement.
2. **Property:** All equipment provided to the scholar is intended for educational purposes associated with their enrollment at CBR. All equipment and contents therein are the sole property of CBR, and remain so even if the equipment is removed from CBR property. The scholar's log-on credentials must be provided to authorized CBR employees upon request.
3. **Damages:** If equipment in scholar's possession is lost, stolen, damaged, missing components, or vandalized, the scholar/scholar's family will be personally responsible for the replacement cost of the equipment. Failure to pay the assigned cost may result in loss of privileges including but not limited to participation in prom, graduation, or co-curriculars.
4. **Acceptable Use:** The scholar agrees that they will obey all federal and state laws and regulations when using the school's equipment and services. Under no circumstances shall a scholar's use of school resources interfere with, or detract from their learning or the learning of others.
5. **Penalties for Improper Use:** If the scholar violates this agreement and misuses the equipment or services, they shall be subject to disciplinary action up to and including expulsion.
6. Misuse of equipment and services includes, but is not limited to, the following:
    a. using the equipment or services for any activities deemed lewd, obscene, vulgar, or pornographic as defined by prevailing community standards, disruptive or offensive to others, or harmful to school morale, including, but not limited to, transmission of sexually explicit messages or images, ethnic, racial, or gender slurs, unwelcome propositions or love letters, or offensive comments based on any federally protected status.
    b. using abusive or profane language in private messages on the equipment or network; or using the equipment or network to harass, insult, or verbally attack others;
    c. using encryption software;
    d. wasteful use of limited resources provided by the school including networking bandwidth, data plan, paper;
    e. causing congestion of the network through lengthy downloads of files;
    f. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
    g. gaining or attempting to gain unauthorized access to resources or files;
    h. identifying oneself with another name or password or using an account or password of another user without proper authorization;
    i. using the equipment or network for financial or commercial gain without school permission;
    j. theft or vandalism of data, equipment, or intellectual property;
    k. invading the privacy of individuals;
    l. using the equipment or network for any illegal activity, including computer hacking and copyright or intellectual property law violations;

m. introducing a virus to, or otherwise improperly tampering with, the equipment or system;
n. degrading or disrupting equipment or system performance;
o. creating a web page or associating a web page with the school or school without proper authorization;
p. attempting to gain access or gaining access to records, grades, or files from which the scholar is prohibited;
q. providing access to the school's equipment or network to unauthorized individuals;
r. taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of Collegiate Baton Rouge;
s. making unauthorized copies of computer software;
t. use of technology while driving;
u. Installing software on school computers without prior approval of authorized Collegiate Academies staff;
v. the use of peer to peer file sharing programs.

7. **Liability for debts:** The 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 Baton Rouge 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 e-mail, voice, written, and video transmissions. Collegiate Baton Rouge may at times allow technical support to remotely access any CBR devices, including all equipment provided to the scholar. All electronic communications to and from scholars regarding school and scholar matters must be communicated utilizing Collegiate Baton Rouge's electronic messaging systems in order to maximize and help protect the privacy of scholar information.
9. Other terms and conditions may apply.

Field Trips

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

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

Lost and Found

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

Scholar Belongings

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

Scholar Searches

As a staff, safety for all scholars is a top priority. Bag checks are used during our arrival process prior to entering the building to ensure zero unsafe items are entering the school building. School officials (anyone the school designates) may perform random searches of scholars while they are on campus. Any item that a Collegiate Baton Rouge staff member determines is unsafe or distracting to the learning environment may be confiscated. A scholar may be searched on campus if there is reason to believe the scholar is in possession of an item that is illegal, against school rules, or distracting to the learning environment. Scholar vehicles brought on campus, 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 if asked to open book bags, purses, or any vehicle brought on campus.

Closed Campus

Scholars are required to remain on campus throughout the entirety of the school day unless dismissed by a school official. Scholars are expected to stay out of any office or unsupervised space without permission while on campus. If a scholar leaves campus without permission, the family will be notified and a suspension (either in-school or out-of-school) will be assigned. The scholar will not be allowed to return to campus that day. This rule applies from the time that the buses arrive on campus in the morning until the time school is dismissed at the end of the day. A scholar may not exit a school bus and leave campus. All scholars should remain on buses until they are dismissed by a school official, then report to their homeroom after completing arrival.

Emergencies and Safety Procedures

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

Crisis Plans and Lockdowns. When a potentially unsafe situation happens on campus, a crisis response is triggered. Codes are used to initiate a particular sequence of actions by staff. Staff are familiar with the sequence of events associated with each code and will ask 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.

Nursing and Medication

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

Scholars 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 scholars with asthma and the use of auto-injectable epinephrine by scholars at risk of anaphylaxis. If your scholar needs to carry an inhaler or an epipen during the school day, please contact the school nurse to complete the necessary paperwork.

Meals

As part of our participation in the School Nutrition Program (a federal program that subsidizes all school meals), we must collect completed Free and Reduced Lunch application forms for all scholars. It is the policy of our school to require all parents and

guardians to complete this form, regardless of whether the parent or guardian believes their child will qualify for a free or reduced lunch, so that we can ensure we maximize the reimbursements we receive from the federal government. We offer breakfast and lunch to all scholars during the school day. Supper may be offered to all scholars who stay after dismissal for extra-curricular activities.

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

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

Parent Gift Giving Policy

Teachers and other Collegiate Baton Rouge employees may accept gifts valued at $25 or less and $75 as a total in one calendar year from or on behalf of scholars or former scholars. Staff members may not accept gifts beyond this amount.

Scholar Entrepreneurs

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

Academics

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

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

Academic Assessments

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

Grading and Academic Distinction

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

We use the state-mandated grading scale:

Letter Grade	Course Grade Range	GPA Points
A	90-100	4
B	80-89	3
C	70-79	2
D	60-69	1
F	50-59	0

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

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

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

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

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

Semester-long Courses vs. Year-long Courses

In the 2026-2027 school year, the only year-long courses will be English I, English II, Algebra I, AP English Language and Composition, AP English Literature and Composition, and Geometry. All other courses will be semester-long.

Gradebook Weighting

LEAP Courses

Semester 1 or 2	42.5%	42.5%	15%	100%

Non-LEAP Courses

Semester 1 or 2	50%	50%	100%

Additional Notes

- All final grades from S1 and S2 are combined for a scholar's yearly GPA.
- If a scholar 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 scholar's course grade.
- Exceptions to the 15% weight for the LEAP test are made in the cases of scholars on a LEAP Connect pathway or scholars who are earning credit through applied April Dunn individualized criteria. In April Dunn circumstances, the LEAP test accounts for 5% of the final grade for LEAP courses. The remaining 10% will come from performance on the individualized April Dunn plan.

Quarterly Breakdown

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

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

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

Grade Entry

Teachers are **required** to:

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

Calculating Class Rank

At Collegiate Baton Rouge, we celebrate the academic accomplishments of our scholars in numerous ways, including designating a Valedictorian, Salutatorian, and Top 10 for the senior class. Below is an overview of how we calculate class rank, which then determines those honors. Class rank is calculated by averaging the GPA points for all courses on a scholar'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 scholar 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
- Class ranking for graduation will be calculated at the end of the fall semester

Making Up Missed Work

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

Academic Integrity

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

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

Plagiarism. Louisiana State University defines plagiarism "to include any use of another's work and submitting that work as one's own. This means not only copying passages of writing or direct quotations, but also paraphrasing or using structure or ideas without citation. Plagiarism is turning in a product that, regardless of the scholar's intent, misrepresents the work of another as the scholar's own work. All written assignments should show the scholar's own understanding in the scholar's own words. All writing assignments, in class or out, must be composed entirely of words generated (not simply found) by the scholar. If words written by another person are used, they must specifically be marked as such with proper citation, according to the expectations of the class and assignment. Plagiarism includes everything from failing to cite a source by mistake to lifting a paragraph from a book and putting it into your paper. It also includes citing a source improperly - for instance, by using the wrong type of citation or making a mistake in the citation. It is any situation where a reader could think that work a scholar *did not* do is work that a scholar *did* do.

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

Cheating and plagiarism may result in the following consequences:

- Zero for the assignment
- Detention
- Parent phone call
- Parent meeting
- Restorative circle

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

- Grade of an F in the course for the quarte
- Recommendation for summer school or a failing grade in the course
- Discipline hearing

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

Use of Artificial Intelligence (AI)

Update: Our school recognizes the growing importance and potential of Generative AI (GenAI) to help us prepare all scholars for college success and lives of unlimited opportunity. The ability to use AI effectively is becoming a fundamental skill for college and career success. Our goal is to ensure scholars know how to use these tools to sharpen their thinking, not replace it.

Use of AI in class: Because the goal of every assignment is different, teachers will communicate clearly when and how AI is appropriate for a given task. If a teacher has not addressed AI use for a particular task, scholars should assume AI is not permitted until told otherwise. AI is strictly prohibited on quizzes, tests, and exams unless a teacher gives explicit permission for a specific portion of the assessment.

Authorized Tools, Access, and Safety: To protect scholar privacy, scholars should only use AI tools explicitly approved by the Collegiate Academies. Scholars must follow all age requirements for any approved tool. Scholars under 13 may only use tools that have specific school-level privacy protections in place. Scholars are permitted to use approved AI tools on campus by default. Parents who wish to restrict their child's access may submit a signed Opt-Out Form to the main office.

For our full Artificial Intelligence policy, please visit our website.

Promotion and Retention

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

Assuming a scholar 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 scholar 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 scholar 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 scholar 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 scholars 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 scholar 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 2026 testing requirement (out of three total) met** (via a passing score, an April Dunn plan, or an exemption)

Promotion to 12th Grade
A scholar who has completed three years of high school, and can graduate in two semesters, is a senior. To be a 12th grader, a scholar 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 scholar in all required courses during the school year (e.g., the scholar does not need to take Algebra I and Algebra II simultaneously), AND all **LEAP 2026 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 2026 requirements during the school year AND meet the requirements above (16 or more total credits, 8 or fewer credits required for graduation)

In addition to completing the required minimum number of Carnegie units of credits as presented by BESE, scholars must pass the required LEAP 2026 high school assessments to receive a high school diploma.

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.

Additional requirements for passing EOCs and LEAP2026 are included within the CA Pupil Progression Plan. Exceptions to these standards may be made on a case by case basis based on the number of years left until graduation and the ability of the child to make up necessary credits before that date.

Dual Enrollment & Career and Technical Education (CTE)

CBR partners with a number of outside organizations to offer scholars rigorous and engaging academic opportunities concurrently with their core course work at Collegiate Baton Rouge. Organizations include LSU Dual Enrollment, NEON, and Rosebud Healthcare and Training. Scholars are identified for these opportunities based on interest, academic performance, and fit.

Academic Intervention

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

Key Indicators for On Track to College Success:

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

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

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

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

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

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

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

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

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

Culture

Scholar Code of Conduct

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

Participation in Co-Curricular Activities

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

Participation in Senior Activities

In order to participate in graduation activities a scholar must be a senior in good standing and have made the necessary senior budget payments. Scholars who engage in physical altercations or other suspendable offenses may lose the privilege of participating in subsequent graduation activities. This means that seniors who have a fight on campus during the spring semester may have tickets and or participation to prom, trips, and/or the graduation ceremony withheld.

In order to participate in the graduation ceremony, a scholar must have earned all credits and met all testing requirements for earning a high school diploma in the state of Louisiana. If a senior is in need of a testing requirement and the state does not return the score for that test before the graduation ceremony, that senior will not be allowed to walk in the graduation ceremony. In situations where a scholar is not on track to graduate on time, Collegiate Baton Rouge will partner with families to create an alternative plan to attain credits needed for graduation. Scholars who need to use summer school in order to get their final credits for graduation will not be allowed to participate in the May graduation ceremony. At the end of summer school, if the scholar has earned all required credits, they will have the opportunity to participate in a school, network, or city-wide summer graduation ceremony.

Attendance at Games and Other After School Activities

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

Positive Behavior Support

Dolphin Bucks

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

Excellence	• 100% homework completion • Revising an answer • Studying	Courage	• Consistent participation in class • Asking questions in class • Asking for help
Empathy	• Offering to help a teammate • Sending snaps and magic • Sharing encouragement with others	Optimism	• Using all of class to work • Pushing through challenging tasks • Encouraging teammates
Community	• Celebrating a teammate • Showing appreciation for someone • Studying with a classmate	Responsibility	• Completing class work urgently • Keeping materials organized • Going to tutoring

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

School Store

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

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

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

Positive Relationships

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

Circles

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

Engaging Lessons

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

Restorative Approaches

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

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

Redirection Interventions

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

- **Reminders / Redirections**: Teachers will give reminders and redirections when a scholar is struggling to meet expectations. The teacher will clarify and remind scholars of expectations for that portion of class.
- **Check-ins**: If a scholar is seeming off in any way, teachers will "check-in" with the scholar to gauge "what's up" and what may be happening for the scholar. The teacher will use the information learned to act accordingly (ex. If the teacher learns that the scholar is feeling especially tired, they may suggest a quick trip to get a drink to help the scholar wake up and move around for a couple minutes).
- **Stay-in-the-Game Conversations**: Teachers would use this strategy after employing several redirection techniques previously. A stay-in-the-game conversation reminds the scholar of the importance of being there in that moment and the work that is in front of him/her, while also affirming for the scholar the teacher's belief that they are able to tackle whatever challenge is in front of him/her.
- **Communication with Parent/Guardian**: Teachers will utilize frequent communication with parents for a variety of reasons: to share positive acts scholars have demonstrated, to inform parents of challenges a scholar is experiencing, to collaborate and seek information on how to help their scholar be successful.
- **Practicing Positive Behavior**: When a scholar has demonstrated a cultural violation of some sort, a teacher may have the scholar practice the correct behavior. For example, if a scholar is repeatedly calling out in class and forgetting to raise their hand, a teacher may engage the scholar in a conversation about the behavior and have the scholar actually practice raising a hand before calling out.
- **Restorative Conversations**: In a restorative conversation, teachers ask scholars to identify what happened, who was impacted by the actions taken, the scholar's personal responsibility in the situation, and what steps they might take in order to repair any harm that was caused to the community. This type of conversation would end with a commitment from all parties to ensure the next steps identified would be met.
- **Close the Loop Conversations**: Teachers use this approach when following up on an event that has happened previously. In this conversation the teacher and scholar are ensuring that the right learning has happened and harm has been repaired.
- **Breaks**: A teacher may suggest, or a scholar may request, the opportunity to take a quick break. Taking a break means a scholar goes to an agreed upon location to take a quick break from class to reset and come back prepared to engage in learning. During a break, a scholar may complete an activity or reflection to help him/her refocus on the goals of class and the day.
- **Resets**: If a scholar has continued to struggle after several redirections and attempts from the teacher, the scholar may be referred for a reset with the Hallway Dean.

Deductions

Just as scholars receive Dolphin Bucks for engaging in positive behaviors, scholars also receive deductions for engaging in negative behaviors. The system of Bucks and Deductions is intended to reinforce decisions that support scholars' growth. This includes academic, social, emotional, and behavioral decisions. When a scholar makes a decision that hurts our community and detracts from our core values, a deduction is received. When a deduction is received, it takes Bucks out of the scholar's account, therefore making it more difficult to purchase meaningful rewards. 12 deductions results in a lunch detention. Accumulation of deductions may also lead to recommendations for further consequences or interventions. A deduction is feedback for the scholar. The scholar should view

the deduction as a reminder that the behavior that resulted in a deduction is not helpful to their success. The scholar should therefore use the reminder to help them make a more productive decision next time. There are four levels of deductions:

-$1 Deduction – Habit Formation	
-$1 Incorrect transition	Not meeting directional or volume expectations of transitions.
-$1 Littering	Purposefully or absentmindedly leaving trash behind or making a place less clean than you found it.
-$1 Not cleaning	Not leaving a space "cleaner than it was found." Leaving trash, marks on a desk, spilled food, etc.
-$1 Throwing items	Throwing items without permission in a non-aggressive way that does not damage property (i.e. throwing paper across the room without permission, throwing a pencil, using fruit to "make a basket" in a trashcan, etc.).
-$1 Unprepared for Class	Coming to class without a writing utensil. Coming to class without the required notebook or binder for class. Not having the required textbook, literature, pre-work, or other materials required for class.
-$1 Volume violation	Not meeting a set of clearly stated volume expectations (whispering during presentation or instruction, calling out, excessive volume level during transitions, talking during entry to class).
-$2 Phone Pouch Violation	Not being prepared with phone pouch at arrival; pouch mislabeled; not prepared for phone dropoff at arrival.

-$2 Deductions – Values/Narrative Violation	
-$2 Candy/food/drink/gum	Chewing gum, eating food or candy, or drinking a drink other than water in class or the hallway.
-$2 Inappropriate reaction	Responding to a correction in a disrespectful way or a way that causes a disturbance to the class or activity.
-$2 Intentional Disruption	Intentional noises to disrupt or distract class: fake coughs, sneezes, etc.
-$2 Off task during instruction	Doing anything other than the teacher-assigned task in the moment (i.e, working on work for another class, or another segment of class; passing notes; not starting work immediately; grooming; head down; sleeping; etc.).
$-2 Out of Seat	Getting out of seat during class without permission.
-$2 Side Conversation	Talking to a classmate without permission during class (i.e. during instruction, during silent work time, etc.).
-$2 Uniform violation	Not wearing the school uniform as outlined in the school handbook (i.e. no belt, sagging pants, unapproved outerwear, etc.).
-$4 No Pass / Misuse of pass	Going somewhere in the school without an official pass; using a pass to do anything or go anywhere other than designated by the pass – i.e, using the restroom pass to go to the nurse, etc.).
-$4 Refusal	Being redirected/corrected on a behavior during a given class period 2+ times and then continuing to engage in that behavior.

-$6 Deductions – Violations that Jeopardize the Safety and Well-being of the Community	
-$6 Damaging Property	Carving into a desk, writing on surfaces, hurting property in a way that is not violent.
-$6 Derailment of lesson	Disrupting class in an egregious way (i.e. loud and disruptive outburst, yelling into a classroom that's not yours, etc.).
-$6 Disrespect to another person	Undermining the dignity and/or humanity of another person – treating them differently than others, speaking to or about them negatively.
-$6 Disrupting	Talking, having side conversation, calling out, etc. during a whole-group announcement (cafeteria,

Announcement	assembly).
-6 Entering a classroom without permission	Entering into a classroom that is not yours without permission.
-$6 Inappropriate contact	Touching another scholar in a manner that is inappropriate for the school setting: public displays of affection (PDA) toward another scholar or play fighting/roughhousing.
-$6 Inappropriate language	Using Inappropriate language not directed at another person.
-$6 Lying/dishonesty	Intentionally deceiving a teacher. Being dishonest, not telling the whole truth.
-$6 Misuse of resources	Using school-distributed items for any purpose other what is intended, including overuse. Damaging any school-distributed items.
-$6 RC Send-out	Received when scholars have earned a referral to the Restorative Center.
-6 Slamming Anything	Slamming anything out of anger or frustration.
-6 Sleeping in Class	Continuing to sleep in class after redirections and offers for support.
-$6 Tardy to Class	Being late to any class period of the day.
-$6 Tardy to School	Arriving to school late (after the tardy bell for homeroom has rung).
-$6 Technology Violation	Using a Chromebook in an unauthorized way (playing music when not allowed, looking at off-topic websites, playing games during instruction, etc.).
-$6 Threatening language	Using threatening language that appears to be a joke and/or not suggesting actual intent.

-$12 Deductions - Violations that earn an automatic Lunch Detention	
-$12 Lost Bathroom Pass	Losing your bathroom pass and requiring / requesting a new one.
-$12 Deductions – Automatic referral to the Restorative Center AND possible OSS / ISS	
-$12 Phone Violation	Phone on and/or used while at school. Actively talking/texting, phone rings during class, phone lights up, etc.
-$12 Making Threats	Speaking with intent to hurt or harm another person.
-$12 Refusing Geographic Directions	Refusing an adult's directions regarding where you should be located, usually involving one or several scholars' safety.
-$12 Skipping class	Going to any place other than class at class time. (Most often happens during transitions. This means you're 10+ minutes late.)
-$12 Destruction of Property	Damaging property as a result of kicking, hitting, throwing, etc. anything out of anger or frustration.

Restorative Center

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

- **Apology**: As a part of taking responsibility for what happened, a scholar may need to engage in an apology with members of the community who were harmed by the decisions made.

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

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

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

Infractions and Safety Violations

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

Infraction	**Definition**	**Consequence**
Cultural Violation	• Repeatedly engaging the same behavior despite repeated corrections. • Not following geographic directions. • Showing disrespect to others • Disrupting learning of others in the classroom or hallway. • Threatening anyone.	Reset in Restorative Center and return to class (Reflection)
Failure to serve assigned consequence/ turn in electronic devices (cell phones)	• scholar has a cell phone or device on their person: Teacher requests confiscation of phone and the scholar refuses.	See cell phone policy for more details. scholars may be assigned to Restorative Center.
Destruction of property	• Vandalism, graffiti or damage to the building or another person's property.	Minimum 1 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Obscene behavior	• Engaging in behavior of a sexual nature including consensual sexual activity at school or a school function and possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.).	Minimum 3 day removal from classes; possible Discipline Hearing or Expulsion Hearing

Hate speech	• Using language that undermines the dignity of a race, sexual orientation, religion, ethnic background, exceptionality, etc.	Minimum 3 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Bullying/harassment	• Unwanted or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture. See "Bullying" section of handbook for more details.	Minimum 2 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Cyber bullying	• Unwanted or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture through any use of technology. Cyber bullying can occur on or off school property. See "Bullying" section of handbook for more details.	Minimum 2 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Leaving campus during school hours	• Leaving campus during school hours and/or attempting to leave and return to campus.	Removal from class with possible reflection and reset or full day depending on the circumstances. The Restorative Center team will conference with the scholar, identify the challenge, and come up with steps to ensure the scholar can be successful in classes. The scholar is not allowed back on campus the same day the scholar left campus without permission.
Tobacco	• Using or possessing tobacco or e-cigarettes on campus, the school bus, or at any school function.	Minimum 1 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Vapes	• Using or possessing a vape on campus, the school bus, or at any school function.	Minimum 1 day removal from class; letter sent home to families.
Lighter/ Matches	• Using or possessing a lighter or matches on campus, the school bus, or at any school function.	Items will be immediately confiscated. Scholar will have a restorative conversation with school official (principal/dean). Minimum 1 day removal from classes
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.	Removal from campus and possible referral to Restorative Center upon return to school and/or additional days of suspension. Possible Discipline Hearing or Expulsion Hearing
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.	Minimum 3 day removal from classes. Sexual assault will result in recommendation for expulsion.
Theft/stealing	• Theft or stealing (property valued over $500.00 is a greater penalty).	Minimum 2 day removal from classes; possible Discipline Hearing or Expulsion Hearing
Alcohol	• Possessing alcoholic beverages on campus or at a school function.	Minimum 2 day removal from classes; possible Discipline Hearing or Expulsion Hearing
False alarm	• Pulls fire alarm/bomb threat/ discharging a fire extinguisher.	Minimum 3-day removal from classes. Required parent meeting.
Arson	• Intentional damage to property by any explosive substance or setting fire to any property.	Police report filed. Possible Discipline Hearing or Expulsion Hearing. Minimum of 5 school days removal from classes.
Verbally or physically inciting violence	• 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.	Referral to Restorative Center- Minimum 1 day

	• Collegiate Baton Rouge takes seriously the actions of those who stand by to watch a fight or encourage it. Such actions are inciting violence. The acceptable actions in the vicinity of a fight are: 1) telling the participants to stop and/or 2) getting an adult to help. Any other response is considered inciting violence.	removal from classes. The Restorative Center team will conference with the scholar(s), identify the challenge, and come up with steps to ensure scholar(s) can safely return to classes.
Verbal altercation	• Verbal arguments between two or more members of the community.	Removal from class with possible reflection and reset or 1-2 day removal from classes depending on the circumstances. The Restorative Center team will conference with the scholar, complete a cool down plan, identify the challenge and come up with steps to ensure the safety of all parties.
Fighting or unwanted physical contact	• Including but not limited to: fighting with physical contact outside of classroom or in the parking lot; fighting with physical contact in the classroom or cafeteria; fighting with physical contact on the bus or at any other school function on or off campus. Fighting that takes place off campus and creates a safety concern on campus. • When presented with a potential altercation with another scholar, a scholar should: walk away and/or seek adult assistance. Any other response will face the same consequences as the person who initiated the conflict.	Referral to Restorative Center- Minimum 3-day removal from classes. Required parent meeting. Required mediation and/or Stay Away Contract.
Weapons	• Carrying or possessing a weapon on campus or a school-related function. This includes firearms, knives or any instrument that is used (or which is intended to be used) to harm another individual. This also includes look-a-like weapons and something intended for other purposes but used as a weapon.	Minimum 5-day removal from classes; possible Discipline Hearing or Expulsion Hearing Per state law, any scholar in grades 6-12 who is found guilty of being in possession of a firearm or a knife with a blade equal to or in excess two and one-half inches in length on school property, on a school bus, or at a school-sponsored event, shall be expelled from school for a minimum period of four complete school semesters.
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, vapes, or e-cigarettes).	Minimum 5-day removal from classes; possible Discipline Hearing or Expulsion Hearing Per state law, any scholar in grades 6-12 who is found guilty of being in possession of any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school-sponsored event, shall be expelled from school for a minimum period of four complete school semesters.

Suspension and Expulsion

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

- **In-school suspension**: Used for behaviors of severity and/or repeated behaviors the scholar has continued to demonstrate despite interventions provided. In-school suspension happens within our Restorative Center. *See Level 4 Infractions and Safety Violations* for a list of infractions that may lead to in-school suspension.
- **Out-of-school suspension**: Used for incidents of extreme severity and/or repetition. During out-of-school suspension, a scholar would not be allowed to come to campus for the entirety of the suspension. Parents/guardians will be provided with

written notice of all out-of-school suspensions, which will include the reasons for the suspension and the terms. *See Level 4 Infractions and Safety Violations* for a list of infractions that may lead to in-school suspension.

- **Bus suspension**: Used for incidents when a scholar has compromised the safety of themself or others while on the bus. This could result from physical altercations, threats, or inappropriate comments made towards peers or adults on the bus.
- **Expulsion**: Used in the most extreme situations, particularly in cases where extreme incidents have repeatedly happened despite interventions. S*ee "Expellable Offenses" below.*

Behavior Contracts

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

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

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

Expulsion

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

In addition, in accordance with state law, any public school scholar in grades six through twelve who is suspended a third time within the same school year for any offense, excluding those related to dress codes or tardiness, shall be recommended for expulsion.

Expellable Offenses
• Distributing, possessing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, or any prescription drug not prescribed to the accused scholar, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body (per state law, mandatory expulsion and referral to the District Attorney) • Carrying, possessing, or using a firearm, knife with a blade of two and a half inches or longer, or any other instrument the purpose of which is lethal force (per state law, mandatory expulsion and referral to the District Attorney) • Sexual assault and other sexual acts where one party is non-consenting • Intentional battery or assault on any individual using a weapon or which causes serious, documentable injury that necessitates medical care • Engaging in an intentional physical altercation with a member of the school staff that does not rise to the level of assault or battery, does not involve using a weapon, and does not result in serious, documentable injury necessitating medical care • Possessing any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, or any prescription drug not prescribed to the accused scholar, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body • Possession or use of any implement/substance with the ability to seriously harm another person • Robbery of an individual on school property or at any activity of which the school has jurisdiction • Well-documented and ongoing commission of serious acts that threaten the safety of others. • Well-documented and ongoing behaviors that threaten, intimidate, or bully another individual, including the use of any electronic device to threaten, intimidate, or bully • Engaging in consensual sexual acts or sharing sexually explicit material, including through the use of an electronic device • Theft of school property or the personal property of individuals valued at $500 or more on school property or at any activity of which the school has jurisdiction • Being under the influence of any controlled dangerous substance governed by the Uniform Controlled Dangerous substances Law, or any

prescription drug not prescribed to the accused scholar, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body.

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

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

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

Arrival, Dismissal, and Transportation Conduct

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

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

Conflict Mediation at Collegiate Baton Rouge

A school-wide preventative approach is taken to teach scholars how to handle conflict in a non-violent manner. Scholars are provided with lessons during advisory on anger management, conflict resolution, and bullying. When a conflict occurs that needs a reactive step, we have adults and peers trained and ready to urgently respond with steps to mediate the disagreement. We schedule and prioritize mediations based on the severity of the incident. The Dean of Discipline will act as the point person for how mediations are scheduled (and with whom) by categorizing incidents as preventative, verbal, or physical and then assigning the appropriately trained individuals to facilitate the mediations. Mediations are proactive steps designed to de-escalate conflict non-violently, but they are not binding agreements, nor do they universally solve all conflicts.

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

Return to Community Plans

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

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

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

- Who did this affect? (How does this affect you, the class, the teacher, the school?)
- What can you do to fix this?
- How do you think you could demonstrate that you're sorry for the part you played?

- What do you need to feel like harm has been repaired with you (the scholar)?
- Your behavior was very public. What can you do to show everyone that you feel apologetic about your actions? (if applicable)

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

Fighting or Physical Aggression

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

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

Harassment and Bullying

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

Specific types of bullying include:

- Gestures, including but not limited to obscene gestures and making faces;
- Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors;
- Electronic communication including but not limited to a communication or image transmitted by email, twitter, Facebook, Instagram, SnapChat, text message, blog, or any social networking website through the use of a phone, computer, or other electronic device;
- Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property;
- Repeatedly and purposefully shunning or excluding from activities; and
- Where the pattern of behavior as provided above is exhibited toward a scholar, more than once, by another scholar or group of scholars and occurs, or is received by, a scholar while on school property, at a school- sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport scholars to and from schools, or any school-sponsored activity or event. The pattern of behavior as described

above must have the effect of physically harming a scholar, placing the scholar in reasonable fear of physical harm, damaging a scholar's property, placing the scholar in reasonable fear of damage to the scholar's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a scholar's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

All members of the community are expected to report acts of bullying.
If a scholar, teacher, or parent observes an incident involving harassment, it is their responsibility to report the incident to the principal, dean, or social worker right away. Anyone reporting an incident has the right to have their identity remain anonymous. Scholars may also report an incident of harassment by writing an anonymous letter or making a "bully report." A staff member will complete the LDE Bullying Report Form and investigate the complaint. All verbal reports of bullying must be reported on the same day as the employee or parents witnessed or otherwise learned of the incident and a written report must be filed no later than two days thereafter.

Internet/cyber-bullying. Any negative or dispiriting expressions about members of the school community, or that negatively impact the community, found on the Internet (including any and all social networking sites) will result in standard penalties for bullying and disrespect. We emphasize excellent behavior on searchable databases not only because public forums increase the impact of negative behavior, but also because it is now common for potential employers, scholarship committees, and college representatives to use the Internet to research applicants. It is unacceptable for Collegiate Baton Rouge scholars to jeopardize future opportunities in this fashion. An issue between scholars that originated outside of the school will be treated as an internal situation if the issue manifests itself in any way at school. For example, if a scholar is disrespectful to another scholar through the use of a Twitter account and the issue arises at school, Collegiate Baton Rouge reserves the right to treat this issue with concern, assign consequences for issues at school, and address all occurrences of disrespect or inappropriate behavior according to school regulations.

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

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

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

Dating Violence

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

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

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

- Wants to move too quickly into the relationship.

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

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

Appendix

Bulletin 741- Louisiana Handbook for School Administrators

§1103. Compulsory Attendance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:112, R.S. 17:221.3-4, R.S. 17:226.1, and R.S. 17:233.
HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 31:1273 (June 2005), amended LR 32:546 (April 2006), LR 32:1030 (June 2006), LR 33:2351 (November 2007), LR 35:641 (April 2009), LR 35:1097 (June 2009), LR 35:1475 (August 2009), LR 36:482 (March 2010), LR 36:1224 (June 2010), LR 37:1126 (April 2011), LR 37:2132 (July 2011), LR 38:1000 (April 2012), LR 38:1225 (May 2012), LR 38:1399 (June, 2012), LR 39:2205 (August 2013), LR 41:372 (February 2015).

Louisiana Revised Statute 17.233:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix A |Discipline Policy & Procedures for 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 a scholar who is "thought to have a disability." While all scholars may be disciplined, the placement of scholars with disabilities cannot be "changed" when the offense is directly related to their disability or when the IEP or Section 504 plan is not implemented, except in the case of emergency circumstances (drugs, weapons, significant bodily injury). See Section II for more information about emergency circumstances.

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

1. More than 10 Consecutive Days of Suspension, i.e., Expulsion
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 are considered to have a half-day suspension. These conditions apply unless the scholar's BIP specifically calls for the scholar to receive a shortened school day when certain behaviors are exhibited.
    c. Bus Suspension. The following standards apply based on whether transportation is a related service on the IEP:
        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 their disability using the Manifestation Determination form. The procedures below are used to make this determination.
    a. Making the Decision
        i. Review Relevant Information. The team participants review all relevant information in the 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 their 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 answer yes to either question, then the scholar's behavior is a manifestation of their disability. In this case:
        i. Return to Placement. Unless the IEP team agrees to a change of placement as part of the modification of the BIP, the school must return the 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 their 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 their current placement must receive the following services beginning on the 11th day of cumulative suspensions during the school year. The IEP team:
            1. Identifies Services. Identifies and documents educational services the 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 their disability. (See Section I.C. above for more information about the manifestation determination process.)

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

III. Appeals

A. Reasons for Requesting an Expedited Due process Hearing

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

B. Authority of Hearing Officer

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

C. Expedited Due Process Hearing Procedures.

1. An expedited hearing must occur within 20 school days of the date the request is filed. The hearing officer must make a determination within 10 school days after the hearing.
2. Unless the parents and school personnel agree in writing to waive the resolution meeting or agree to mediate the dispute:
    a. A resolution meeting must occur within seven days of receiving notice of the hearing request; and
    b. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request.

3. Evidence not disclosed to the other party three business days before the hearing is excluded, unless the parties agree otherwise. Expedited due process hearing decisions are appealable to state or federal court.

D. Placement during Appeal of Discipline Decision

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VI. Application of Section 504 and ADA

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

Appendix B | Expulsion Due Process Procedures

In an expulsion, the scholar is officially removed from the school for at least the remainder of the semester, and potentially longer. For a scholar to be expelled, the following procedures must be followed:

1. The expulsion process begins with the commission of an offense that could be grounds for expulsion.
2. Anytime the scholar commits an expellable offense, the principal or designee must complete a scholar conference and school-level investigation within three (3) school days of the incident.

    a. For scholars with disabilities, the scholar conference will coincide with a Manifestation Determination Review
3. During the investigation and expulsion process, the scholar may be suspended. For scholars with disabilities, at no point may the scholar'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 scholars with disabilities beginning on the 11th day of suspension.
4. After the scholar conference and principal's investigation is complete, the principal will determine whether to recommend the scholar for expulsion.
    a. For scholars with disabilities, including scholars qualifying for services under Section 504, a Manifestation Determination Review meeting will be held in accordance with the procedures described in Appendix B prior to any recommendation in favor of expulsion.
5. If the principal recommends expulsion, an expulsion hearing will be scheduled within three (3) school days of receipt of the recommendation.
    a. If the principal chooses to not recommend the scholar for expulsion, the principal will notify the family and the scholar will be allowed to return to school.
6. The hearing will be conducted by a panel of three members of the Network Expulsion Hearing Team.
7. The agenda to be conducted at the hearing will consist of the following:
    a. Review of school's expulsion policy as stated in the handbook.
    b. Review of incident(s) in question leading to the recommendation for expulsion and scholar's response
    c. Presentation of additional evidence (including add'l scholar response)
    d. Hearing Team Discussion
    e. Decision by the Network Expulsion Hearing Team
    f. Inform parent of right to appeal (if decision is to expel)
8. In addition to the Network Expulsion Hearing Team, the following persons have a right to attend the expulsion hearing:
    a. The scholar
    b. The scholar's parents or legal guardians
    c. Any additional person of the scholar's/parents'/legal guardians' choosing to represent the scholar
    d. The principal or designee (may include teacher or school staff witnessing the incident)

9. If the scholar or parent/guardian chooses not to attend the hearing after being given appropriate notice, the hearing will still be conducted in their absence.
10. At the conclusion of the hearing, the Network Expulsion Hearing Team will make a determination of the scholar'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 scholar, and/or the minor scholar's parents or legal guardians. If the scholar is found guilty, the Network Expulsion Hearing Team will determine the appropriate length of expulsion and the expulsion will begin immediately. The school will make arrangements for assigning the scholar to an alternative school or alternative educational placement after the hearing.
11. The parents or legal guardians of scholars may appeal the scholar's expulsion.
    a. Any non--minor scholar, or the scholar's parents or legal guardians, have the right to appeal to Collegiate Academies CEO, Jerel Bryant. To appeal an expulsion, a letter should be submitted within five (5) school days after the decision to expel the scholar was made requesting a review of the findings of the expulsion hearing. The letter may be submitted to Jerel Bryant at either of the following addresses:
        i. Via email: jbryant@collegiateacademies.org; or
        ii. Via mail: Collegiate Academies, CBR Expulsion Appeal Request, Jerel Bryant, 2625 Thalia St, New Orleans, LA 70113
    b. In reviewing the case, the Superintendent of Collegiate Academies may uphold, modify, or reverse the decision of the Expulsion Hearing Team.
    c. In the event the expulsion decision is upheld by the Superintendent of Collegiate Academies, the parent or guardian of the scholar may, within 10 days, appeal to the district court for the parish in which the scholar's school is located. The court may reverse the ruling of the Superintendent of Collegiate Academies.
    d. Throughout the appeal process, the scholar must report to their designated alternative school or alternative educational placement.
12. After the scholar has completed their full expulsion term at the alternative school or educational placement to which the scholar is assigned, the scholar has the right to apply for re-enrollment at the school from which they were expelled.
    a. If the scholar was found guilty of violence against another person, and the victim of that offense is still a scholar or staff member at the school, the scholar may be required to attend a different school at the completion of their expulsion term.

BULLETIN 741
§1307. Reasons for Expulsions
A. scholars may be expelled for any of the following reasons:
    1. any scholar, after being suspended for committing any of the offenses listed in §1305, may be expelled upon recommendation by the principal of the public school in which the scholar is enrolled;

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

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

§1305. Reasons for Suspension
[Formerly §1303]
A. School principals may suspend from school any scholar, including an exceptional scholar, for good cause in accordance with state law and local policy.
B. scholars determined to be guilty of the following offenses may be suspended for the following reasons:
1. willful disobedience;
2. disrespect to a teacher, principal, superintendent, and/or member or employee of the local school board;
3. making an unfounded charge against a teacher, principal, superintendent, and/or member or employee of the local school board;
4. using unchaste or profane language;
5. immoral or vicious practices;
6. conduct or habits injurious to their associates;
7. using tobacco and/or using and possessing alcoholic beverages or any controlled dangerous substances governed by the Uniformed Controlled Dangerous Substance Law in any form in school buildings or on school grounds;
8. disturbing the school and habitually violating the rules;
9. cutting, defacing, or injuring any part of public school buildings;
10. writing profane or obscene language or drawing obscene pictures in or on any public school premises, or on any fence, sidewalk, or building on the way to or from school;

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

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

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

Complaint and Information Request Procedures:
Any 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, Tyler Munson, 282 Lobdell Blvd Baton Rouge, La 70806, 225.364.1853, AND tmunson@collegiateacademies.org within 5 working days.

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

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

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

2. If complainant(s) conclude that the initial response/course of action was insufficient, the complainant may request that a meeting may then be scheduled with the Principal by contacting Devan Richard, 282 Lobdell Blvd Baton Rouge, LA 70806, 225.892.6962, AND drichard@collegiateacademies.org.

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

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

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

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

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

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

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

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

2026-27 Teacher Commitment Form

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

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

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

Teacher Name: _____

Teacher Signature: _____

2026-27 Scholar Commitment Form

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

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

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

Scholar Name: _____

Scholar Signature: _____

2026-27 Guardian Commitment Form

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

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

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

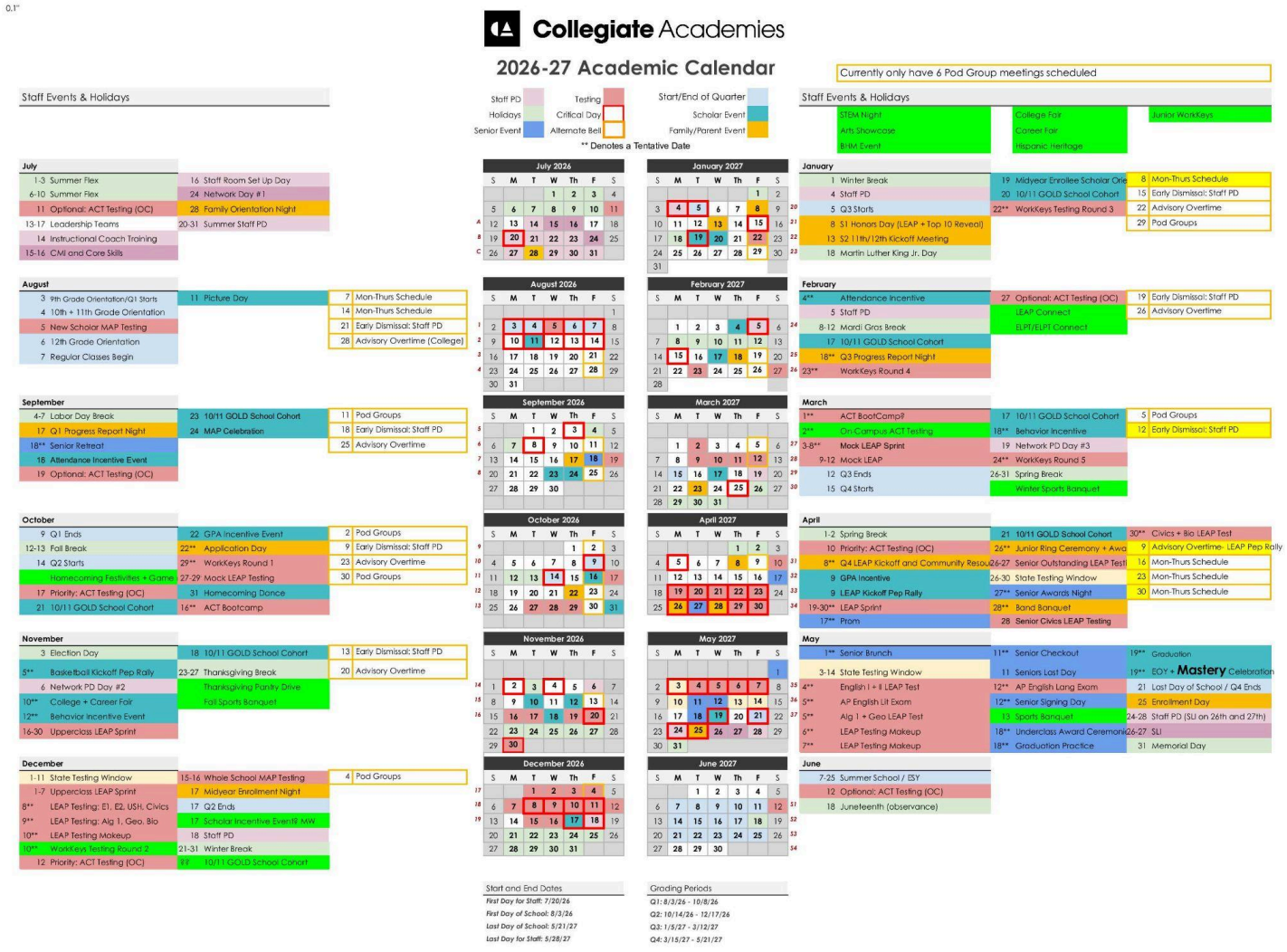
Scholar Name: _____

Parent Name: _____

Parent Signature: _____

Appendix E | School Calendar

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



Appendix F | Scholar Fees and Dues Policy

Policy Statement
Collegiate Academies (CA) schools provide robust and effective programming to scholars across academic, social, extracurricular, athletic, and other domains. As public schools, CA will strive to create these programs with minimal contributions (fees) from families and participating 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 2026-27 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 following examples of a family status that may be grounds to grant a waiver: families receiving unemployment benefits or public assistance, including Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), Supplemental Security Income (SSI) or Medicaid; foster families caring for children in foster care; and families that are homeless. School Leaders may use these indicators and other information to make their determination.

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

2026-27 Scholar Fees and Dues

Budget Type/Name	**Amount Per scholar**	**Use of Fee**	**Deadline**
Football Team Fee	$240.00	uniforms, transportation, meals, athlete-specific equipment (mouth guard, knee pads, etc.)	$240 by 9/29
Cheer Team	$300.00	uniforms, shoes, transportation, meals	$150 by 9/5, $150 by 9/18
Girls Basketball	$200.00	uniforms, transportation, shoes, meals, warmups	$100 on 11/15, $100 on 1/15
Boys Basketball	$200.00	uniforms, transportation, shoes, meals, warmups	$100 on 11/15, $100 on 1/15
Volleyball	$200.00	uniforms, transportation, meals, warmups	$200 by 9/12
Diamond Dolphinettes		uniforms, shoes, practice uniforms, equipment, competition entry fees, meals, accessories, etc. (see coaches for more specific breakdown)	
Boys + Girls Track		uniforms, equipment, transportation, meet entry fees	
Senior Budget - Teal Package	$450.00	Senior events, graduation regalia, diploma, senior class “swag”	
Senior Budget - Gold Package	$280.00	Graduation regalia, diploma, senior class “swag”	
Junior Budget	$200.00	T-shirt, junior retreat, senior polo	$50 on 9/15, $50 on 9/29, $50 on 10/13, $50 on 11/15
Band	$125	uniform/warm-ups, transportation, meals, equipment	$65 on 8/17, $60 on 9/15
Homecoming Court	$550	all outfits worn for the game, dance, and pep rally,, 2 dance tickets, 2 game tickets, parade fees	

Appendix G | Teacher Bill of Rights

Bulletin 741 Ch. 5 §519**.**

A. Respecting the authority of teachers is essential to creating an environment conducive to learning, effective instruction in the classroom, and proper administration of city, parish, and other local public schools. To maintain and protect that authority, it is important that teachers, administrators, parents, and 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 a website a copy of the Teacher Bill of Rights required by this policy.

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

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

17:416 (A)(1)(b)(i) Each teacher may take disciplinary action to correct a scholar who violates school rules or who interferes with an orderly education process. <u>No principal or administrator shall prohibit or discourage a teacher from taking disciplinary action, recommending disciplinary action, or completing a form to initiate disciplinary action against a scholar who violates school policy or who interferes with an orderly education process. No principal or administrator shall retaliate or take adverse employment action against a teacher for taking disciplinary action against a scholar. The provisions of this Item shall apply only if the disciplinary action that the teacher takes is in accordance with policy adopted by the public school governing authority.</u>

(c)(i) When a scholar's behavior prevents the orderly instruction of other scholars or poses an immediate threat to the safety or physical well-being of any scholar or teacher or when a scholar violates the school's code of conduct, the teacher **shall** have the scholar immediately removed from his classroom and placed in the custody of the principal or his designee.

(v) Upon the third removal from the same classroom pursuant to this Subparagraph, the teacher and the principal shall discuss the disruptive behavior patterns of the scholar and the potentially appropriate disciplinary measure before the principal implements a disciplinary measure. In addition, a conference between the teacher or other appropriate school employee and the scholar's parent or legal guardian **is** required prior to the scholar being readmitted to that same classroom. Such conferences may be in person or by telephone or other virtual means. If such conference is required by the school, the school shall give written notice to the parent.

Appendix H | Parent Bill of Rights

§406.9. Parents' Bill of Rights for Public Schools

A. The legislature finds all of the following:

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

(2) That access to scholar 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 scholar-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 scholar's sexual experiences or attractions.

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

(c) Any mental health or psychological problems of the scholar 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, scholar attendance days and any event that requires parent or scholar 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 scholars.

(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 scholar's medical or health records or mental health counseling records to a parent during the pendency of an investigation of child abuse or neglect conducted by any law enforcement agency or the Department of Children and Family Services where the parent is the target of the investigation, unless the parent has obtained a court order.

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

Appendix I | Parent Access to Instructional Materials

§355. Parental access to instructional materials

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

B. A parent is entitled to:

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

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

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 scholar. It also includes any nonsecure test, nonsecure assessment, or survey administered to a scholar. 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 scholar 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 scholar's classes by making a request in writing of the school's Director of Finance and Operations. The request should include what the parent wishes to view, including which classes, which materials, and which days/lessons they wish to see.

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

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

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

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

As required by state law, Collegiate Academies shall maintain a supply of auto-injectable epinephrine in a secure location in each classroom assigned to a scholar 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 scholar 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 scholar 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 scholar from the good faith administration of auto-injectable epinephrine.

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

Schools in Louisiana have been approved to receive partial reimbursement from Louisiana Medicaid for the cost of certain health-related services provided by Collegiate Academies to certain scholars. 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 scholars: 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:
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 scholar is entitled.

1. Collegiate Academies cannot require families to pay anything towards the cost of a scholar's health-related and/or special education services.
2. Collegiate Academies is given permission to share information with and request reimbursement from Louisiana Medicaid:
    a. This will not affect the scholars 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 scholar's special education services or IEP rights in any way, if the scholar is eligible to receive them.
    c. The permission will not lead to any changes in the scholar's Louisiana Medicaid rights; and
    d. The permission will not lead to any risk of losing eligibility for other Medicaid funded programs.
3. Once the permission is given, families have the right to change their mind and withdraw permission at any time.
4. If permission is withdrawn, Collegiate Academies will continue to be responsible for providing the scholar with the services, at no cost to the family.

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

Appendix L | Policies for Parenting and Pregnant scholars

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 scholar, or exclude any scholar from its education program or activity, including any class or extracurricular activity, on the basis of such scholar's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the DOE, appropriate treatment of a pregnant scholar includes granting the scholar leave "for so long a period of time as is deemed medically necessary by the scholar's physician," and then effectively reinstating the scholar to the same status as was held when the leave began.

This generally means that pregnant scholars 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 scholars' 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.

Scholars 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 scholar'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 scholar/Birth-Parent: refers to the scholar 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 scholars or scholars with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of Collegiate Academies.

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

- Collegiate Academies and its employees will not require scholars to limit their studies as the result of pregnancy or pregnancy-related conditions.
- The benefits and services provided to scholars affected by pregnancy will be no less than those provided to scholars with other temporary medical conditions.
- Scholars with pregnancy-related disabilities, like any scholar 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 scholar to protect the health and safety of the scholar and/or the pregnancy (such as allowing the scholar 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 scholar 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 scholars 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 scholarS[1]

- scholars 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.
- Scholars 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.
- Scholars are entitled to medical leave of at least 6 weeks related to pregnancy, childbirth, and parenting, which can be extended to 8 weeks for Cesarean Birth or 12 weeks for other medical necessity as certified by a physician.
- Any absence due to conditions related to pregnancy or parenting, including but not limited to labor, delivery, and recovery; prenatal and postnatal medical appointments and other medically necessary pregnancy-related absences, a child's illness or medical appointment; and legal appointments related to pregnancy or parenting, including but not limited to adoption, custody, and visitation, will be excused.

[1] Act 472 Compliance

    - Acceptable documentation for the absences include a note from a licensed physician or permission from the parent.
- Parenting scholars, 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, scholars 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 scholar 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 scholars 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 scholars are entitled to a reasonable amount of time to express breast milk or breastfeed a child while at school; and
- scholars 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 scholars in identifying child care providers, as needed

NO RETALIATION OR HARASSMENT

- Harassment of any scholar 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 scholars' 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 scholars for exercising the rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because scholars request leave or accommodation, file a complaint, or otherwise exercise their rights under this policy.

Appendix M | Restraint and Seclusion Policies

In accordance with Regulations for Scholars with Exceptionalities Act, La.R.S. §17:416.21, (Louisiana Act 479 of 2025) 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 & 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 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.

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. Physical restraint 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. Seclusion room 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 a scholars 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.

At Collegiate Academies (CA) 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 self 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; and
- No scholar should be subjected to mechanical restraint to restrict a scholars freedom of movement.

Further, Seclusion and Restraint:

- Should be reserved for situations or conditions where there is imminent danger of serious physical harm to the scholar, other scholars, or school or program staff and other interventions have failed;
- Should not be used <u>except</u> 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 may be used by trained personnel, specifically those members of the school's designated crisis response team;
- Never involve mechanical restraints to restrict a scholar's freedom of movement; and
- Never involve a drug or medication to control behavior or restrict freedom of movement (except as prescribed by a licensed physician or other qualified health professional acting under the scope of the professional's authority under State law; and administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under State law.)

Physical Restraint Procedures

Physical restraint must be used only:

- when a 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.

Collegiate Academies trains its crisis/emergency team with the Therapeutic Crisis Intervention for Schools (TCIS) Program, which is nationally acclaimed training for educators and care providers in learning crisis de-escalation. TCIS 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 strategies and best practices for verbal de-escalation for preventing violent behaviors.

TCIS Physical Intervention Techniques in which personnel are trained include:

- *Small child restraint* - designed to be used with children. Involves one person doing the restraint and a monitor for safety and assistance.
- *Standing restraint* - 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.
- *Seated restraint* - 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.
- *Disengagement Techniques* - designed to be used if an individual demonstrates physical risk behavior.

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

Every CA employee that is trained with TCIS has undergone training to maintain implementation of best TCIS practices. Additionally, all CA employees who interact with scholars are trained in TCIS de-escalation and disengagement techniques and are taught how to appropriately document incidents of restraint and seclusion.

All program training and documentation are completed by certified TCIS trainers. A list of all district personnel certified in TCIS is maintained and follow-up refresher courses are held at appropriate intervals 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 scholar is in control of a weapon;
- Isolation is needed to break up a fight or maintain order at the school;
- The scholar 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.

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.

Escorting to Seclusion Room:

- 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.

Monitoring: A scholar placed in seclusion must be continuously 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; and
- The space is designated by the school as a safe environment for temporary, safety-required seclusion.

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; and
- 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).

Documentation Requirements:

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[2].

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

- Complete the above form for each incident of restraint and seclusion.
- Submit the completed form to the school principal, or designee, *by the end of the school day in which restraint/seclusion was used.*
- Ensure that all personnel involved log incident reports 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 completed 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 three (3) 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.

[2] Spanish Translation: 20-21 CA Restraint_Seclusion Notice_Documentation Form_Spanish