



# G.W. CARVER

A COLLEGIATE ACADEMIES SCHOOL



## FAMILY & SCHOLAR HANDBOOK

ACHIEVEMENT • KINDNESS • RESPONSIBILITY • DETERMINATION • TEAMWORK •  
ENTHUSIASM

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## Principal's Welcome

I want to welcome you personally in 2017-2018. This will be our best school year in recent memory, as we continue to find ways to improve, to better serve our kids and this community. Last year, we added new programming, electives, and classes. This year, we will do more of the same, while continuing to improve upon the gains that we have made in recent years. We are committed to creating a world-class experience for *all* kids who enter our doors. We know that we have embarked on a worthwhile journey and we are looking forward to taking it with you.

With much pride and gratitude,

Your Principal,



Jerel Bryant

## 17-18 Calendar

**Monday, August 7:** First day of school for freshmen  
**Friday, August 11:** Teacher Work Day, No School  
**Monday, August 14:** First day of school for sophomores  
**Tuesday, August 15:** First day of school for juniors  
**Wednesday, August 16:** First day of school for seniors  
**Friday, September 1 - Monday, September 4:** Labor Day Break, No School  
**Friday, October 6 - Monday, October 9:** Fall Break, No School  
**Friday, October 13:** Teacher Data Day, No School  
**Friday, November 10:** Veteran's Day, No School  
**Monday, November 20 - Friday, November 21:** Thanksgiving Break, No School  
**Thursday, December 21:** Teacher Data Day, No School  
**Friday, December 22 - Thursday, January 4:** Winter Break, No School  
**Friday, January 5:** Teacher Work Day, No School  
**Monday, January 15:** Martin Luther King Day, No School  
**Friday, February 9 - Friday, February 16:** Mardi Gras Break, No School  
**Friday, March 16:** Teacher Data Day, No School  
**Tuesday, March 20:** ACT Testing (11th, 12th)  
**Friday, March 30 - Friday, April 6:** Spring Break, No School  
**Tuesday, May 1 - Friday, May 18:** EOC Testing (9th, 10th, 11th)  
**Friday, May 25:** Class of 2018 Graduation  
**Monday, May 28:** Memorial Day, No School  
**Friday, June 1:** Last Day of School

**1st Quarter:** August 7 - October 5  
**2nd Quarter:** October 10 - December 21  
**3rd Quarter:** January 8 - March 23  
**4th Quarter:** March 26 - June 1

*Please note we do not follow the Recovery School District or Orleans Parish Public School calendar. GWC may close school in the case of extreme weather conditions. In such situations, we will follow the Recovery School District school closings. Please listen to local radio and television stations. At the discretion of the Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days during or at the end of the school year.*

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

# School Operations

## Board Information

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

### Collegiate Academies Board Members

|                                      |   |  |
|--------------------------------------|---|--|
| <b>Stephen Rosenthal</b><br>Chairman | <b>Jonathan Wilson</b><br>Vice Chairman | <b>Doug Finegan</b><br>Secretary and Treasurer |
| <b>Ashley Heilprin</b>               | <b>Dana Henry</b>                       | <b>Jenny Butler Hunter</b>                     |
| <b>Emily Klein Morris</b>            | <b>Terrance Lockett</b>                 | <b>Gregory St. Etienne</b>                     |
| <b>Kevin Wilkins</b>                 | <b>Tonya Williams</b>                   |  |

## Enrollment

G.W. Carver High School is an open enrollment public charter school. We participate in the OneApp process; for more information about how this process works and the policies that govern it, visit [enrollnola.org](http://enrollnola.org) or a Family Resource Center. Students interested in attending G.W. Carver High School must submit a OneApp and be matched with our school. If matched with our school, the student and his/her parent or guardian must:

- Submit copies of the student's birth certificate, as well as the parent or guardian's proof of residency in Orleans Parish (lease, utility bill)
- Complete enrollment paperwork
- Attend an orientation meeting

## Attendance

Scholars can only be successful if they are present and prepared in school every day. Our curriculum is an ambitious one; every day is essential for scholars to keep pace. At Carver, excessive absences will not be tolerated. If a scholar is absent without excuse for more than 5 days of the semester or 10 days per year, that scholar may be required to repeat his/her current grade. Additionally, per Louisiana law, students with more than 5 absences may be referred to municipal court for truancy.

While each scholar is ultimately responsible for her/his own attendance, families are expected to

ensure that their children are in school. Excessive absences will be considered a violation of the parent/guardian commitment. Attendance helps to foster an attitude of responsibility and is essential to the instructional program at G.W. Carver High School. Attendance is the first step in ensuring academic achievement. Every day is essential for our scholars to keep pace; every instructional minute counts. A scholar is considered to be in attendance when he/she is physically present at school or is participating in an authorized school activity and is under the supervision of authorized school personnel for at least 50% of the school day.

### Compulsory Attendance Law

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

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

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

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

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

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

- Extended personal physical or emotional illness as verified by a physician or nurse practitioner (original doctor's note). Note: this means that if you are sick and stay home, but do not go to the doctor, that it an unexcused absence. A parent note may excuse up to 2 days over the course of each semester for illnesses not verified by a physician or nurse practitioner.
- Extended hospital stay as verified by physician or dentist (original doctor's note)
- Extended recuperation from an accident as verified by a physician or dentist
- Observation of special, recognized holidays of the student's own faith
- Visitation with a parent who is a member of the United States Armed forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per year.
- Absences verified and approved by the school principal such as approved travel for education, death in the immediate family or natural disaster. For any other circumstances (i.e. legal matters, legal issues) parents must make a formal appeal in writing to the principal.

The following reasons for absenteeism are not excusable:

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

- To work on a job
- Skipping or cutting class
- Other personal appointments

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

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

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

### **Tardiness**

Getting to school on time is key for your child's success. Students who are tardy miss essential instruction, disrupt the learning of others, and risk falling behind. Tardiness in general is a bad habit that can lead to serious consequences in college and at work; at G.W. Carver High School, we want our students to develop strong habits and succeed in school, college, and work. Our doors open to students at 7:45 each morning. Students must arrive between 7:45 and 8:10. Students arriving after 8:10 are considered tardy and will be assigned demerits. When students arrive to school late, they must report to the main office before heading to class in order to check in and get a pass. In cases in which a school bus arrives late, those students riding the school bus are not considered tardy. Late arrival is only excused for a valid reason with a note from a parent/guardian or a medical professional.

### **Early Check Outs**

Early pick ups can be disruptive to the learning environment and are discouraged. Families should notify the school by calling the main office before they arrive to dismiss their child early from school. In order for a student to be dismissed early, a parent or guardian must sign or provide verbal approval. The main office reserves the right to check the identification of any person checking a student out of school and/or contact the parent or guardian to confirm the dismissal. A student who would like to leave early because he or she is not feeling well must get a staff member's approval before calling home.

If a student departs school before 11:45 he/she will miss more than 50% of the instructional day and will be marked absent for the entire day.

### **Homebound Instruction**

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

## **Emergency Procedures**

### **Fire Drills and Evacuation**

During an emergency it may be necessary for teachers to give important, immediate, and specific instructions to groups of students. For this reason, drills will be conducted in an orderly fashion and

students may be asked to exit in silence. Students must stay with the class they are currently in and must be called to silence immediately when announcements are made. A map for exiting the buildings will be posted at the door to each classroom. Students must line up and report to their designated area where teachers will take attendance of all students that are present. Students must be present with their assigned class and teacher at all times.

### **Crisis Plans and Lockdowns**

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

## **Field Trips**

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

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

## **Lost and Found**

The school will keep a lost and found box in the main office. Scholars, families and staff may ask a member of the front office staff to check the lost and found box for a specific missing item during regular school hours. At the end of every quarter, remaining items in the lost and found may be donated to a local charity. G.W. Carver High School is not responsible for items lost or stolen on campus.

## **School Supplies**

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

## School Schedule

Scholars are welcomed in the building between 7:45 and 8:10. First period begins at 8:10. The school day ends at 3:30 Monday-Thursday and 1:45 on Friday.

## Non-Discrimination Policy & Grievance Procedure

### Non-Discrimination Policy

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

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact our Chief of Staff, Read Irvin, at [rirvin@collegiateacademies.org](mailto:rirvin@collegiateacademies.org).

### Grievance Procedure

See appendix C.

## Nursing Services and Medications

Being physically healthy helps children learn more effectively. For this reason, it is important to have your doctor or health center look into any problem that your child may have. Scholars may not carry their own medication on campus. All medication must be handed in to and administered by the school nurse or a trained school staff member under the nurse's supervision. If your child requires medication during school hours, we will assist by administering medication. However, medication may not be given without the completion of the appropriate documentation, which must be completed by a healthcare provider. Families can get a copy of this form by calling or stopping by the school. This policy and the requirement to have a form on file applies to all medicine, including aspirin, Tylenol, and other over-the-counter medicines. The school will keep a detailed log of all medicines that are administered. All medication without appropriate documentation on file will be confiscated.

If have further questions about this policy or nursing services provided by the school, please contact the school nurse Deborah Davenport at 504-261-2671.

# Student Searches

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

A student or a student's possessions may be searched on campus at any time if there is a reasonable suspicion that the student is in possession of an item that is illegal or against school rules or distracting to the learning environment. Student vehicles brought on campus (inside outer gates on Higgins Blvd.), student book bags, school desks and other school property are subject to inspection and search by school authorities at any time without prior notice to students or parents. Students are required to cooperate if asked to open book bags, purses, or any vehicle brought on campus. Any searches that uncover evidence of a crime or violation of school rules will be documented along with any confiscated items and subsequent disciplinary action. Reasonable suspicion is not required for searches of school grounds.

Every reasonable attempt will be made to ensure that two adults are present during such searches, and that searches are conducted by a school security guard of the same gender unless there is an immediate safety threat that precludes this.

# Scholar Technology Use Agreement

Collegiate Academies 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 Academies.

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

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

## Transportation

Transportation to school will be provided. Any student who lives in Orleans Parish and is at least one mile from the school is eligible for free transportation. The school bus will pick students up Monday through Friday in time to arrive at school on time. The bus will pick up students at the close of the

school day to take them home. If a student misses the bus for any reason, it is her/his responsibility to find a way to or from school.

## **Bus Stops**

G.W. Carver High School will contract with Hammond's Transportation who will be responsible for all routing, day-to-day operations, maintenance, driver training, and supervision. Prior to the start of the school year school, staff will provide student address data to the vendor for stop assignment and routing. Once routes are complete school staff will communicate each student's bus number, stop location, pickup, and dropoff times to his/her parent via phone call and/or text.

## **Stop Requirements**

All bus stops must meet the following requirements:

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

## **Assigning New Stops**

If a student requires a new bus stop location because the student has moved or the stop assigned is unsafe, the school will assign the student a temporary stop and contact the vendor to have a permanent stop assigned. Students who receive a temporary stop will be give a pass by the front office that indicates his/her temporary stop. This pass will be presented to the student's bus driver the next time he/she boards the bus. All temporary and permanent stop assignments will be communicated to the student's guardian before they are issued to the student.

## **Students with Special Needs**

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

## **School Bus Conduct**

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

## **Bus Specific Conduct**

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

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

## **Visitor Policy**

We welcome parents and community members to our campus to observe classroom teaching and other activities. We are excited to showcase the hard work of our scholars and teachers. To provide safe and orderly learning environments, ALL visitors to campus must sign in at the front office immediately upon entering the school to request authorization from an appropriate school official. Parents/guardians who would like to visit should attempt to notify a school administrator, teacher or scholar advisor one day in advance. Visitors may not talk to a child or a teacher during class, although they may call the teacher after school to discuss what they observed and they are welcome to drop notes off in the office.

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

School administrators are not available to meet on a drop-in basis. They are busy throughout the day observing classes, coaching teachers and ensuring that all scholars and staff are successful. If you would like to meet with the principal or another school administrator, please call the front office or that individual in advance to schedule a meeting. Mr. Bryant's meetings with families are scheduled for after 4:00pm Monday-Thursday or between 9:00am and 12:00pm on Friday.

## **Tobacco Use on Campus and on the Bus**

G.W. Carver High School is a tobacco free campus. Use or possession of any tobacco product by students, staff, or visitors is prohibited on school grounds and school buses.

## **Scholar Sales on Campus**

Scholars may not sell any articles on school property without the permission of the grade level dean or principal. Scholars may not sell pre-made lunches (hot plates) or any other food items on campus. They may not make a collection of money or materials for their own purposes or for an organization to which they belong outside of school without prior permission.

# Academics

## Assessments

G.W. Carver High School uses multiple assignments and assessments to monitor scholar progress, inform instruction, and ensure that all scholars succeed. Types of assessments scholars will encounter at GWC include diagnostic exams in reading and mathematics, practice exams for the ACT, internally developed assessments, and state required End of Course (EOC) Exams are administered throughout the year. Teachers constantly and consistently analyze assessment result 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. Teachers work to ensure that assessments are not stressful times for scholars; rather they are presented as opportunities to show off what scholars have learned.

## School Schedule

Scholars take a total of 8 blocks, which may include double-blocked classes that meet twice in a two-day rotation.

At G.W. Carver High School, we pride ourselves on a culture of academic achievement that sets the groundwork for college success. We meet scholars where they are academically and push them towards college success. Regardless of the class, we have a shared vision of excellence and expectations, buttressed by college-aligned curriculums. Classes don't stop when the bell rings. Teachers will find scholars in the hallway and before they board the buses in order to tease out the last misunderstanding of the day. They will come home at night and expect for scholars to call home with any confusion up until 9:30pm that evening.

During the 9th grade year, we offer English I, Earth & Environmental Science, Math Essentials, Algebra I, Health Education, PE and World Geography. Additionally, we offer classes and services for scholars with severe needs, including scholars on a LAA1 diploma pathway.

During the 10th grade year, we offer English II, Chemistry, Algebra I, Geometry/Algebra II, (AP) World History, Spanish I, College Success Class, PE, (AP) Art, Music, Band and Drama. Additionally, we offer classes and services for scholars with severe needs, including scholars on a LAA1 diploma pathway.

During the 11th grade year, we offer (AP) US History, English III, Geometry/Algebra II, Pre-Calculus, Physics, Biology, Spanish I, ACT Prep, PE, (AP) Art, Music, Band and Drama. Additionally, we offer classes and services for scholars with severe needs, including scholars on a LAA1 diploma pathway.

During the 12th grade year, we offer Civics, English IV/ AP English Literature, Pre-calculus, Calculus, AP Environmental Science, Spanish II, ACT Prep, College Success Class, PE, (AP) Art, Music and Drama. Additionally, we offer classes and services for scholars with severe needs, including scholars on a LAA1 diploma pathway.

## Academic Integrity

Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own. Academic dishonesty (plagiarism and cheating) threatens our ability to successfully fulfill our vision of college success. 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.

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

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

- Zero for the assignment
- Additional detention
- Parent phone call made by classroom instructor

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

- Zero for the assignment
- Additional detention
- Parent meeting
- Suspension

**A third offense**, in addition to the above, *can* result in the following additional consequences:

- Zero for the assignment
- Additional detention
- Parent meeting
- Suspension
- F (grade of 66) for quarter for the course the offense was committed in (only if the grade earned is above a 59)
- Referral to a discipline hearing at the district

**A fourth offense**, in addition to the above, can lead to the following additional consequences:

- Zero for the assignment
- Additional detention
- Parent meeting
- Suspension
- F (grade of 66) for quarter for the course the offense was committed in (only if the grade earned is above a 59)
- Referral to a discipline hearing at the district
- Recommendation for summer school and possible retention.

# Academic Intervention

**Co-Teaching:** Supports in the co-teaching model include one general education instructor and one special education instructor collaborating to build language and reading skills. Participation in co-teaching include scholars who need smaller groups, increased attempts at information, and more individualized academic attention.

- Scholars placed in co-taught classes receive 100 minutes of co-taught and/or small group instruction a day.
- Scholars participating in co-taught classes receive all service provision as indicated on their IEP or 504 plan.
- *A typical disability category of a scholar participating in this program include; specific learning disability in reading comprehension. However, it is critical to note that Collegiate Academies schools do not place scholars in programs based on disability category.*

**English as a Second Language (ESL):** Supports in the ESL program include level 1 and 2 leveled English language acquisition courses to build everyday English language skills. Participation in ESL include scholars who are new to the country and have taken the Language Acquisition Assessment to determine they are not native English speakers.

- Scholars placed in ESL classes receive 100 minutes of additional English language instruction every other day.
- Scholars participating in the ESL program receive additional support in all other content classes including use of an English language dictionary and accommodations/modifications that help bridge the language learning process,

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

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

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

- Scholars participating in REACH participate in targeted transition instruction and typically have an on-campus internship to generalize employment skills.
- The teacher and case manager for this program works to provide holistic supports by regularly collaborating with the speech pathologist, mental health professional and other related service providers serving scholars in the program.

- All scholars that participate in the program meaningfully participate in larger school-wide structures, activities and events.
- *A typical disability category of a scholar participating in this program include; mild Intellectual Disability and Autism. However, it is critical to note that Collegiate Academies schools do not place scholars in programs based on disability category.*

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

- Scholars participating in the Journey Program receive increase counseling and mental health supports throughout their day.
- Scholars participating in the Journey Program participate in increased positive behavior incentive programming based on progress toward their individualized behavior and social goals.
- Scholars participating in the Journey Program all have individualized behavior intervention plans (BIPs).

**Opportunities Academy (OA):** Supports in this program include courses and services that work toward goals in the areas of community access, independent living and career readiness, alongside building transition skills to support scholars as they progress towards independent living and life after Carver. Participation in this program can resemble a college-like setting for some scholars, while it may resemble more of a resource style of instruction for other scholars.

- Scholars participating in Opportunities Academy are 18-22 years of age and typically have an on-campus internship to generalize employment skills.
- Assistive technology identification, education and supports that work toward independence are strategically addressed for scholars in need of devices.
- The teacher and case manager for this program works to provide holistic supports by regularly collaborating with the speech pathologist, mental health professional, outside organizations for employment and other related service providers serving scholars in the program.
- All scholars that participate in the program meaningfully participate in larger school-wide structures, activities and events, as wanted.
- *A typical disability category of a scholar participating in this program include; severe to moderate Intellectual Disability and Autism. However, it is critical to note that Collegiate Academies schools do not place scholars in programs based on disability category.*

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

## Grading & Academic Distinction

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

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

## Honor Roll

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

## Class Rank and Graduation Honors

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

# Homework

Homework will be assigned. Scholars need to complete homework. Teachers will check homework for completion or will grade it. Typically, students who do not complete homework will also not do well on tests and quizzes. Missing and/or incomplete homework may result in detention during lunch or after school.

Scholars should expect 1.5 to 2 hours of homework each night. Each class will assign homework. The assignments are intended to build the skills and habits that foster success.

# Making Up Missed Work

Scholars should complete all missed assignments when they are absent from school in order to practice critical academic content. While teachers do not *grade* missing work, teachers may assign alternative assignments in place of missing work in order to replace missing assignments in the grade book with full or partial credit. It is the responsibility of the scholar to make arrangements with his/her teacher concerning submission of alternative assignments.

# Promotion and Retention

All CA schools follow a unified Pupil Progression Plan which is reviewed and updated each calendar year. All students must pass ALL required courses (either during the school year or via summer school) to earn promotion to the next grade and be on track for graduation with 24 credits. Transfer students will be placed solely according to credits earned prior to entry into CA schools. 10th graders must have a minimum of 6 credits including 1 credit from each core subjects along with 2 elective credits. 11th graders must have a minimum of 12 credits including 2 credits from each core subjects along with 4 elective credits. 12th graders must have a minimum of 18 credits including 3 credits from each core subject, 1 foreign language, 1 art, and 4 additional electives. Additional requirements for passing EOCs are included with 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.

GWC has tough standards for promotion. It is not automatically assumed that students will pass from one grade to the next: the student must earn promotion by demonstrating mastery of the essential knowledge, skills, and behavior of each grade level. Students may not be promoted if they are performing below grade-level academic or behavioral standards.

- Promotion decisions will be based on a student's grades, standardized test scores, and attendance. We will look thoughtfully at student test scores, examples of student work, teacher observations, and other measures to make these decisions.

- Criteria for **Summer School**:
  - Scholars who have a Needs Improvement on any EOC
  - Scholars who have 15 or more Unexcused Absences + Out-of-School Suspension days
    - 3 Unexcused Tardy-to-School = 1 Unexcused Absence
  - Scholars have a final grade of F in 1-2 courses
  - Scholars who qualify for ESY based on their exceptionality and specific criteria
- Criteria for **Retention**:
  - Scholars who have 25 or more Unexcused Absences + Out-of-School Suspension days
  - Failing 3 or more classes for the year
  - Unsuccessful completion of Summer School
    - *Failed at least one class*
    - *Missed more than 2 days of school*
- By law, a scholar can be automatically retained if she or he misses more than 25 days in a school year. Because of the strict academic standards of GWC a student who misses instructional time because of significant behavior problems or a student who has persistent trouble completing homework assignments may also be asked to attend summer school or face retention.
- Students who have Individualized Education Plans (IEPs) will be promoted to the next grade based on successful completion of the goals of the IEP. However, students with IEPs, who have significant attendance or behavioral problems unrelated to their IEPs, may be retained for these reasons.
- Efforts will be made by GWC staff members and advisors to assist scholars in meeting our increased academic and behavioral standards; however, it is the responsibility of families and scholars to meet and commit to the standards put forth by the school.
- For incoming scholars on a Core-4 diploma track, grade placement is determined by the scholar's progress towards fulfilling Louisiana's graduation requirements (the number and type of credits a scholar has earned and the results of the scholar's EOC tests) If you have specific questions about your scholar's grade placement, please reach out to Margie Scribner, Director of Curriculum and Instruction ([mscribner@collegiateacademies.org](mailto:mscribner@collegiateacademies.org)) or Melissa Sullivan, Director of Finance and Operations ([msullivan@collegiateacademies.org](mailto:msullivan@collegiateacademies.org)).

## Summer School and ESY

### Summer School

CA schools may choose to offer summer school to students requiring remedial credit for failed courses. It is recommended that schools offer up to 2 credits during summer given the typical length of summer school. Students must pass summer school courses to pass to earn promotion to the next grade. Summer school grades replace the failing grade from the school year. For students who failed the state test in May, opportunities for remediation will be given prior to retesting in late June.

### Extended School Year

Extended School Year (ESY) is offered for students with disabilities that qualify after individualized screenings as outlined by their Individualized Education Plan (IEP). If a student is determined eligible using IEP aligned eligibility criteria, the IEP team will generate an ESY IEP that outline the goals, services and timelines that defines the services a student will get during the summer. If you have questions about ESY services, please reach out to (school name)'s Director of Intervention (person) at (email).

# Culture

## Vision and Values

### Vision

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

### Values

Achievement: We set goals and reach them.

Kindness: We show care to all people.

Responsibility: We look to ourselves to take action.

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

Teamwork: We work together to accomplish our goals.

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

## Advisory System

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

## Restorative Approaches

G.W. Carver High School is committed to implementing restorative practices when intervening on a scholar's behalf. We believe in being firm, fair, and laying a strong foundation to exemplify our core values when conflicts arise. For more information, please contact our Dean of Discipline, Quiana Roberts, at [qroberts@collegiateacademies.org](mailto:qroberts@collegiateacademies.org).

## School Community and Partnership

### Importance of Families & Community

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

### RamPac

G.W. Carver High School is a partnership between the school leadership, teachers, scholars, and families. Although the job of making decisions about school policy belongs to the Board of Trustees, CEO of Collegiate Academies and the Principal, family involvement is absolutely necessary for the success of the school. All families are encouraged to participate in RamPac which meets throughout the year.

- Provides families with concrete support and ideas for ways to help their children achieve
- Allows families to connect with and support each other
- Supports the school in reaching its goals
- Connects families to volunteer opportunities at the school
- Develops and implements special programs for families
- Sponsors events for the entire school community
- Helps raise money for the school
- Works with GWC teachers and administrators to examine scholars' academic and social progress
- Discusses initiatives to improve scholar outcomes

If you are interested in joining Carver's RamPAC, please reach out to our front office at 504-308-3660.

## Communication and Feedback

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

- **Calls, Texts, and Emails to/from staff:** We will send home a contact list with the cell phone numbers and email addresses of all staff at the start of the year; you can also pick this list up in our main office. If you reach out to a staff member, they will reply within 48 hours. Similarly, your child's advisor, teachers, and school administrators will reach out to you. If the message requires a response, please reply within 48 hours.
- **Calls to/from main office:** The main office will be open from 7:45 am - 4:00 pm. We will do our best to answer any phone calls that come in during that time. If we are unable to answer the phone, please leave a message and we will reply within 24 hours, or on the next school day. You will also receive automated phone calls from the main office to inform you of important events and updates.
- **Written Communication:** G.W. Carver High School will regularly communicate with families about field trips, events, and other important information. We ask that you read all notes sent home from school and promptly return any permission slips or forms.
- **SchoolRunner:** SchoolRunner is a website that gives families live updates about their child's attendance, grades, and behavior at school. Families will receive usernames, passwords, and information about how to access SchoolRunner at the start of the year.
- **School Website:** Our school website, [www.carvercollegiate.org](http://www.carvercollegiate.org), will have the most up-to-date calendar and announcements, as well as digital copies of important documents.
- **Visits:** To arrange a visit to the school, please contact your child's advisor or call the main office.
- **Meetings:** If the school requests a meeting with you and your child, we need to discuss something important with you. If you would like to meet with a specific teacher or administrator, please reach out to that staff member directly.

# Detention Policy, Procedures and Logistics

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

## Statements of Compliance

Students must sign commitments to:

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

Parents must sign commitments to:

- Ensure that his/her student attends school daily
- Ensure that his/her student arrives on time to school
- Ensure that his/her student completes all required homework assignments
- Attend all required parent conferences

## Discipline Policy and Procedures for Students with Disabilities

See appendix D.

## Suspension and Expulsion

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

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

### Suspendable Offenses

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

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

### **Suspension Appeal Process**

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

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

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

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

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

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

### **Expellable Offenses: Tier One**

- Distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous substances Law, or any prescription drug not prescribed to the accused student, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body
- Carrying, possessing, or using a firearm, knife with a blade of two inches or longer, or any other instrument the purpose of which is lethal force
- Sexual assault and other sexual acts where the ability of one party to consent is compromised by age, intellectual ability, intoxication, or incapacitation
- 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

#### Expellable Offenses: Tier Two

- Possessing any controlled dangerous substance governed by the Uniform Controlled Dangerous substances Law, or any prescription drug not prescribed to the accused student, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body.
- Possession or use of any implement/substance with the ability to seriously harm another person
- Robbery of an individual on school property or at any activity of which the school has jurisdiction

#### Expellable Offenses: Tier Three

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

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

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

If there is reasonable evidence that the student has committed the offense the principal or designee will recommend a student for expulsion to the Recovery School District. When a principal or designee recommends a student for expulsion the student may be suspended in or out of school pending a student hearing. The student will have an expulsion hearing, in which the RSD Student Hearing Officer will determine if the recommendation for expulsion is upheld, modified, or reversed.

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

## Harassment and Bullying

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

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

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

It is expected that no student would make threats against individuals, groups, or the school. Threats of any nature will be taken seriously and may be reported to the proper authorities, as required by law. In addition, G.W. Carver High School reserves the right to impose a consequence up to and including expulsion from the school when a student has caused a major disruption and emergency situation because of a serious threat.

G.W. Carver High School students are prohibited from the transmission of any electronic, textual, visual, written or oral communication with the malicious and willful attempt to coerce, abuse, torment, or intimidate a person under the age of 18.

G.W. Carver High School believes that all students have a right to a safe and healthy school environment. All schools have an obligation to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Such behavior includes, but is not limited to direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation. The school district policy prohibiting bullying is included in the student code of conduct and includes but is not limited to the following:

- Any student who engages in bullying will be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.
- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

All students and/or staff shall immediately report incidents of bullying, harassment or intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school, or a school sponsored activity, and during a school-sponsored activity.

Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying.

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

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

The procedures for intervening in bullying behavior include but are not limited to the following:

- All staff, students, and their parents will receive a copy of the policy prohibiting bullying at the beginning of the school year as part of the student code of conduct.
- The school will keep a report of bullying and the results of an investigation confidential.
- Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.
- Anyone who witnesses or experience bullying is encouraged to report the incident to a school official.

## Student Cell Phones

### **Cell Phones & Electronic Devices (Headphones included)**

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

Once the school bus door opens and a school official greets scholars in the morning, electronic devices are no longer allowed. Phones and electronics must be put away before exiting the bus. Scholars arriving to school via family transportation may not use electronic devices once they step out of the car on school grounds. The same is true for scholars walking to school. At the end of the day devices must remain out of sight until scholars have boarded the school bus, exited campus gates OR if staying after school the scholar may not use a cell phone until all school buses have departed.

Parents wishing to communicate with their child during the school day may leave a message with the Front Office or Grade Level Dean, who will in turn pass it on to the scholar. If a scholar wishes to go home, he or she must have permission to use a school phone and is not allowed to use a personal cell phone to call home. At no time during the school day may scholars use their personal phone.

**Cell phone & headphone use results in immediate confiscation by the Grade Level Dean and returned at the end of the day. If the scholar's electronic device is confiscated a third time, the scholar can retrieve their item(s) at dismissal on Friday. Should the scholar refuse to turn in these items, parents will be contacted immediately and they will be sidelined.**

### **State Cell Phone Policy**

#### §1141. Electronic Telecommunication Devices

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

B. Nothing in this Section shall prohibit the use and operation by any person, including students, 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 student enrolled at that school.

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

## Student Code of Conduct

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

#### **Successful students:**

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

## Uniform

#### **School Uniform**

All scholars must come to school in full G.W. Carver High School uniform every day. If a scholar arrives at school out of uniform, they will be sidelined and guardians will be called and asked to bring in a uniform

before 8:10AM. If a guardian is unwilling or unable to do so the scholar will receive a consequence and will be sent to class. If a scholar reports to school out of uniform 10 or more times, the Grade Level Dean will reach out about setting up a parent meeting.

We have a required school uniform for several very important reasons:

1. **Uniforms unite us as a community.** When you look at a group of scholars in the G.W. Carver High School uniform, it is a powerful visual statement of our community. Wearing the G.W. Carver High School uniform demonstrates a scholar's commitment and belief in our school's high expectations.
2. **Uniforms reduce distractions and clothing competition.** Scholars can spend more time discussing and evaluating what others are wearing than they spend focusing on learning. Wearing uniforms eliminates this distraction.
3. **Uniforms make us all equal.** Whether families have high incomes or low incomes, scholars come to school dressed the same way. No one feels embarrassed or uncomfortable about his or her clothes.
4. **Uniforms look professional.** When a scholar arrives on campus they should be "dressed for work" and mentally prepared to take on the challenges of their day.

Scholars may not change out of the G.W. Carver High School uniform at any point during the school day unless participating in PE or another school activity which requires them to.

Scholars must wear the G.W. Carver High School uniform at all school events, including trips and activities outside of school hours unless otherwise directed.

### Shirt

- Grades 9-12: White G.W. Carver High School polo shirt with the GWC logo.
- Grades 9-12: Orange Honor Roll shirt with the Carver logo.
- Grades 9-12: Green G.W. Carver High School Reading Millionaire shirt with the GWC logo.
- Grades 9-12: Carver t-shirts or college t-shirts
- Grades 10-12: White button-down shirt with Carver logo.
- Grade 12: Black G.W. Carver High School button-down with GWC logo.
- Grade 9-12: Uniform tops on days of games for Carver athletes and band members
- Shirts must be tucked in at all times. Collars must be turned down at all times.

### Pants

- Grades 9-12: Full-length (socks covered when standing up) khaki pants.
- Grades 10-12: Ladies may wear sanctioned plaid pants.
- Pants may have only four pockets. Cell phone/cargo pockets are not permitted, and neither are frays, tears, or holes.
- Pants must be worn at the waist or hip level.
- Pants may not be leggings or joggers.
- Pants may not be made of corduroy or jean material.
- Pants must have belt loops. No drawstrings are allowed.
- G.W. Carver High School reserves the right to determine if a scholar's pants are too tight or too loose. If deemed so, the pants are in violation of the uniform.

### Belt

- A belt must be worn at all times.
- Belts must be worn through belt loops *and* must keep pants up.
- Buckles may not exceed the width of the belt.

### Shoes & Socks

- Shoes must cover the toe and heel; no slippers or sandals may be worn.
- If boots are worn, they must be worn under the pant leg.
- Socks and shoelaces may be any color or pattern. They may not display any drug-related or inappropriate language or symbolism. Inappropriate socks must be removed.

### Outerwear

- Grades 9-12: green Carver-issued sweatshirt
- Grades 9-12: green cardigan with Carver logo
- Grades 9-12: Carver green and white varsity jacket
- Grades 9-12: Carver Outerwear (i.e. band windbreaker, track sweatshirt, cheer sweater, etc.)
- Grades 9-12: College sweatshirts (it can't be a college color, it must have an actual college name on the front)
- All outerwear must be worn over the Carver polo. Scholars without a Carver polo shirt on underneath the sweatshirt will be considered out of uniform.
- Unauthorized outerwear may be worn to school but must be removed once scholars have entered the building.
- G.W. Carver High School reserves the right to alter the dress code due to inclement weather.

### Accessory Limits

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

### Important Note on Uniform

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

## Scholar Support

### Mental Health Services

At G.W. Carver High School, we are always working hard to ensure that our scholars are achieving academic success. Social, emotional, and behavioral health can have a tremendous impact on academic achievement and success. Challenges such as bullying, grief and loss, acute needs such as homelessness and pregnancy, and trauma can prevent scholars from attaining the success of which they are capable.

At G.W. Carver High School, we have three full-time mental health professionals working to provide support to your scholar with regards to these challenges and others that may arise. Services for scholars include individual and group counseling sessions, referrals to community organizations, workshops, as

well as preventative measures. Furthermore, it is the vision of the mental health department to work closely with all members of the Carver community, including teachers, families, and scholars.

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

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

### **Travelers**

This program is for scholars who need extra support on top of their FBA/BIP. This program is run by the mental health team and is a check-in check out system with increased counseling and crisis support. Scholars check-in at the beginning and check- out at the end of every day and the Director of Mental Health Services will be available to help support them during the day when struggling. When a scholar is in this program they typically have an IEP or are in the evaluation process.

## **Student Restraint and Seclusion**

See appendix G.

# Appendix

## Appendix A. Teacher Bill of Rights

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

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

10. a teacher has the right to be afforded time during the school day or week to collaborate with other teachers.

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

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

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

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

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

## Appendix B. Attendance Interventions

| # of Absences           | Interventions  |
|-------------------------|--|
| No absences per quarter | Scholar will receive recognition for their dedication and hard work to their education by receiving incentives   |
| 1-2 absences            | Scholar's parent/guardian will be contacted by teacher/advisor of record by phone and via automated call; contact will be documented.  |
| 3rd absence             | The school will send letter to parent/guardian notifying the parent of the scholar's status and recommending a conference with the scholar's Advisor to develop an attendance plan LRS 17:233.   |
| 4th absence             | Scholar's parent/guardian will be contacted by teacher/Advisor of record to schedule a mandatory Attendance Conference to develop an attendance plan for the scholar. All notes from the meeting and the details of the attendance plan will be documented.  |
| 5th absence             | The scholar is considered as truant as pursuant to LRS 17:233. A letter will be sent to the home of the scholar informing parent/guardian of violation of compulsory attendance law. <b>Supervisor of Child Welfare and Attendance will file report(s) to Municipal Court for Truancy.</b><br><br><b><u>Students 17 and under:</u> The student's parent/guardian will be referred to municipal court.</b><br><br><b><u>Students 18 and over:</u> The student will be referred to municipal court</b> |
| 7th absence             | A school official or representative may conduct a home visit, review attendance plan, enforce compulsory attendance law, and make recommendations to improve attendance.   |
| 8th absence             | Advisor will be notified and will conduct a parent family conference to communicate dire circumstances and potential non-promotion and summer school requirements.   |

|                |   |
|----------------|---|
| 10th absence   | The school will send letter to parent/guardian notifying the parent that the scholar will be retained in his current grade if he misses another day of school without a legitimate excuse.  |
| 11-16 absences | A letter will be send by the school and a call will be made by the scholar's Advisor to inform the scholar's parent/guardian that he will be retained in his current grade pending the successful completion of summer school to recover the missed class time. |

## Appendix C. Grievance Procedure

Any student, parent/guardian, employee or employment applicant who feels that he/she has been discriminated against on the basis of race, creed, color, age, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, or disability may discuss and/or file a grievance with the appropriate compliance officer. Reporting should take place, in writing, within forty (40) calendar days of the alleged discrimination.

A student or parent/guardian of a student who has a question or concerns may choose to seek the help of the building administrator or another adult with whom they trust, such as a teacher, counselor, nurse, psychologist. If satisfaction cannot be achieved through this discussion, the adult sought by the student should assist the student in reporting the incident, in writing, to the school compliance officer, Read Irvin, at [rirvin@collegiateacademies.org](mailto:rirvin@collegiateacademies.org). The goal is to resolve the problem at the lowest possible administrative level with an equitable solution.

The compliance officer will commence an effective, thorough, objective and complete investigation of the complaint 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 the alleged violator, any witnesses to the conduct, and 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, and, as appropriate, to all others directly concerned within fifteen (15) working days after receiving the complaint.

If the complainant is not satisfied with the decision of the compliance officer, an appeal in writing may be made to Collegiate Academies' Chief Executive Office, Benjamin Marcovitz within ten (10) days of receipt of the decision. Appeals may be submitted via email to [bmarcovitz@collegiateacademies.org](mailto:bmarcovitz@collegiateacademies.org) or mailed to:

Collegiate Academies  
Attn: Benjamin Marcovitz

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

## Appendix D. Discipline Policy & Procedures for Scholars with Disabilities

### I. Overview of Procedural Safeguards

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

- Has an IDEA or Section 504 disability;
- or Is a scholar who is "thought to have a disability."

While all scholars may be disciplined, the placement of scholars with disabilities cannot be "changed" when the offense is directly related to his/her disability or when the IEP or Section 504 plan is not implemented, except in the case of emergency circumstances (drugs, weapons, significant bodily injury). See Section II for more information about emergency circumstances.

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

1. More than 10 Consecutive Days of Suspension, i.e., Expulsion Any suspension that is for more than 10 consecutive days is considered to be a change in placement.

2A. More than 10 Total Days of Suspension in One School Year. Option 1 A series of suspensions with days that total more than 10 total school days in a school year is a change in placement. The special education chairperson, with assistance and documentation from the Administration/Disciplinarian, monitors the number of days each scholar has been suspended. Scholars with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all scholars.

2B. More than 10 Total Days of Suspension in One School Year. Option 2 A series of suspensions with days that total more than 10 total school days in a school year may be a change in placement. The special education chairperson, with assistance and documentation from the Administration/Disciplinarian, monitors the number of days each scholar has been suspended. Scholars with disabilities who have not reached this 10-day threshold may be suspended under the procedures that apply to all scholars.

#### Factors for Determining Pattern of Suspensions

Substantially Similar Behavior. Is the scholar's behavior substantially similar to the behavior for which the scholar has previously been suspended? (Factors may include same type of behavior, same victim, same class, same day of the week or same time of day, etc.) If the answer is yes, continue with the following analysis:

Other Pattern Considerations.

Consider such factors as:

- Length of each suspension, e.g., 1 day, 4 days, etc.
- Total cumulative days of suspensions, e.g., 11 days, 20 days, etc.
- Proximity of (time between) suspensions, e.g., 1 week apart, 2 months apart, etc.

A pattern is more likely to exist when the facts in each factor are more extreme, e.g., longer suspension

lengths, more cumulative days of suspension and fewer days between each suspension. Also, consider whether the suspensions are: from the same class on a regular basis; on the same day of the week; at the same time of day; for the same activity; involving same staff or other scholars. Consistent Decision-Making. Determining whether a pattern exists is very subjective. Thus, school staff should consult with a Department of Education Representative (Office of Federal Programs Support) when considering this issue to ensure that factors are considered consistently across schools. The Determining a Pattern of Suspensions Worksheet, Appendix A, should be used to document consideration of this issue whenever a scholar's suspension has surpassed 10 cumulative days for the year.

3. Additional Considerations. The following considerations apply to in-school suspension; a suspension or removal for a portion of the school day; and for suspensions from transportation.

a. In-school Suspension. An in-school suspension will not be considered as a suspension for the above purposes as long as a scholar is given the opportunity to continue to: appropriately participate in the general curriculum; receive IEP specified services; and participate with nondisabled children to the extent (s)he would have in the current placement. Any in-school suspension that does not meet this standard must be considered as a suspension for purposes of these procedures.

b. Suspension/Removal for Portion of School Day. Scholars sent home from school in the morning because of misconduct is considered to have a full-day suspension. Scholars sent home in the afternoon is 57 considered to have a half-day suspension. These conditions apply unless the scholar's BIP specifically calls for the scholar to receive a shortened school day when certain behaviors are exhibited.

c. Bus Suspension. The following standards apply based on whether transportation is a related service on the IEP:

1) Bus Transportation Is IEP Service. When transportation is an IEP service, a scholar's removal from the bus is considered to be a suspension unless transportation is provided in some other way. In this case, transportation has been determined to be necessary for the scholar to access educational services.

2) Bus Transportation Is Not IEP Service. When transportation is not an IEP service, the scholar's removal from the bus is NOT considered to be a suspension. In this case the scholar/parent have the same obligations for the scholar to get to and from school as any nondisabled peers suspended from the bus. However, school officials should consider whether the bus behavior is similar to classroom behavior that IS addressed in an IEP and whether the bus behavior should be addressed in the IEP or through a BIP. Monitoring Suspensions - Principals must have procedures in place to monitor and cumulatively total all suspensions for scholars with disabilities.

C. Determining Manifestation Determination & Services.

1. Manifestation Determination. Within 10 days of any decision resulting in a change of placement the LEA representative, parent, and relevant members of the child's IEP Team (as determined by the parent and the LEA representative) must meet and determine whether the scholar's behavior is a manifestation of his/her disability using the Manifestation Determination form. The procedures below are used to make this determination.

a. Making the Decision

1) Review Relevant Information. The team participants review all relevant information in the scholar's file, including the IEP. If the IEP was not implemented, the team documents why it was not implemented and whether the failure to implement the IEP impacted the scholar's behavior.

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

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

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

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

the behavior in question has been consistent and/or has an attenuated association with the disability: Consistent Behavior. Behavior that has been consistent across settings and across time may meet this standard. Attenuated Association. Behavior that is not an attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the scholar's disability.

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

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

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

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

c. Behavior is NOT Manifestation of Disability

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

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

a) Identifies Services. Identifies and documents educational services the scholars will receive to enable the scholar to continue to participate in the general education curriculum, although in another setting (e.g., an interim 58 alternative educational setting (IAES), etc.) and to progress toward meeting the goals set out in the scholar's IEP; and

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

c) Considers Need for More Restrictive Services. May convene and modify the scholar's IEP. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements of this section, is appropriate for a scholar with a disability who violates a code of scholar conduct.

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

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

A. Criteria for Emergency Removal.

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

2. Drugs. A scholar knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the school's jurisdiction; A controlled substance is a drug or other substance in the Federal Code that does not include a substance legally used and possessed under the supervision of a licensed health-care

professional. P Possession of alcohol and tobacco does not fall under “controlled substance.” Therefore, the principal cannot move a scholar to an IAES for possession of these items under this section. Instead, the removal is subject to the procedural safeguards applicable to other types of misconduct.

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

#### B. Removal

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

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

##### 1. Behavior IS Manifestation of Disability

a. FBA/BIP. As discussed above, the IEP team must conduct or review an FBA and create a BIP addressing ways that the school can help the scholar with the conduct at issue. If the scholar already has a BIP, it must be reviewed and modified to address how the school can better assist the scholar with the conduct at issue. Note: if the FBA requires a new assessment of scholar behavior, parental consent is required.

b. Reevaluation. The scholar may be referred for a reevaluation.

c. More Intensive Services. The IEP team may meet to consider more intensive special education services upon the expiration of the 45 day IAES or sooner.

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

a. Disciplinary Hearing. If all team members determine that the conduct was not a manifestation of the scholar’s disability, then the 45 school day emergency placement may proceed to a disciplinary proceeding afforded to all scholars.

b. FBA/BIP. The scholar must receive, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior related to the disciplinary violation so that it does not recur.

### III. Appeals

#### A. Reasons for Requesting an Expedited Due process Hearing 59

1. Parent Disagreement. Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing.

2. School Considers Scholar to be Dangerous. If a school has documented reasons to believe that keeping the scholar in his/her current school is substantially likely to result in injury to the scholar or to others, the school should request an emergency hearing for the purpose of transferring the scholar to an IAES for up to 45 school days. Note: this standard is not as high as serious bodily injury; it does not allow for an immediate 45 school day removal.

#### B. Authority of Hearing Officer

##### 1. A hearing officer may:

a. Return the scholar to the placement from which the scholar was removed if the hearing officer determines that the removal did not comply with these procedures or that the scholar’s behavior was a manifestation of the scholar’s disability; or

b. Order a change of placement to an IAES for not more than 45 school days if maintaining the current placement of the scholar is substantially likely to result in injury to the scholar or to others.

2. The school may repeat its request for an expedited hearing if it believes that returning the scholar to the original placement is substantially likely to result in injury to the scholar or to others.

#### C. Expedited Due Process Hearing Procedures.

1. An expedited hearing must occur within 20 school days of the date the request is filed. The

hearing officer must make a determination within 10 school days after the hearing.

2. Unless the parents and school personnel agree in writing to waive the resolution meeting or agree to mediate the dispute:

a. A resolution meeting must occur within seven days of receiving notice of the hearing request; and

b. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the hearing request.

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

#### D. Placement during Appeal of Discipline Decision

1. Weapons, Drugs or Serious Bodily Injury. The scholar remains in the IAES pending the decision of the hearing officer or until the expiration of the 45-day or code violation time period (if less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.

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

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

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

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

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

1. Evaluation Requested. The parent requested an evaluation.

2. Written Concern. The parent expressed concern in writing to the scholar's teacher or school administration about the scholar's need for special education and related services

3. Specific Concerns by Staff about Pattern of Behavior. The scholar's teacher or other school staff told school supervisory personnel of specific concerns about the scholar's pattern of behavior. If any of the three factors above are present, then school officials consider disciplinary action as if the scholar has a disability.

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

1. Parent did not consent to an initial evaluation of the scholar

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

3. The scholar was evaluated and was determined not to have disability. If any of these three circumstances exist, the scholar may be subjected to the same disciplinary measures applied to those without disabilities engaging in similar behaviors. 60 The US Department of Education's comments to the IDEA states: a public agency will not be considered to have a basis of knowledge merely because a child receives services under the coordinated, early intervening services of the IDEA law UNLESS a parent or teacher of a child receiving early intervening services expresses a concern, in writing, to appropriate agency personnel that the child may need special education and related services.

C. School Personnel Have No Knowledge and Parent Subsequently Requests an Evaluation If the parent requests an evaluation for a suspected disability after the scholar is sent to an IAES, the school must conduct an expedited evaluation at parental request. However, the scholar remains in placement, including an IAES, during the evaluation. If the scholar is found to have a disability, an IEP must be developed. The IEP team must then conduct a manifestation determination. If the behavior is manifested by the scholar's disability, the team reconsiders the scholar's placement in light of the new information

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

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

to crimes committed by a scholar with a disability.

B. Transmittal of Records. School personnel reporting a crime committed by a scholar with a disability must ensure that copies of the special education and disciplinary records of the scholar are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. Records must be transmitted only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act. VI. Application of Section 504 and ADA Generally, scholars with disabilities eligible for services only under Section 504/ADA (i.e., need related and supplementary aids and services only) are entitled to the procedural safeguards specified in this section. An exception to this general rule applies to scholars with behavior that is not a manifestation of his/her disabilities. In this case, these scholars are entitled to those services normally available to nondisabled scholars who are suspended or removed pursuant to the school's Code of Scholar Conduct.

## Appendix E. Handbook Violations

| Handbook Violations  |  |
|--|--|
| The violations listed below are the most serious and highest priority to correct. This behavior may cause another person or persons physical or mental harm and/or be illegal; or, may prevent learning from happening. Behavior in this category may result in removal from class, suspensions ranging from 1-5 days, and when appropriate possible recommendation for expulsion. Other corrective and restorative actions (eg, parent meetings; required counseling or peer mediation; confiscation of contraband; notification of truancy office or police) may be taken. |  |
| Infraction   | Definition / Notes   |
| Three "Disrupting Learning Violations" in a single day   | If a student is assigned 3 or more infractions in a single class, he/she may be assigned a "Disrupting Learning Violation" and the teacher will make notes as to why and contact home within 24 hours.       |
| Failure to serve assigned consequence/ turn in electronic devices  | student has a cell phone visible or audible. Teacher requests confiscation of phone. student refuses.  |
| Threatening  | Threatening a student or adult member of the community (e.g. "If you __ then I'll __").  |
| Verbal altercation   | Verbal arguments between students.   |
| Destruction of property  | Vandalism, graffiti or damage to the building or another person's property.  |
| Obscene Behavior   | Engaging in behavior of a sexual nature including consensual sexual activity at school or a school function. Possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.)  |
| Hate speech  | Using language that undermines the dignity of a race, sexual orientation, religion, ethnic background, exceptionality, etc.  |
| Bullying/harassment  | Unwanted or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture.   |
| Cyber bullying   | Unwanted or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture through any use of technology. Cyber bullying can occur on or off school property. |
| Leaving campus during school hours   | Leaving campus during school hours and/or attempting to leave and return to campus. See "Campus Boundaries" section for detailed explanation (p.9).  |

|  |  |
|--|--|
| Tobacco                                  | Uses or possesses tobacco on campus, the school bus or any school function.  |
| Lighter/ Matches                         | Uses or possesses tobacco or a lighter on campus, the school bus or any school function.   |
| Trespassing                              | Unauthorized entering onto school property without permission. Or, when an individual who has been given prior notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave does not. This includes unauthorized presence of a student on school property while on a restrictive access, suspension, or expulsion.  |
| Sexual harassment or assault             | Intimidation, bullying, or coercion of a sexual nature. Sexual contact or behavior that occurs without the explicit consent of the recipient.  |
| Verbally or physically inciting violence | A verbal altercation where a student is trying to physically fight another person and has to be restrained/held back to ensure the safety of others/or self.<br>Encouraging others to fight (pushing another person into a fight) or "bumping" someone in passing to provoke a fight OR a situation where a fight is going to happen or is happening and a student runs toward it and does not seek help or tell the students to stop. |
| Theft/stealing                           | Theft or stealing (property valued over \$500.00 is greater penalty)   |
| Alcohol                                  | Possessing alcoholic beverages on campus or at a school function.  |
| False alarm                              | Pulls fire alarm / bomb threat/ discharging a fire extinguisher.   |
| Arson                                    | Intentional damage to property by any explosive substance or setting fire to any property.   |
| Fighting or unwanted physical contact    | Included but not limited to: fighting with physical contact outside of classroom or in the parking lot; fighting with physical contact in the classroom or cafeteria; fighting with physical contact on the bus or at any other school function on or off campus.  |
| Weapons                                  | Carrying or possessing a weapon on campus or a school related function. This includes firearms, knives or any instrument that is used (or which is intended to be used) to harm another individual. This also includes look-a-like weapons and something intended for other purposes but used as a weapon.   |
| Drugs                                    | Possessing, distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law (including over-the-counter prescription medications).  |

## Appendix F. Expulsion Due Process Procedures

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

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

evidence or testimony presented during the hearing. The determination will be given, in writing, to the school, the student, and/or the minor student's parents or legal guardians. If the student is found guilty, the RSD Student Hearing Officer will determine the appropriate length of expulsion according to RSD expulsion guidelines, and the expulsion will begin immediately. The RSD or the charter school will make arrangements for assigning the student to an alternative school or alternative educational placement after the hearing.

10. The parents or legal guardians of students may appeal the student's expulsion.
  - a. Direct--run RSD schools – Any non--minor student, or the student's parents or legal guardians have the right to appeal the RSD Student Hearing Officer's determination to the RSD Superintendent or his/her designee. To appeal an expulsion, the parent or legal guardian of the student may, within five (5) school days after the decision to expel the student has been made, request that the RSD review the findings of the RSD Student Hearing Officer. The RSD, in reviewing the case, may uphold, modify, or reverse the decision. Otherwise the determination of the RSD Hearing Officer shall be final.
  - b. RSD charter schools – Charter schools may provide an opportunity to appeal the expulsion to the Charter School's Board of Directors or the Board's designee, but are not required to do so. Please check with your charter school for their expulsion appeal policy.
  - c. All student expulsions may be appealed to the appropriate Parish Court within ten (10) days of the RSD Student Hearing Officer's decision or the decision rendered on appeal by the RSD or the charter school.
  - d. Throughout the appeal process, the student must report to their designated alternative school or alternative educational placement.
11. After the student has completed their full expulsion term at the alternative school or educational placement to which the student is assigned, the student has the right to return to the school from which he or she was expelled.
  - a. If the student was found guilty of violence against another person, and the victim of that offense is still a student or staff member at the school, the student may be required to attend a different school at the completion of their expulsion term.
  - b. At the time of the hearing, the Hearing Officer, in concert with the sending school, will determine the student's eligibility to return to their expelling school.

## Appendix G. Student Restraint and Seclusion

### Introduction

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

### Defining Seclusion and Restraint

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

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

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

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

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

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

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

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

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

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

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

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

approved program, involves the monitored separation of a scholar in a non-locked setting, and is implemented for the purpose of calming.

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

### **Seclusion and Restraint Policy**

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

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

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

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

Physical restraint must be used only:

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

A Seclusion Room or other confined area must:

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

Further, Seclusion and Restraint:

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

### **Physical Restraint Procedures**

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

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

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

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

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

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

### **Seclusion Procedures:**

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

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

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

Monitoring requires:

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

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

When the use of a seclusion room is necessary:

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

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

- The scholar must be supervised by a school employee
- The supervising employee must be able to see and hear the scholar the entire time the scholar is confined to the seclusion room
- The seclusion room must be free of any object that poses a potential danger to the scholar while

in the room

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

### **Monitoring & Documentation Policy:**

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

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

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

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

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

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

This notification must include the following:

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

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

### **Patterns of Restraint or Seclusion use for Scholars with Disabilities:**

When a scholar with a disability is involved in five (5) incidents of restraint or seclusion in a single school

year, the school will convene the IEP team to review and revise the scholar's behavior intervention plan (BIP) to include any appropriate and necessary behavioral supports.