



Collegiate Baton Rouge

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



**Student & Family Handbook
2019-2020**

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Overview

Who We Are

Mission

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

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

Values

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

Excellence: We never settle for less than our best.

Empathy: We seek to understand others and show it.

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

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

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

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

Advisory System

All students at Collegiate Baton Rouge are placed into an advisory group during the first week of school. Advisories are created by randomly assigning new enrollees to small single-gender groups of 12-18 students. The group is identified with a special name that signifies that group's significant group identity. Scholars remain in one advisory for the four years of their high school career. Advisory helps ensure that students are prepared for college and life success. The role of an advisor is multifaceted: what a specific student needs to meet college readiness competencies varies and will evolve over his or her high school career. One of the key functions of an advisor is that he or she can gather all the information about a student's life into one place and then make personalized decisions on how to best help him or her be successful. Advisory meets every Monday morning for class and at other specially scheduled times.

Collegiate Baton Rouge Mascot

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

Operations

Collegiate Academies Board

Collegiate Academies has a Board of Directors which serves as 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 www.collegiateacademies.org. Meetings are open to family members and other members of the public. We encourage you to attend and meet our board!

Enrollment

Collegiate Baton Rouge is an open enrollment public charter school. Any and all high school students are welcome to attend our school. Student enrollment is based on a first-come, first-served basis. We hold a public lottery in the event of over-enrollment. In the 2019-20 school year, we are serving 9th - 11th grade only and will be adding a grade each year as we grow. Families interested in having their students attend CBR may complete a digital application at EnrollBR.org or complete a paper application and submit to the school at 282 Lobdell Blvd. To complete enrollment the student and their guardian must:

- Submit copies of the student's birth certificate and social security card, as well as the parent or guardian's proof of residency (lease, utility bill).
- Complete all required enrollment paperwork.
- Attend a family orientation meeting.

Daily Hours and Schedule

The student schedule at Collegiate Baton Rouge is:

	Monday - Thursday	Friday
Arrival	7:30 - 7:45 am (students are tardy after 7:45 am)	7:30 - 7:45 am (students are tardy after 7:45 am)
Dismissal	3:26 pm	2:03 pm

Please note that no students may enter the building before 7:30 am. Students are tardy if they arrive after 7:45 am. Students are required to arrive at school on time and remain at school through dismissal.

School Calendar and Closings

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

Collegiate Baton Rouge may cancel classes in cases of extreme weather conditions. Please listen to a local radio station or watch a local news channel for announcements. 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.

Transportation

Transportation to and from school is offered to all students who live inside East Baton Rouge Parish. Any student who lives in East Baton Rouge Parish and is at least one mile from the school is eligible for free transportation. The school bus will pick students up Monday through Friday in time to arrive at school on time. The bus will pick up students 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

Collegiate Baton Rouge will contract with a student transportation services provider who will be responsible for all routing, day-to-day operations, maintenance, driver training, and supervision. 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 their parent via phone call and text.

Stop Requirements

All bus stops must meet the following requirements:

- Be within 1 mile of a student's home
- Complies with all provisions of R.S. 32:1
- Cannot be in a location on a divided highway such that a student, in order to walk between the bus and his home or school, would be required to cross a roadway 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 given a pass by the front office that indicates their temporary stop. This pass will be presented to the student's bus driver the next time they board 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 the student up from school. The student will remain under the supervision of a school staff member until the guardian arrives.

School Bus Conduct

Students must comply with the Student Code of Conduct while traveling on a school bus to and from their homes or school-sponsored activities. If a student commits an infraction 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 outlined in the Student Code of Conduct, all students on the school bus must:

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

Compulsory Attendance

Purpose: Students can only be successful if they are present and prepared at school every day. Our curriculum is rigorous and fast-paced; every day is essential. At Collegiate Baton Rouge, excessive absenteeism and/or tardiness is not allowed. If a student is absent without excuse for more than 5 days of the semester or 10 or days per year, that student may be required to repeat the grade.

While each student 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 Collegiate Baton Rouge. Attendance is the first step in ensuring academic achievement. Every day is essential for our scholars to keep pace; every instructional minute counts. A scholar is considered to be in attendance when they are physically present at school or is participating in an authorized school activity and is under the supervision of authorized school personnel 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 is an unexcused absence. A parent note may excuse up to 4 days over the course of the school year for illnesses not verified by a physician or nurse practitioner.
- Extended hospital stay as verified by a physician or dentist (original doctor's note)
- Extended recuperation from an accident as verified by a physician or dentist
- Observation of special, recognized holidays of the student's own faith
- Visitation with a parent who is a member of the United States Armed forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per year.
- Absences verified and approved by the school principal such as approved travel for education, death in the immediate family or natural disaster. For any other circumstances (i.e. legal matters, legal issues) parents must make a formal appeal in writing to the principal.

The following reasons for absenteeism are not excusable:

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

Parents/guardians are 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 A**.

Tardiness

Getting to school on time is key for your child's success. Students who are tardy miss essential instruction, disrupt the learning of others, and risk falling behind. Tardiness in general is a bad habit that can lead to serious consequences in college and at work; at Collegiate Baton Rouge, we want our students to develop strong habits and succeed in school, college, and work. Our doors open to students at 8:00am each morning. Students must arrive between 7:30am and 7:45am. Students arriving after 7:45am are considered tardy and will be assigned deductions. When students arrive to school late, they must report to the main office before heading to class in order to check in and get a pass. In cases in which a school bus arrives late, those students riding the school bus are not considered tardy. Late arrival is only excused for a valid reason with a note from a parent/guardian or a medical professional.

Early Check Outs

Early check-outs can be disruptive to the learning environment and are discouraged. Families should notify the school by calling the main office before they arrive to 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 12:30pm they 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, contact the school immediately.

Communication and Feedback

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

- **Calls, Texts, and Emails to/from staff:** We will send home a contact list with 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 7:30am - 4:30pm. We will do our best to answer any phone calls that come in during that time. If we are unable to answer the phone, please leave a message and we will reply within 24 hours. You will also receive automated phone calls from the main office to inform you of important events and updates.
- **Written Communication:** Collegiate Baton Rouge will regularly communicate with families about field trips, events, and other important information. We ask that you read all notes sent home from school and promptly return any permission slips or forms.
- **SchoolRunner:** SchoolRunner is a website that gives families live updates about their child's attendance, grades, and behavior at school. Families will receive usernames, passwords, and information about how to access SchoolRunner at the start of the year.
- **School Website and Social Media:** Our school website, collegiatebr.org, will have the most up-to-date calendar and announcements, as well as digital copies of important documents. You can also follow us on Facebook @collegiatebr.
- **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.

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

Uniforms

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

1. Uniforms **reduce distractions** and clothing competition. A student spending time discussing and evaluating what others are wearing can distract from focus on learning. Wearing uniforms eliminates this distraction.
2. Uniforms **unite us as a community**. When you look at a group of students in the school uniform, it is a powerful visual statement of our community. Students make a commitment when they put on the CBR uniform to live up to the school's high expectations.
3. Uniforms **look professional**. Students look neat when they arrive to school with shirts tucked into their pants. The students come mentally prepared for school and "dressed for work." A required dress code or uniform is common in the adult workplace and the careers our students will one day pursue.
4. Uniforms help **make us all equal**. Whether families have high incomes or low incomes, students come to school dressed the same way. No one feels embarrassed or uncomfortable about his or her clothes.

Collegiate Baton Rouge Uniform Requirements

Shirts	<ul style="list-style-type: none"> • Navy or Gray Polo with Collegiate Baton Rouge logo (must be purchased from uniform shop Fashion Era) • White Oxford Shirt with Collegiate Baton Rouge logo (must be purchased from uniform shop Fashion Era) • Juniors only: light blue Oxford Shirt with Collegiate Baton Rouge logo (must be purchased from uniform shop Fashion Era) • Polo shirts and Oxfords must be worn and tucked in at all times. • Honor roll polos will be issued to students who earn the distinction of Honor Roll. Honor Roll polos may be worn any day of the week once earned, and may only be worn by the individual who earned it. These polos are not available for purchase. • NOT ALLOWED: Rips or writing on polo or Oxford shirts. <p>FRIDAYS ONLY: On Fridays students may wear any Collegiate t-shirt or a college t-shirt. Shirts must be worn tucked in.</p> <ul style="list-style-type: none"> • NOT ALLOWED: Rips or writing on t-shirts
Outerwear	<p>-Students can wear official CBR sweatshirts that can be purchased at Fashion Era.</p> <p>-Students can also wear college-specific sweatshirts or jackets.</p> <p>-Other outerwear options are available for purchase from Fashion Era. Any official CBR jacket or sweatshirt may be worn as outerwear while on campus.</p> <p>-Students are <i>not</i> allowed to wear any other outerwear items inside the school building. Students will be asked to remove any non-CBR or non-college outerwear at the door during arrival.</p> <p>-No hoods or hats may be worn inside the school building.</p> <p>Collegiate Baton Rouge applies a "logo on top" rule, meaning that the CBR logo or a college sweatshirt or jacket must be what's "on top" of the school uniform. Any non-CBR/college apparel must be worn <i>under</i> CBR or college apparel.</p>
Undershirts	<p>-Undershirts are not required; however, students may choose to wear undershirts of any color.</p> <p>-Prints or designs may not be visible on undershirts</p>

Pants	<p>Students have 3 options for school uniform pants:</p> <ol style="list-style-type: none"> Properly fitted full length KHAKI PANTS or NAVY PANTS with belt loops. Small coin pockets and cell phone pockets are allowed. Pants that flare at the bottom are also allowed. <ul style="list-style-type: none"> NOT ALLOWED: Pants that are made of jean, stretch, or corduroy material but are khaki or navy in color. NOT ALLOWED: Pants with “cargo” pockets on the side. NOT ALLOWED: Stitching that is defining in a different color on the outside of pockets or on the seams. NOT ALLOWED: Capri pants or shorts NOT ALLOWED: Pants that are sagging and not worn at the waist. NOT ALLOWED: Any rips or writing on the pants. CBR-approved blue plaid pants available for purchase at Fashion Era. <ul style="list-style-type: none"> NOT ALLOWED: Other colors of plaid. NOT ALLOWED: Plaid pants purchased anywhere other than Fashion Era. NOT ALLOWED: Any rips or writing on the pants.
Belt	-REQUIRED with pants: Belt of any color
Socks	<p>-Socks are not required; however, students may wear socks of any color.</p> <p>-Socks may NOT be worn over pants.</p> <p>-Any patterns on socks must be school appropriate (no inappropriate language or representations).</p>
Shoes	<p>-Shoes must be closed toe and closed back.</p> <p>-Any designs must be school-appropriate (no inappropriate language or representations).</p> <ul style="list-style-type: none"> NOT ALLOWED: heels NOT ALLOWED: slippers
Headwear	<p>-Students are allowed to wear headbands or headwraps.</p> <ul style="list-style-type: none"> NOT ALLOWED: Bandanas. Any headband or scarf with bandana paisley print may not be worn or carried on campus. NOT ALLOWED: Bonnets, do-rags, or sleepwear NOT ALLOWED: Hats or caps

School Supplies

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

Cell Phones and Electronic Devices

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

Use of phones and other electronic devices (by students) will not be allowed on campus during school hours. Once the school bus door opens and a school official greets students in the morning, electronic devices are no longer allowed. Phones and electronics must be **powered off** and put away before exiting the bus. Students who walk to school or are dropped off may not use electronic devices once our arrival has started (7:15am). Students may not take their phones or other devices out at the end of the day until they have boarded the school bus or completely exited campus parking, If a student is staying after school, the scholar may use a cell phone once the school buses have left campus.

At no time during the school day may students use their cell phone without permission from a staff member.

As soon as a staff member is aware of a student phone or other electronic device in use (if the student is seen using the phone, a staff member sees that the device is powered on, or if the phone/device is audible), it will be confiscated. A CBR staff member will confiscate the device and take it to the office as soon as the staff member is able.

Confiscation happens if the phone or device is powered on.

If the student's phone is seen but *not* powered on, for example, poking out the top of a pocket, the student will be asked to put the phone away. The student needs to figure out a way for the phone to be completely concealed and out of sight (for example, put away inside their bag). If the student refuses to put the phone away, the phone will be confiscated by staff.

A parent/guardian must come to school to retrieve any confiscated phone. No exceptions.

- **1st offense:** The phone is held in the office until a guardian comes to school to get it. The consequences of a 2nd offense will be explained to the guardian. The student receives 1 day of lunch detention.
- **2nd offense:** The phone will be held in the office for 1 week. A parent/guardian must return to school to pick-up the phone. At this time, the consequences of a 3rd offense will be explained to the parent. The student will receive 1 day of lunch detention.
- **3rd offense:** The phone will be held in the office for 1 month. A parent/guardian must return to school to pick-up the phone. At this time, the consequence of a 4th offense will be explained to the parent. The student will receive 1 day of lunch detention.
- **Any additional offense:** If a student receives another phone violation, the phone will again be confiscated. At this point, the student will have to enter cell phone probation where they will be required to turn the phone in daily upon arrival to school. Parents / guardians will be contacted for a meeting to set-up the requirements of cell phone probation.

Refusal to turn in a phone (including turning in a phone different from the one that the student was seen using), will result in a referral to the Restorative Center. If the student continues to refuse to turn the phone in (20 minutes), the student will receive 1 day of ISS as well as 5 days of lunch detention. Refusal to turn in the phone counts as an offense, and would move the student to the next level if the offense were to happen again.

ALSO...

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

Students violating the cell phone contract expectations during dismissal will be required to turn in their phone the following school day. All of the same consequences will apply.

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

Student Technology Use Agreement

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

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

1. **Conditional Privilege:** The student's use of the school's equipment and services is a privilege conditioned on the student's adherence to this agreement.
2. **Property:** All equipment provided to the student is intended for educational purposes associated with their enrollment at CBR. All equipment and contents therein are the sole property of CBR, and remain so even if the equipment is removed from CBR property. The student's log on credentials must be provided to authorized CBR employees upon request.
3. **Damages:** If equipment in student's possession is lost, stolen, damaged, missing components, or vandalized, the student/student's family will be personally responsible for the replacement cost of the equipment. Failure to pay the assigned cost may result in loss of privileges including but not limited to participation in prom, graduation, or co-curriculars.
4. **Acceptable Use:** The student agrees that s/he will obey all federal and state laws and regulations when using the school's equipment and services. Under no circumstances shall a student's use of school resources interfere with, or detract from their learning or the learning of others.
5. **Penalties for Improper Use:** If the student violates this agreement and misuses the equipment or services, 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 Baton Rouge;
 - s. making unauthorized copies of computer software;
 - t. use of technology while driving;
 - u. Installing software on school computers without prior approval of authorized Collegiate Academies staff;
 - v. the use of peer to peer file sharing programs.
7. **Liability for debts:** The student/student's family shall be liable for any and all costs (debts) incurred through the improper use of

school equipment or services, including penalties for copyright violations.

8. **No Expectation of Privacy:** The student/student's family waives any right to privacy on all Collegiate Baton Rouge equipment and services. The student/student's family agrees that the school may monitor the student's use of the school's equipment and network, and may also examine all system activities in which the student participates, including but not limited to e-mail, voice, written, and video transmissions. Collegiate Baton Rouge may at times allow technical support to remotely access any CBR, including all equipment provided to the scholar. All electronic communications to and from students regarding school and students matters must be communicated utilizing Collegiate Baton Rouge's electronic messaging systems in order to maximize and help protect the privacy of student information.
9. Other terms and conditions may apply.

Field Trips

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

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

Lost and Found

The school will keep a lost and found box in the main office. Parents and guardians may visit during regular school hours to check the lost and found. If a student believes he or she has lost an item, the student should ask a teacher to check the lost and found. Students may not go to the main office to check the lost and found. The lost and found box will be brought to lunch periodically for students to look for their items. At the end of every quarter, remaining items in the lost and found may be donated to a local charity.

Student Belongings

Students who disrupt class for any reason are violating school rules. This rule applies to students' personal possessions as well. Items including, but not limited to, toys, portable electronic devices, and cell phones are not allowed in school. Students who violate this rule will have their item(s) confiscated for a period of time. Repeated violations of this policy may result in indefinite confiscation irrespective of any costs or fees students and/or their families may incur as a result. Skateboards, roller blades, skates, or scooters are not to be ridden on school property. If so, they will be confiscated.

Student Searches

All students arriving to school will be searched when they enter campus. School officials (anyone the school designates) may perform random searches of students while they are on campus. Any item that a Collegiate Baton Rouge staff member determines is unsafe or distracting to the learning environment may be confiscated. A student may be searched on campus at any time if there is reason to believe the student is in possession of an item that is illegal, against school rules or distracting to the learning environment. Student vehicles brought on campus, student book bags, school desks and other school property are subject to inspection and search by school authorities at any time without prior notice to students or parents. Students are required to cooperate if asked to open book bags, purses, or any vehicle brought on campus.

Closed Campus

Students are required to remain on campus throughout the entirety of the school day unless dismissed by a school official. Students are expected to stay out of any office or unsupervised space without permission while on campus. If a student leaves campus

without permission, the family and truancy office will be notified and a suspension (either in-school or out-of-school) will be assigned. The student will be subject to a search by the school safety officer to ensure the safety of all students if they return to campus. The student will have a meeting with the dean or principal and will be assigned to the Restorative Center upon return that day. This rule applies from the time that the busses arrive on campus in the morning until the time school is dismissed at the end of the day. A student may not exit a school bus and leave campus. He or she must report directly to their homeroom or breakfast space upon arrival to school.

Emergencies and Safety Procedures

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

Crisis Plans and Lockdowns. When a 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.

Nursing and Medication

Being physically healthy helps children learn more effectively. For this reason, it is important to have your doctor or health center look into any problem that your child may have. Students may not carry their own medication. All medication must be handed into and administered by the appropriate school staff member or school nurse. 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 required forms. Families can get a copy of required medical forms at the front desk. 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. Any medication in a student's possession without the correct forms on file will be confiscated.

Meals

We are excited to offer students healthy breakfast, lunch and snack/dinner options. As part of our participation in the School Nutrition Program (a federal program that subsidizes all school meals), we must collect completed Free and Reduced Lunch application forms for all students. It is the policy of our school to require all parents and guardians to complete this form, regardless of whether the parent or guardian believes their child will qualify for a free or reduced lunch, so that we can ensure we maximize the reimbursements we receive from the federal government.

Students may bring lunch to school. We ask that you not allow your student to bring unhealthy food (snacks high in fat, calories, or sugar) or drinks (eg, sodas or juices heavy in sugar). Collegiate Baton Rouge reserves the right to not allow students to consume unhealthy food or drinks at school. Students are not allowed to have outside candy (including gum), food, or drink in hallways, walkways, or classrooms. Any food or drink brought from home must be kept in a student's book bag during the school day and may only be taken out during breakfast or lunch in designated location (i.e. cafeteria).

Deliveries are NOT allowed (i.e. Uber Eats, Waitr, or other food delivery services). Even if ordered by the parent/guardian, food deliveries present a huge distraction to the day and a tax on our front office staff. Food deliveries are NOT allowed at CBR.

Parent Gift Giving Policy

Teachers and other Collegiate Baton Rouge employees may accept gifts valued at \$25 or less and \$75 as a total in one calendar year from or on behalf of students or former students.

Student Entrepreneurs

Students may not sell any articles on school property without the permission of the grade level dean or principal. They may not make a collection of money or materials for their own purposes or for an organization to which they belong outside of school without prior permission.

Academics

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

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

Academic Assessments

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

Grading and Academic Distinction

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

We use the state-mandated grading scale:

Letter Grade	Course Grade Range	Grade Points
A	93 - 100	4.0
B	85 - 92	3.0
C	75 - 84	2.0
D	67 - 74	1.0
F	50* - 66	0.0

Students engaging in actions that are above and beyond the average earn the respect of their peers and staff in addition to the rewards hard work typically brings. Academic distinction is awarded on a quarterly basis in the following ways:

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

Surely, working to achieve these high GPAs is reward in and of itself. Students earning these distinctions increase their likelihood of success in college and beyond. The rewards that follow these achievements is Collegiate Baton Rouge's way of recognizing and

honoring the hard work it has taken to arrive at these accomplishments. The great achievements of our school community ought to be celebrated. Achieving Honor Roll at CBR earns the student a special polo shirt and a certificate. Collegiate Honors earns each distinction beneath it and most of all, the coveted 4.0 pin. This pin exemplifies the core value of excellence, a true mark that the student earning it has refused to settle for anything less than their best.

Homework

At Collegiate Baton Rouge, we believe that bite-sized and regular homework should be assigned for the following reasons:

1. To deepen the understanding of the key components of a lesson or unit.
2. To create a habit of timely academic preparation (studying, preparation, etc.)
3. To create time outside of class where students are actively engaged in their identity as learners.

Therefore, homework at CBR is assigned daily in bite-sized amounts. An average student should anticipate having between 60 and 90 minutes of homework each day (15 to 20 minutes of homework for each class).

Not completing homework is the number one reason why students fail in high school. Typically, students who do not complete homework will not do well on tests and quizzes. One of the key components of homework has to do with developing a habit that will lead to success in college.

Homework will be checked during arrival. Parents/guardians may be required to sign off on homework nightly. Students are ultimately responsible for completing their homework every night. Students who do not complete or submit homework will be required to complete academic reflection (see details below) at lunch time and may be required to attend additional tutoring in lieu of participation in co-curricular and elective activities.

Making up Missed Work

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

Academic Integrity

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

Cheating. Cheating happens when a student receives or renders aid to or from any source that allows a student to misrepresent skills or knowledge on an assignment. This includes but is by no means limited to: copying answers, recording answers and bringing them into a test, looking up answers during a test without permission, etc.. It also includes cheating that is caught before it is executed. For example, if a teacher catches a student sending emails with answers to an upcoming exam, this is still considered cheating even though the students have not taken the exam yet. This also includes passing off a paper or assignment written by someone else as one's own (i.e., turning in a paper that was found online or a paper written by someone who took the class previously). Cheating threatens our ability to successfully fulfill our vision of college success. Students are expected to complete all work to the best of their ability. Without academic honesty, we cannot be sure if students are making actual academic progress towards our learning goals. Cheating violations accrue across all a student's classes. This means that a student who is caught cheating in Math class and then cheats again in English class accrues two violations. If this student fails to learn his or her lesson and cheats again, he or she will earn their third violation.

Plagiarism. Plagiarism is turning in a product that, regardless of the student's intent, misrepresents the work of another as the student's own work. All written assignments should show the student's own understanding in the student's own words. All writing assignments, in class or out, must be composed entirely of words generated (not simply found) by the student. If words written by another person are used, they must specifically be marked as such with proper citation, according to the expectations of the class and assignment. Plagiarism includes everything from failing to cite a source by mistake to lifting a paragraph from a book and putting

it into your paper. It also includes citing a source improperly - for instance, by using the wrong type of citation or making a mistake in the citation. It is any situation where a reader could think that work a student *did not* do is work that a student *did* do.

What is the difference between plagiarism and cheating on a paper? Cheating is acquiring a written work and passing it off as your own, with no or minor changes. We recognize that students must be taught how to properly cite the work of others and use resources to compose papers. For this reason, there is no penalty (except for having to complete the assignment again) for plagiarism until it has been explicitly taught. We also recognize that this is a skill that will develop over time. Because of this, the penalties for plagiarism are weighted from freshman to senior year.

Cheating and plagiarism may result in the following consequences:

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

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

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

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

Academic Reflection

This short reflection time starts at the beginning of the lunch period and stretches into the recess period for students. In lieu of lunch with friends and recess (gym, field time, academic advancement, community time), students participate in a reflective activity that helps students to learn time management, prepare for the next day/evening's academic requirements, and determine the root cause and solution for their probationary status. Students reflect with the support of a CBR staff member.

Promotion and Retention

Collegiate Baton Rouge has rigorous standards for promotion that align to ensuring all students are on track for college success. 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 or do not meet attendance requirements. 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.

- By law, a student will be retained if she or he misses more than 10 days per school year. Because of the strict academic standards of Collegiate Baton Rouge, a student who misses instructional time because of significant behaviors or a student who has persistent trouble completing homework assignments may also be required to attend summer school.
- Students who have 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 problems unrelated to their IEPs may be retained for these reasons.
- Efforts will be made by CBR staff members and advisors to assist students in meeting our increased academic and behavioral standards; however, it is the responsibility of families and students to meet and commit to the standards put forth by the school.

Academic Intervention

Our classrooms intentionally prepare students for a college bar. We use the following indicators to inform where students are currently performing relative to a bar of On Track for College Success.

Key Indicators for On Track to College Success:

- **GPA:** 3.6+ (75% attainment); 3.1-3.5 (54% attainment)
- **Reading:** on grade level or higher
- **Math:** Excellent on Algebra I and Geometry EOCs
- **Attendance:** 98%+
- **Behavior:** No habitual minor misbehaviors, Zero Incidents*
- **Leadership:** Active participation in multiple clubs & co-curriculars
- **ACT:** 21+ Composite (English 18, Reading 22, Math 22)

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

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

Progress Report Events. At CBR, students and families will have the opportunity to meet with their teachers and advisors to discuss performance at school. Quarterly progress reports share critical information with students and families - proficiency in subject areas, attendance data, and progress towards end of years goals. Although this data is static - printed on paper and fixed in time - it can always shift as the year advances. By the close of the year the results are stuck. While a 1.00 GPA has a catastrophic effect on a four-year cumulative GPA, a 4.00 GPA from freshman year sets a student up for a strong future. Therefore, it is critical that students own their performance at the quarter mark and make plans and commitments for the quarters that remain.

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

SAT

The Student Assistance Team (SAT) meets biweekly to create and modify individualized and group intervention plans for students that need support in reaching their goals. This team is staffed by the entire grade level team so that all perspectives and voices can be channeled to support our students. In fact, student and family voices are actively solicited in creating intervention plans (a five-minute phone call or a one-paragraph reflection can generate a world of difference in creating a truly comprehensive and individualized plan).

SBLC

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

- No action.
- Continued/modified intervention plans
- Outside referrals
- 504 referral / Individual Academic Plan (IAP)
- Pupil Appraisal (IEP evaluation)
- Pupil Appraisal (Other supports)

The SBLC is staffed by the Director of Intervention, the SBLC chair, Director of Pupil Appraisal, a General Education teacher, and the Principal.

Culture

Student Code of Conduct

The Student Code of Conduct for Collegiate Baton Rouge is created from the belief that the learning environment is sacred. We do whatever it takes to ensure every child has the opportunity to learn in an environment that is safe (physically, emotionally, mentally, and intellectually) and free of needless disruptions. We incorporate a variety of strategies to promote positive behavior and healthy

relationships. We take advantage of opportunities to recognize students for positive behavior and values-aligned actions. Our Code of Conduct is designed to support our students in making positive college-prep choices.

Positive Behavior Support

Dolphin Bucks / Bonuses

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

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

When students receive Dolphin Bucks from staff, they are placed in an electronic “bank account.” Daily, students see their Dolphin Buck balance on a “paycheck” they receive during breakfast/homeroom each morning. Students may use their Dolphin Bucks for a variety of incentives, including to purchase snacks and uniform items through the School Store and even to purchase off-campus field trips called “Day-cations.”

School Store

The School Store is a place where students can use the Dolphin Bucks they have earned to make purchases. At Collegiate Baton Rouge, we believe that learning and pursuing education for the long-term is deeply valuable in and of itself. Therefore, we do not make decisions in the short-term interest of doing things for something temporarily meaningful, like candy or snacks. We do, however, believe that our students should enjoy the short-term rewards of doing the right thing. Students have the opportunity to use the Dolphin Bucks they have received to purchase meaningful rewards. Students may spend their Bucks on a variety of snacks, prizes, privileges, and experiences. With time, we hope that the positive choices made to earn Dolphin Bucks that allow for purchases at the School Store lead our students to lasting habits that drive their success. The table below demonstrates a variety of items students may purchase:

Uniform Items	Small Items	Medium Items	Large items
Belt Socks Additional Polos	Pencil Fruit snack Chips Small candy Gatorade	Cookies Large candy Thursday Only: Dress Down Pass	Book Day-Cation School T-shirt College T-shirt College Sweatshirt

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

Positive Relationships

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

Community Circles

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

Engaging lessons

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

Restorative Approaches

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

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

Redirection Interventions

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

- **Reminders / Redirections:** Teachers will give reminders and redirections when a student is struggling to meet expectations. The teacher will clarify and remind students of expectations for that portion of class.
- **Check-ins:** If a student is seeming off in any way, teachers will “check-in” with the student to gauge “what’s up” and what may be happening in the student’s world. The teacher will use the information learned to act accordingly (ex. If the teacher learns that the student is feeling especially tired, they may suggest a quick trip to get a drink to help the student wake up and move around for a couple minutes).
- **Stay-in-the-game Conversations:** Teachers would use this strategy after employing several redirection techniques previously. A stay-in-the-game conversation reminds the student of the importance of being there in that moment and the work that is front of him/her, while also affirming for the student the teacher’s belief that they are able to tackle whatever challenge is in front of him/her.

- **Communication with Parent/Guardian:** Teachers will utilize frequent communication with parents for a variety of reasons: to share positive acts students have demonstrated, to inform parents of challenges a student is demonstrating or behaviors that are presenting, to collaborate and seek information on how to help their student be successful.
- **Practicing Positive Behavior:** When a student has demonstrated a cultural violation of some sort, a teacher may have the student practice the correct behavior. For example, if a student is repeatedly calling out in class and forgetting to raise their hand, a teacher may engage the student in a conversation about the behavior and have the student actually practice raising a hand before calling out.
- **Restorative Conversation:** Teachers will ask students to identify what happened, who was impacted by the actions taken, the student’s personal responsibility in the situation, and what steps he or she might take in order to repair any harm that was caused to the community. This type of conversation would end with a commitment from all parties to ensure the next steps identified would be met.
- **Close the Loop Conversation:** Teachers use this approach when following up on an event that has happened previously. In this conversation the teacher and student are ensuring that the right learning has happened and harm has been repaired.
- **Resets:** A teacher may suggest, or a student may request, the opportunity to take a reset. A reset means an agreed upon location may be sought out by the student to take a quick break from class to reset and come back prepared to engage in learning. During a reset, a student may complete an activity or reflection to help him/her refocus on the goals of class and the day.

Deductions

Just as students receive Dolphin Bucks for engaging in positive behaviors, students also receive deductions for engaging in negative behavior. The system of Bucks and Deductions is intended to incentivize students to make decisions that support their growth towards being college-ready. This includes academic, social, emotional, and behavioral decisions. When a student makes a decision that hurts our community and detracts from our core values, a deduction is received. When a deduction is received, it takes Bucks out of the student’s account, therefore making it more difficult to purchase meaningful rewards. Accumulation of deductions may also lead to recommendations for further corrective action or interventions. A deduction is feedback for the student. The student should view the deduction as a reminder that the behavior for which the deduction was received does *not* propel him/her towards the mission of college success. The student should therefore use the reminder to help him/her make decisions next time that *will* propel him/her towards the mission of college success. There are four levels of deductions:

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

-\$2 Deductions – Values/Narrative Violation	
-\$2 Candy/food/drink/gum	Chewing gum, eating food or candy, or drinking drink other than water in class or the hallway.
-\$2 Inappropriate reaction	Responding to a correction in a disrespectful way or a way that causes a disturbance to the class or activity.
-\$2 Intentional Disruption	Intentional noises to disrupt or distract class: fake coughs, sneezes, etc.
-\$2 No Pass / Misuse of pass	Going somewhere in the school without an official pass; using a pass to do anything or go anywhere other than designated by the pass – i.e, using the restroom pass to go to the nurse, etc.).

-2 Off task during instruction	Doing anything other than the teacher-assigned task in the moment (i.e, working on work for another class, or another segment of class; passing notes; not starting work immediately; grooming; head down; sleeping; etc.).
-2 Out of Seat	Getting out of seat during class without permission.
-2 Side Conversation	Talking to a classmate without permission during class (i.e. during instruction, during silent work time, etc.).
-2 Uniform violation	Not wearing the school uniform as outlined in the school handbook (i.e. un-tucked shirt, sagging pants, unapproved outerwear, etc.).
-4 Refusal	Being redirected/corrected on a behavior during a given class period 2+ times and then continuing to engage in that behavior.

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

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

Restorative Center

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

- **Apology:** As a part of taking responsibility for what happened, a student may need to engage in an apology with members of the community who were harmed by the decisions made.
- **Mediation:** In a mediation, the goal is to resolve conflict that may exist between parties involved. A Collegiate Baton Rouge staff member may facilitate a mediation when needed.
- **Restorative Circle:** When several individuals are involved in a situation that involves conflict, a Restorative Circle may be used to help members express their thought and feelings with each other in a productive way.
- **Restorative Repair:** Restorative Repair is used to help students restore harm in meaningful and relevant ways. This takes a variety of different forms. The main idea is that as directly as possible, students are authentically repairing the harm that was done to the community or individuals through their own action or behavior. For example, if a student had made a choice to leave their breakfast items on the table in the cafeteria without properly cleaning restorative repair may involve completing community service for the school helping to clean and beautify common spaces.
- **Return to Community:** When a student has engaged in an action that has jeopardized him/herself and the health of the community, a Return to Community Plan may be enacted. This is a plan that maps out actions the student needs to take in order to have their place within the community restored. This can serve as an alternative to suspension. While the steps of the Return to Community plan are being completed, the student will not be allowed to participate in whole-group community events.
- **Parent Conference:** Following a referral to the RC, Collegiate Baton Rouge staff members, the student, and the student’s parents may meet to discuss what the students needs to ensure success moving forward.

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

1. **Level Four Infractions and Safety Violations** (see below)
2. **Cultural Violations:** If the student is preventing learning from occurring, not respecting the community, failing to expect the best or working hard, he or she may be sent to the RC to complete a reflection before returning to classes. This occurs after a staff member has followed steps of a consequence ladder and the interventions have not successfully gotten the student back to on-task, productive work.
3. **Failure to serve assigned consequences:** If a student fails to turn in electronic devices (cell phones), serve Academic Reflection or Closing Reflection, or comply with other restorative practices, he or she may be referred to the RC.

Infractions and Safety Violations

Level 4 Infractions and Safety Violations

The following infractions will be addressed with urgency. Violations in this category make it difficult for learning to proceed as successfully as it did before the violation occurred. These infractions may result in immediate removal from class, referral to the Restorative Center, out of school suspension, recommendation for a parent meeting, a disciplinary conference or, in rare cases, an expulsion hearing. The principal or designee may determine additional consequences or interventions (in addition to or in lieu of referral to the Restorative Center or out of school suspension) for students involved in safety violations. Students may not be allowed to ride the school bus, participate in co-curricular activities or attend any and all Collegiate Baton Rouge sponsored functions. Students may be encouraged to participate in Restorative Repair actions. If a student has a penalty waived or deferred in order to participate in Restorative Repair but fails to complete the agreements to repair harm to the community within the time frame agreed, he or she may earn the original consequences at the end of that period.

Infraction	Definition	Corrective Action
Cultural Violation	<ul style="list-style-type: none"> • Not following geographic directions. • Showing disrespect to others combined with failing to reflect and respond appropriately to correction. • Disrupting learning of others in the classroom or hallway combined with failing to reflect and respond appropriately to correction. • Saying or doing things that make others feel unsafe. • Being negative about oneself, the school or others and not responding to redirection. • Refusing to work in class after being redirected multiple times. 	Reset in Restorative Center and return to class
Failure to serve assigned consequence/ turn in electronic devices (cell phones)	<ul style="list-style-type: none"> • Student has a cell phone or device visibly on and/or audible: Teacher requests confiscation of phone and the student refuses. 	See cell phone policy for more details. Student may be assigned to Restorative Center
Destruction of property	<ul style="list-style-type: none"> • Vandalism, graffiti or damage to the building or another person's property. 	Referral to Restorative Center - Minimum 1 day removal from classes
Obscene behavior	<ul style="list-style-type: none"> • Engaging in behavior of a sexual nature including consensual sexual activity at school or a school function and possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc.). 	Referral to Restorative Center - Minimum 1 day removal from classes
Hate speech	<ul style="list-style-type: none"> • Using language that undermines the dignity of a race, sexual orientation, religion, ethnic background, exceptionality, etc. 	Referral to Restorative Center - Minimum 1 day removal from classes
Bullying/harassment	<ul style="list-style-type: none"> • Unwanted or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture. See "Bullying" section of handbook for more details. 	Referral to Restorative Center - Minimum 1 day removal from classes
Cyber bullying	<ul style="list-style-type: none"> • Unwanted or repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture through any use of technology. Cyber bullying can occur on or off school property. See "Bullying" section of handbook for more details. 	Referral to Restorative Center - Minimum 1 day removal from classes
Leaving campus during school hours	<ul style="list-style-type: none"> • Leaving campus during school hours and/or attempting to leave and return to campus. 	Removal from class with possible reflection and reset or full day depending on the circumstances. The Restorative Center team will conference with the student, identify the challenge, and come up with steps to ensure student can be successful in classes.
Tobacco	<ul style="list-style-type: none"> • Using or possessing tobacco on campus, the school bus or at any school function. 	Referral to Restorative Center - Minimum 1 day removal from classes

Lighter/ Matches	<ul style="list-style-type: none"> Using or possessing tobacco or a lighter on campus, the school bus, or at any school function. 	Contraband will be confiscated. Student will have a restorative conversation with school official (principal/dean) if possession only, then be allowed to attend class if it is their first offense. If it is the student's second offense or if they used the item, the student will be referred to Restorative Center for further action.
Trespassing	<ul style="list-style-type: none"> Unauthorized entering onto school property without permission. Or, when an individual who has been given prior notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave does not. This includes unauthorized presence of a student on school property while on a restrictive access, suspension, or expulsion. 	Removal from campus and possible referral to Restorative Center upon return to school. Police notification if individual refuses to leave the school property.
Sexual harassment or assault	<ul style="list-style-type: none"> Intimidation, bullying, or coercion of a sexual nature. Sexual contact or behavior that occurs without the explicit consent of the recipient. 	Referral to Restorative Center- Minimum 2 day removal from classes. Sexual assault will result in recommendation for expulsion.
Theft/stealing	<ul style="list-style-type: none"> Theft or stealing (property valued over \$500.00 is greater penalty). 	Referral to Restorative Center- Minimum 2 day removal from classes.
Alcohol	<ul style="list-style-type: none"> Possessing alcoholic beverages on campus or at a school function. 	Referral to Restorative Center- Minimum 3-day removal from classes. Required parent meeting. Required drug/alcohol counseling.
False alarm	<ul style="list-style-type: none"> Pulls fire alarm / bomb threat/ discharging a fire extinguisher. 	Referral to Restorative Center- Minimum 3-day removal from classes. Required parent meeting.
Arson	<ul style="list-style-type: none"> Intentional damage to property by any explosive substance or setting fire to any property. 	Police- Expulsion filed. If student is released from police custody, he or she will be referred to Restorative Center or to an out-of-school suspension for a minimum of 5 school days or until expulsion hearing outcome is determined.
Threatening	<ul style="list-style-type: none"> Threatening a student or adult member of the community (e.g. "If you __ then I'll __"). 	Removal from class with possible reflection and reset or 1-2 day removal from classes depending on the circumstances. The Restorative Center Team will conference with the student, complete a cool down plan, identify the challenge, and come up with steps to ensure the safety of all parties.
Verbally or physically inciting violence	<ul style="list-style-type: none"> A verbal altercation where a student is trying to physically fight another person and has to be restrained/held back to ensure the safety of others/or self. Encouraging others to fight (pushing another person into a fight) or "bumping" someone in passing to provoke a fight OR a situation where a fight is going to happen or is happening and a student runs toward it and does not seek help or tell the students to stop. Collegiate Baton Rouge takes seriously the actions of those who stand by to watch a fight or encourage it with words or gestures. Such actions are labeled inciting violence. The acceptable actions in the vicinity of a fight are: 1) telling the participants to stop and/or 2) getting an adult to help. Any other response is considered inciting violence. 	Referral to Restorative Center- Minimum 1 day removal from classes. The Restorative Center team will conference with the student, identify the challenge and come up with steps to ensure student can safely return to classes.
Verbal altercation	<ul style="list-style-type: none"> Verbal arguments between two or more members of the community. 	Removal from class with possible reflection and reset or 1-2 day removal from classes depending on the circumstances. The Restorative Center team will conference with the student, complete a cool down plan, identify the challenge and come up with steps to ensure the safety of all parties.

Fighting or unwanted physical contact	<ul style="list-style-type: none"> • 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. Fighting that takes place off campus and creates a safety concern on campus. • We believe that when presented with a potential altercation with another student, a student should: walk away or seek adult assistance. Ignoring attempts at violence and/or seeking an adult's help are encouraged and rewarded; fighting back is not the best option and will carry the same penalties as those for any other individual involved in the violence. When a student is involved with a fight (where physical contact is made between two parties, including pushing, incident reports will be collected, parents will be notified, mediations will be scheduled and a return to community plan will be developed. Students involved in a fight may be out of the classroom for up to five school days. 	Referral to Restorative Center- Minimum 3-day removal from classes. Required parent meeting. Required peer mediation and restorative practices. If repeat or severe offense, student may be assigned out of school suspension.
Weapons	<ul style="list-style-type: none"> • Carrying or possessing a weapon on campus or a school-related function. This includes firearms, knives or any instrument that is used (or which is intended to be used) to harm another individual. This also includes look-a-like weapons and something intended for other purposes but used as a weapon. 	Referral to Restorative Center- Minimum 5-day removal from classes. Corrective action determined based on investigation of circumstances. Out of school suspension may be assigned for up to five school days. Police may be notified and expulsion may be filed.
Drugs	<ul style="list-style-type: none"> • Possessing, distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law (including over-the-counter prescription medications). 	Referral to Restorative Center- Minimum 5-day removal from classes. Required parent meeting. Required drug/alcohol counseling. Recommendation for conference or expulsion hearing depending on circumstances. Police may be notified.

Suspension and Expulsion

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

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

Behavior Contracts

We believe in partnering as much as possible with students and families to *prevent* behaviors that distract us and our students from the mission. We work to intervene on behavior patterns to prevent subsequent behaviors from happening and/or keep a small behavior from becoming a larger one. A commonly used intervention to help us accomplish this is a Behavior Contract. Behavior Contracts are used when there is a concern that a behavior will get bigger and impact the student or the community negatively (for example, if students have exchanged words via social media and there is concern this will bleed into school interactions, the students

involved will be asked to sign contracts stating that they will not argue or fight with each other at school). Contracts are also used in the event of repeat behaviors. When a student signs a Behavior Contract, they are agreeing to not engage in the problematic behavior, and agrees that they recognize that if the contract is violated, consequences will be applied. A typical set of consequences accompanying Behavior Contracts looks like this:

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

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

Expulsion

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

Expellable Offenses
<ul style="list-style-type: none"> • Distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, or any prescription drug not prescribed to the accused student, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body • Carrying, possessing, or using a firearm, knife with a blade of two inches or longer, or any other instrument the purpose of which is lethal force • Sexual assault and other sexual acts where 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Well-documented and ongoing commission of serious acts that threaten the safety of others. • Well-documented and ongoing behaviors that threaten, intimidate, or bully another individual, including the use of any electronic device to threaten, intimidate, or bully • Engaging in consensual sexual acts or sharing sexually explicit material, including through the use of an electronic device • Theft of school property or the personal property of individuals valued at \$500 or more on school property or at any activity of which the school has jurisdiction • Being under the influence of any controlled dangerous substance governed by the Uniform Controlled Dangerous substances Law, or any prescription drug not prescribed to the accused student, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body.

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

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

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

Arrival, Dismissal, and Transportation Conduct

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

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

Conflict Mediation at Collegiate Baton Rouge

A school-wide preventative approach is taken to teach students how to handle conflict in a non-violent manner. Students are provided with lessons during advisory on anger management, conflict resolution and bullying. When a conflict occurs that needs a reactive step, we have adults and peers trained and ready to urgently respond with steps to mediate the disagreement. We schedule and prioritize mediations based on the severity of the incident. The Dean of Discipline will act as the point person for how mediations are scheduled (and with whom) by categorizing incidents as preventative, verbal, or physical and then assigning the appropriately trained individuals to facilitate the mediations.

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

Return to Community Plans

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

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

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

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

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

Fighting or Physical Aggression

Collegiate Baton Rouge is a place of focused learning as students grow along their paths towards college success. Therefore, acts of violence that prevent or disrupt learning are unacceptable. CBR believes that when presented with a potential altercation with another student, a student should **walk away or seek adult assistance**. Ignoring attempts at violence and/or seeking an adult's help are encouraged and rewarded; fighting back is not an option and will carry the same penalties as those for any other individual involved in the violence. CBR takes seriously the actions of those who stand by to watch a fight or encourage it with words or gestures. Such actions are labeled inciting violence. The only acceptable actions in the vicinity of a fight are: 1) telling the participants to stop and/or 2) getting an adult to help. Any other response is considered inciting violence. If a student is involved with a fight (where physical contact is made between two parties, including pushing, punching, pulling hair etc.) the following steps will be taken:

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

Harassment and Bullying

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

Specific types of bullying include:

- Gestures, including but not limited to obscene gestures and making faces;
- Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors;
- Electronic communication including but not limited to a communication or image transmitted by email, twitter, Facebook, Instagram, SnapChat, text message, blog, or any social networking website through the use of a phone, computer, or other electronic device;
- Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property;
- Repeatedly and purposefully shunning or excluding from activities; and
- Where the pattern of behavior as provided above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event. The pattern of behavior as described above must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

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

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

Internet / cyber-bullying. Any negative or dispiriting expressions about members of the school community, or that negatively impact the community, found on the Internet (including any and all social networking sites) will result in standard penalties for bullying and disrespect. We emphasize excellent behavior on searchable databases not only because public forums increase the impact of

negative behavior, but also because it is now common for potential employers, scholarship committees, and college representatives to use the Internet to research applicants. It is unacceptable for Collegiate Baton Rouge students to jeopardize future opportunities in this fashion. An issue between students that originated outside of the school will be treated as an internal situation if the issue manifests itself in any way at school. For example, if a student is disrespectful to another student through the use of a Twitter account and the issue arises at school, Collegiate Baton Rouge reserves the right to treat this issue with concern, assign consequences for issues at school, and address all occurrences of disrespect or inappropriate behavior according to school regulations.

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

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

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

Appendix

Appendix A | Attendance Interventions and State Requirements

# 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	<p>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. Supervisor of Child Welfare and Attendance will file report(s) to Municipal Court for Truancy.</p> <p><u>Students 17 and under:</u> The student's parent/guardian will be referred to municipal court.</p> <p><u>Students 18 and over:</u> The student will be referred to municipal court</p>
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.

Bulletin 741- Louisiana Handbook for School Administrators

§1103. Compulsory Attendance

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

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

1. A student, under 18 years of age, who withdraws from school prior to graduating from high school and who has been ruled to be a truant, pursuant to the provisions of Chapter 15 of Title VII of the Louisiana Children's Code, by a court of competent jurisdiction can be ordered by the court to exercise one of the following options within 120 days of leaving school:
 - a. reenroll in school and make continual progress toward completing the requirements for high school graduation;
 - b. enroll in a high school equivalency diploma program and make continual progress toward completing the requirements for earning such diploma;
 - c. enlist in the Louisiana National Guard or a branch of the United States Armed Forces, with a commitment for at least two years of service, and earn a high school equivalency diploma during such service period.
2. If a student is under the age of 18, the parent or guardian may withdraw the student from high school if that student is accepted into a National Guard Youth Challenge Program in this state.

3. For a student who is under the age of 18 and enrolled in school beyond their sixteenth birthday, the parent or guardian may request a waiver from the local superintendent for that student to exit school to enroll in an adult education program approved by the Louisiana Community and Technical College System (LCTCS).
 - a. In the case of a student with no parent or guardian, the local school superintendent may act on behalf of the student in requesting a waiver if appropriate documentation is on file at the local school board office and one or more of the following hardships exist:
 - i. pregnant or actively parenting;
 - ii. incarcerated or adjudicated;
 - iii. institutionalized or living in a residential facility;
 - iv. chronic physical or mental illness;
 - v. family and/or economic hardships.
 1. Family and/or economic hardship is defined as a student who acts as a caregiver or must work to support the family due to a parent's death or illness, or needs to be removed from an existing home environment.
 - b. The local school superintendent or their designee may approve the request for exiting public or home school without requesting action from BESE. If the request to exit school to enroll in a LCTCS approved adult education program is denied at the local level, a student may request the waiver from the DOE for approval by BESE with documentation of reason for denial at the local level. Students seeking to exit school to enroll in adult education, who are enrolled in a formal education setting other than a public K-12 institution, may request a waiver from the institutional agency head or their designee. Mandatory attendance components shall be met in all of the above circumstances.
4. A student who is at least seventeen years of age may exit high school without violating compulsory attendance statute (R.S. 17:221), if that student has met the following criteria:
 - a. completed a program established by BESE;
 - b. achieved a passing score on the GED test; and
 - c. received a Louisiana High School Equivalency Diploma issued by the Board of Supervisors of Louisiana Community and Technical College System.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

N. If a student is absent from school for 2 or more days within a 30-day period under a contract or employment arrangement to render artistic or creative services for compensation as set forth in the Child Performer Trust Act (R.S. 51:2131 et seq.) the employer shall employ a certified teacher, beginning on the second day of employment, to provide a minimum of three education instruction hours per day to the student pursuant to the lesson plans for the particular student as provided by the principal and teachers at the student's school. There must be a teacher to student ratio of one teacher for every 10 students.

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

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

Louisiana Revised Statute 17.233:

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

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

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

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

(c) The principal of the school, or his designee, shall notify the parent or legal guardian in writing on or before a student's third unexcused absence or unexcused occurrence of being tardy, and shall hold a conference with such student's parent or legal guardian. This notification shall include

information relative to the parent or legal guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy. The student's parent or legal guardian shall sign a receipt for such notification.

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

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

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

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

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

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

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

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

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

Appendix B | Discipline Policy & Procedures for Students with Disabilities

I. Overview of Procedural Safeguards

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

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

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

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

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

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

A. Criteria for Emergency Removal.

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

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

B. Removal

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

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

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

III. Appeals

A. Reasons for Requesting an Expedited Due process Hearing

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

B. Authority of Hearing Officer

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

C. Expedited Due Process Hearing Procedures.

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

D. Placement during Appeal of Discipline Decision

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VI. Application of Section 504 and ADA

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

Appendix C | Expulsion Due Process Procedures

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

1. The expulsion process begins with the commission of an offense that could be grounds for expulsion.
2. Anytime the student commits an expellable offense, the principal or designee must complete a student conference and school--level investigation within three (3) school days of the incident.
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, an expulsion hearing will be scheduled prior to the end of the student's suspension. If the parent requests that the hearing happen after the suspension ends, the student will not be allowed to return to school until the hearing is held.
 - a. If the principal chooses to not recommend the student for expulsion, the principal will notify the family.
5. A team will be assembled to participate in the expulsion hearing. The team will consist of, at minimum:
 - a. Principal
 - b. Student's parents or legal guardians.
 - i. The family may request additional members join the meeting.
 - c. Student
 - d. At least one of the student's teachers
 - i. The school may request additional member joins the meeting.
6. The agenda to be conducted at the hearing will consist of the following:
 - a. Review of school's expulsion policy as stated in the handbook.
 - b. Review of incident(s) in question leading to the recommendation for expulsion.
 - c. Presentation of additional evidence.
 - d. Decision by school principal.
7. The following persons have a right to attend the expulsion hearing:
 - a. The student
 - b. The student's parents or legal guardians
 - c. Any additional person of the student's/parents'/legal guardians' choosing to represent the student
 - d. The student's principal or designee (may include teacher or school staff witnessing the incident)
8. If the student or parent/guardian chooses not to attend the hearing, the hearing will still be conducted in their absence.
9. During the hearing, the principal 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, principal will determine the appropriate length of expulsion and the expulsion will begin immediately. The school will make arrangements for assigning the student to an alternative school or alternative educational placement after the hearing.
10. The parents or legal guardians of students may appeal the student's expulsion.
 - a. Any non--minor student, or the student's parents or legal guardians, have the right to appeal to Collegiate Academies Superintendent Benjamin Marcovitz. To appeal an expulsion, a letter should be submitted within five (5) school days after the decision to expel the student was made requesting a review of the findings of the expulsion hearing. The letter may be submitted to Benjamin Marcovitz at the following address:
 - i. Benjamin Marcovitz
7301 Dwyer Rd
New Orleans, LA 70126
 - b. In reviewing the case, the Superintendent of Collegiate Academies may uphold, modify, or reverse the decision.
 - c. In the event the expulsion decision is upheld by the Superintendent of Collegiate Academies, the parent or guardian of the student may, within 10 days, appeal to the district court for the parish in which the student's school is located. The court may reverse the ruling of the Superintendent of Collegiate Academies.
 - d. Throughout the appeal process, the student must report to their designated alternative school or alternative educational placement.
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.

BULLETIN 741

§1307. Reasons for Expulsions

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

1. any student, after being suspended for committing any of the offenses listed in §1305, may be expelled upon recommendation by the principal of the public school in which the student is enrolled;
 2. any student, after being suspended on three occasions for committing drugs or weapons offenses during the same school session, shall, on committing the fourth offense, be expelled from all the public schools of the parish or city school system wherein he or she resides until the beginning of the next regular school year, subject to the review and approval of the local educational governing authority;
 3. the conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act which, had it been committed by an adult, would have constituted a felony, may be cause for expulsion of the student for a period of time as determined by the board; such expulsions shall require the vote of two thirds of the elected members of the local educational governing authority;
 4. any student found guilty of being in possession of a firearm on school property or on a school bus or at a school sponsored event shall be expelled from school according to the requirements of R.S. 17:416(C)(2);
 5. any student in grades six and up found guilty of being in possession of any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school event shall be expelled from school according to the requirements of R.S. 17:416(C)(2).
 6. any student older than eleven and in grades six and up, carrying or possessing a knife the blade of which equals or exceeds two inches in length.
- B. School officials shall have total discretion and shall exercise such discretion in imposing on a pupil any disciplinary actions authorized by this Section for possession by a student of a firearm or knife on school property when such firearm or knife is stored in a motor vehicle and there is no evidence of the student's intent to use the firearm or knife in a criminal manner.

§1305. Reasons for Suspension

[Formerly §1303]

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

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

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

Appendix D | Non-Discrimination Policy and Grievance Procedure

Non-Discrimination Policy:

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

If you wish to discuss the regulations governing these policies, or wish to discuss a concern or file a grievance, please contact our Director of Finance and Operations, Sherah LeBoeuf at 225.892.6962.

Grievance Procedure:

Any student, parent/guardian, employee or employment applicant who feels that they have been discriminated against on the basis of race, creed, color, age, national origin, religion, gender, sexual orientation, gender identity or expression, marital status, disability, or marital status may discuss and/or file a grievance with the appropriate compliance. 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 appropriate compliance officer. 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 the Collegiate Academies Board of Directors within ten (10) days of receipt of the decision.

The Collegiate Academies Board of Directors, within thirty (30) working days, will investigate the complaint and may conduct a hearing to gather additional information.

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

19-20 Teacher Commitment Form

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

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

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

Teacher Name: _____

Teacher Signature: _____

19-20 Student Commitment Form

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

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

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

Student Name: _____

Student Signature: _____

19-20 Guardian Commitment Form

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

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

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

Student Name: _____

Parent Name: _____

Parent Signature: _____

Appendix F | School Calendar

School Hours

7:30 - 3:26 Monday - Thursday
7:30 - 2:03 Friday

Q1: 8/12/19 - 10/10/19
Q2: 10/15/19 - 12/20/19

Student Events & Holidays

July	
4	Independence day
15-31	Summer Staff PD

August	
1-9	Summer Staff PD
12	Day 1 for new students
12 - 16	12:33 Dismissal
19	Day 1 for returning students
19 - 20	12:33 Dismissal
30	No School Staff PD

September	
2	Labor Day
19	Quarter 1 Progress Report Conferences 5pm - 7pm
20	No School Staff PD

October	
10	No School Staff PD End of Quarter 1
11	Fall Break
14	Indigenous People's Day
18	No School Staff PD
25	No School Staff PD

November	
7	Quarter 2 Progress Report Conferences 5pm - 7pm
8	No School Staff PD
11	Veterans Day (Observed)
25-29	Thanksgiving Break

December	
13	No School Staff PD
20	No School Staff PD End of Quarter 2
23-31	Winter Break



Collegiate Baton Rouge

2019-2020 Academic Calendar

Contact Information

Phone: 225-892-6962
Fax: 225-286-7808

Q3: 1/6/20 - 3/13/20
Q4: 3/16/20 - 5/27/20

Student Events & Holidays

January	
1-3	Winter Break
6	No School Staff PD
20	Martin Luther King Jr. Day
30	Quarter 3 Progress Report Conferences 5pm - 7pm
31	No School Staff PD

February	
21	No School Staff PD
24-28	Mardi Gras Break

March	
13	End of Quarter 3
13	No School Staff PD

April	
10	No School Staff PD
13 - 17	Spring Break
30	Quarter 4 Progress Report Conferences 5pm - 7pm

May	
1	No School Staff PD
25	Memorial Day
27	Last Day of School End of Quarter 4

June	
1	Summer School Starts

No School Staff PD Holidays

July 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2019						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2020						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2020						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2020						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2020						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				