



Student and Family Handbook  
2021-2022 School Year

1000 N. 23<sup>rd</sup> Street  
Baton Rouge, LA 70802  
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## **1. About Capitol High School**

We provide an excellent educational experience that engages, equips, and empowers students to boldly make smart choices and pursue opportunities that allow them to own their future academic, economic, and social success.

We're focused on cultivating a dynamic school environment that encourages students to excel academically; explore pathways to a debt-free post-secondary education; enter the workforce with the skills and tools necessary for self-efficacy; become positive and active contributors to their communities; and develop the necessary grit to overcome life's obstacles.

Our scholars participate in civic engagement activities that increase their exposure to experiential learning. Our students are true examples of servant leaders who take pride in volunteering their time to improve the community they love.

We are proud to say that more than 90 percent of our scholars graduate high school on time. Each of our graduating seniors has been accepted into at least one institution of higher learning.

Not only do our scholars routinely put their academic talents on display by competing in arts and engineering activities, we offer a full menu of athletics including football, basketball, volleyball, track & field, and baseball.

## **2. Our History**

Capitol High School made history when it opened in 1950 as the second public high school for African Americans in Baton Rouge.

Originally opened as a school for middle and high schoolers, the middle school and high school split in 1959. The middle school remained in its original location on what is now known as Gus Young Avenue, while the high school moved to its present location at 1000 N. 23rd Street. Since then, that facility has been the home of the Golden Lions.

The late, great Charles W. Keel was named the first principal of Capitol. A visionary leader, Mr. Keel demanded excellence from all members of the Capitol family. Under his leadership Capitol High School would become a pillar in the Baton Rouge community. In 1960, the school saw its first ever graduating class. By 1967, the school had earned the designation of the 7th best High School in the Nation by the Purdue Educational Report in 1967. Mr. Keel would go on to seamlessly guide the school through the new reality of day, integration. He would lead Capitol through his retirement in 1979.

Capitol's second Principal Mr. William "Tex" Turner would continue the legacy of high standards and achievement created by Mr. Keel. The Lions would continue to grow and earn academic and athletic accolades during his tenure. The school would see significant success with the continued rise of legendary coaches such as Alvin Stewart and the Hall of Famer Roman Bates.

Several other outstanding leaders would leave their mark on our great school in the 90s and 2000s. As times changed, the school began to see significant academic challenges, multiple name changes, and eventually a state takeover. The school would see several transformations during this time. Through it all, our lion pride remained.

Today, Capitol High School offers amazing opportunities for young people. Together, with our families and community, we are poised to return to that pillar of excellence we once were.

### **3. Capitol High School Policies**

### **4. Mission, Vision, and Values**

#### **I. Our Mission**

Capitol High School creates an engaging and nurturing learning environment that challenges students to unlock their full potential and empowers them to become critical thinkers, resilient leaders, and highly skilled young people with opportunities to pursue their passions.

#### **II. Our Vision**

Capitol High School exists to empower and equip our students with the academic, social, and emotional resources to become global change agents who uplift their communities and attain economic independence.

#### **III. Our Values**

We expect every member of the Capitol family – students, teachers, parents, staff members, school leaders, and board members – to exemplify the following values in everything that they do:

1. Preparation: We come ready to execute, achieve, and learn at the highest level.
2. Respect: We will acknowledge our self-worth and self-worth of others
3. Integrity: We always choose to do the right thing
4. Dedication: We fight through resistance and adversity to achieve our goals.
5. Excellence: We are brilliant, and our actions and work reflect that.

## **5. Our Program**

The Early College Academy is designed to provide qualifying CHS scholars the opportunity to experience college level academics. Scholars will have the opportunity to garner college credits through both Dual Enrollment and Advanced Placement (AP) courses. The increased rigor of these offerings will familiarize scholars with the thinking, writing, problem-solving, and research skills they will see on a university campus. Research shows that students who are introduced to college level courses in high school are more likely to graduate from high school and significantly more likely to enroll in college and earn a degree.

## **6. Capitol High School Policies**

This Student and Family Handbook contains policies and procedures governing the operations of CHS and explains the rights and responsibilities of all members of the school community in order to provide students a safe, positive, supportive, and achievement- oriented learning environment. This document, along with the Capitol High School Pupil Progression Plan (PPP), are the guiding policy documents for students and families at Capitol High School.

The policies in this Handbook apply to actions of students during school, on the way to and from school, while on school property, while traveling in vehicles sponsored by Capitol High School, at all school-sponsored events, and on online social networks and other internet correspondence.

In the event of disagreement between school-based policies and those of the CHS network, the CHS policies will prevail.

## **7. Pupil Progression Plan**

The Pupil Progression Plan (PPP) describes many of the academic policies related to student placement, promotion, and remediation. Many, but not all, of the policies in the Pupil Progression Plan are included in this document. If you would like to view the full Pupil Progression Plan, it is available online at [www.Capitolhighbr.org](http://www.Capitolhighbr.org).

## **8. Academic Policies**

For a full description of Capitol High School academic policies, please refer to the Pupil Progression Plan, available online at [www.Capitolhighbr.org](http://www.Capitolhighbr.org).

## 9. Student Records and Privacy

Capitol High School takes student data privacy seriously and follows regulations contained in the Family Educational Rights and Privacy Act (FERPA) and Louisiana laws and other applicable law and policy.

## 10. Attendance

Regular attendance at school is a primary factor in student success. We believe that in order for students to succeed, they must attend school and arrive on time. The following section outlines policies and procedures governing attendance.

## 11. Attendance Requirements

State law and school board policy require Students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year.

### 1. *Types of Absences*

Excused absences are absences incurred due to personal illness or serious illness in the family (documented by acceptable excuses), which are not considered for purposes of truancy.

Students with excused absences are eligible to make up work and tests and receive credit for work completed on those days. Absences are considered unexcused until the school receives proper documentation of the absence. Absences are excused for the following reasons:

1. Personal illness (as verified by a written note from a physician, dentist, or nurse practitioner licensed to practice in Louisiana)
2. Death in the family (not to exceed one week, as verified by a written note from the parent)
3. Natural catastrophe and/or disaster
4. Participation in a school-approved off-site activity
5. Absence for the observance of recognized holidays of the child's own faith (as verified by a written note from a religious official)
6. Any other extenuating circumstance as approved by the school leader

Unexcused absences are any absence not meeting the requirements set forth in the excused absence definitions above. All absences are considered unexcused until documentation of an excuse is provided to the school. Students are required to make up work missed during unexcused absences.

Suspensions are absences in which a student may not make up work and may be given failing grades for missed work. The absence is considered when determining whether a student may or may not be promoted but is not considered for purposes of truancy.

## 12. Truancy

CHS reserves the right to refer truant students and their parents to the Family Youth & Services Center. These agencies investigate violations of the compulsory attendance laws, and when necessary, provide parents and guardians written notice, either in person or by registered mail, of legal action to be taken



and next steps in the adjudication process. CHS will respond to truant and tardy students in accordance with Louisiana Revised Statutes 17:221 and 17:233 as outlined below:

A student shall be considered **habitually absent** or **habitually tardy** after the 5<sup>th</sup> unexcused absence or 5<sup>th</sup> unexcused tardy within any school semester. The parent or legal guardian of a student shall enforce the attendance of the student at Capitol High School.

Any student who is habitually absent or tardy from school shall be reported to the family or juvenile court of the parish or city as a truant child, there to be dealt with in such manner as the court may determine including fines, mandatory community service, mandatory counseling and suspensions of permits or licenses issued by state agencies or imprisonment.

If a student has been absent for 10 days due to medical issues and has a doctor's excuse to miss school, the student shall be referred for review by the Response to Intervention Team to determine the need for referral for Section 504 services if the student has not previously been identified as a student with a disability.

The school leaders or designee will notify the parent or legal guardian on or before a student's third unexcused absence to convene a meeting with the parent and student and/or refers the student to the Response to Intervention Team for truancy interventions. Tardiness also includes leaving or checking out of school unexcused prior to the regularly scheduled dismissal time.

Per CHS policy, students absent for 15 consecutive school days may be dropped from the school's roster. Upon a student being dropped for 15 consecutive days, CHS will refer the student to the Youth Opportunity Center, which could lead to court interventions.

### **13. Checkouts from School**

1. Students who leave school for any reason must sign out through the Main Office.
2. Students may only be signed out by persons whose name(s) appear on the student registration database unless the school receives permission in writing by the parent/guardian in advance.
3. Written permission is to be given by the parent/ guardian or "emergency person" shown on the registration database before each checkout. Picture identification must be presented.
4. Students will not be allowed to check out after 3:00 PM (1:00 PM on Wednesdays) unless for reasons approved by the School Principal in advance.

### **14. School Assignments During Absences**

When a student returns to school after an excused absence, the student shall have the opportunity to complete missed assignments. Make-up work shall be permitted only when written excuses from parent/guardian have been received in accordance with this policy.

A student who is absent five (5) or more days in any quarterly grading period must make up missed work before the end of the grading period or the student shall receive an incomplete grade. The student can make up work during the next nine-week grading period, but if he/she fails to do so, the incomplete grade automatically becomes a failing grade. It shall be the responsibility of the teacher to inform the student of the deadline for any make-up work.

Students missing school as a result of any suspension shall be counted as absent, considered unexcused, and shall be given failing grades for work missed in compliance with State Statute Bulletin #741. If a suspension is modified or reversed through the suspension appeal process, related absences will be excused and the students will receive make-up work for those excused days.

## **15. Absences and Retention**

Students with more than 15 unexcused absences per year (or the pro-rata equivalent based on their date of enrollment) may be considered for retention.

## **16. Discipline Systems and Policy Guide:**

Our cultural system and policy guide is in place for when the culture we have built is harmed and peace needs to be made. The policy is derived from our core beliefs about secure attachments (relationship building) and human development.

We believe that:

- Physical and emotional safety are a prerequisite for building secure attachment.
- Feedback is essential to growth and college/career readiness.
- When principles guide actions instead of rules, students can generalize for the uncertain future.
- All students are capable of being college and career ready directly after high school.
- **In a high-trust organization, students prepare for the independence of adulthood.**

**We guide our practice using restorative justice, social- emotional learning, and positive behavior interactions to lead our scholars in developing the skills needed to be reflective decision makers. We hope that these commitments improve character by advocating for self and others and sustaining a positive environment for our community.**

### ***1. CORE PRACTICES & PRINCIPLES***

1. We focus on harms caused rather than rules or persons and the consequent needs of victims, offenders, and communities.
2. We address obligations of the offender resulting from those harms, as well as the community's obligations to both victims and offenders.
3. We implement inclusive, collaborative processes.
4. We include all individuals (victims, offenders, parents, students, staff, and faculty) who have a **legitimate** stake in a given situation.
5. We seek to put right the wrongs that have been done, so that victims feel safe and valued, and offenders feel restored to the school community.

## 2. CORE DISCIPLINE

1. We acknowledges that relationships are central to building the school community.
2. We establish policies and procedures that address harm and misbehavior in a way that strengthens relationships.
3. We focuses on harms done rather than rules broken.
4. We give voice to the person who has been harmed.
5. We engages in collaborative problem solving.
6. We empower change and growth for all involved.

When students take action that violates expectations articulated below, the faculty responds using the culture plan to restore an environment of trust, safety, and productivity. We primarily manage difficulties by preventing harm, resolving differences, and helping students build the skill of learning from their mistakes. If students continue to struggle to meet our norms, we use logical consequences with a focus on accountability, repairing harm, and reintegrating students into the community.

**Capitol High School uses restorative practices, social emotional learning and positive behavior interactions to guide teacher responses to student behavior.** We seek to build community and promote health relationships among educators and students in order to teach the social- emotional and conflict-resolution skills necessary to reduce conflict. Our practices are a way of approaching behavior support from a framework of relationship maintenance and reconciliation. The principles seek to use language and approaches to behavior that reverse the oppressive nature of top-down classrooms and schools.

These systems work to build empathy in the individual or individuals who violate expectations and cause harm to the community. Our practices also provide a way to assign logical consequences to inappropriate behavior. CHS has specific policies in place for actions such as Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying).

Capitol High School categorizes inappropriate behavior into four levels based on the severity and frequency of the behaviors. Each level of inappropriate behavior requires a different faculty response. Below is a summary of the behavior levels, supports, and the appropriate teacher responses:

| Level   | PBIS  | Response              | Description   |
|---------|---|-----------------------|---|
| Level 1 | <p>Teachers focus on behaviors de-escalate the behavior.</p> <p>Be intentional about not calling out individual students in the whole group.</p> <p>Non-verbal redirection in the least invasive way.</p> <p>(bell, Clap, countdown)</p> <p><a href="https://www.youtube.com/watch?v=78eiLtQjmss">https://www.youtube.com/watch?v=78eiLtQjmss</a></p> | Reminder of Greatness | <ul style="list-style-type: none"> <li>● A student causes a minor disruption to the learning environment.</li> <li>● The teacher quickly redirects the student to meet the expectations.</li> </ul> |

|         |   |   |   |
|---------|---|---|---|
| Level 2 | <p>Conversation Slip distributed, student must return the conversation slip into teacher by EOD. If not returned and signed then incident is escalated to DOS prior to student returning to class.</p> <p>Conversation Slip will include survey for student and teacher that will highlight SWAT goals and communication.</p> | Reflect on decision making                                      | <ul style="list-style-type: none"> <li>• A student causes a significant disruption to the learning environment and/or repeats Level 1 behaviors after redirection.</li> <li>• The teacher reestablishes the focus of the class and has a hallway conversation with the student.</li> <li>• Optional: Teacher calls home about successful hallway conversation just to inform parent/guardian of behavior.</li> </ul>  |
| Level 3 | <p>Restorative Center (Lion's Den): Essay on maladaptive behavior and how to improve.</p> <p>Plan of action approved by teacher, dean or admin</p> <p>Student choice who to begin restorative conversation with and continue restorative conversation for the allotted time per consequence.</p>                              | Reach out for opportunities and resources to be better and grow | <ul style="list-style-type: none"> <li>• A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection.</li> <li>• The teacher refers the student to the Dean and reestablishes the safety and focus of the class.</li> <li>• Teacher calls home that day and informs parent of behavior &amp; lets the Dean know outcome of that communication.</li> <li>• The Dean reflects with the student and plans next steps including restorative meeting with teacher.</li> </ul> |
| Level 4 | <p>Restorative Center (Lion's Den): Representation and provide an artifact about experience. Suspension.</p> <p>Community Service</p> <p>Provided by community engagement</p>   | Restore the relationships that were misunderstood               | <ul style="list-style-type: none"> <li>• A student causes a significant breach in safety and/or repeats Level 3 behaviors after interventions.</li> <li>• The teacher refers the student to the Dean and reestablishes the safety and focus of the class.</li> <li>• The administrator considers suspension or expulsion, plans next steps, and communicates with families and mentors.</li> </ul>  |

\*The redirection happens AFTER expectations are clearly set with some form of CFU.

### **3. *Level 1 behaviors – Reminder of Greatness***

#### **1. Student behaviors:**

Level 1 misbehaviors refer to behaviors that are distracting, disruptive, or otherwise in violation of expectations for a productive learning environment, such as being off-task, teasing a peer, etc. This is a behavior or action that can quickly be redirected without stopping the class or learning space.

#### **2. PBIS Desired Outcomes:**

- **Teacher Efficacy: Teacher using least intrusive with redirecting scholars.**

- **Metacognition: Scholars will have the opportunity to self-reflect on behaviors promoting positive interactions.**

**Desired outcomes:**

- Disruptive behavior is stopped.
- All students remain actively engaged in learning in class.
- All students understand consistent expectations and consequences.
- Teacher builds respect, authority, and trust.
- The work of administrators is not interrupted.

**3. Level 2 behaviors – Reflect on decision making**

**4. Student behaviors:**

A student has been defiant or disrespectful (this is the first offense, or the behavior is new) or Level 1 behaviors have continued despite interventions.

**5. PBIS Desired Outcome:**

- **SEL: Use a creative outlet to provide an artifact that details their growth as a scholar.**
- **SEL: Create an inventory of SWAT analysis for student’s interaction.**
- **Restorative Justice: Conversation card turned into the teacher and signed by EOD. If not, then student will have to communicate with DOS and teacher prior to entering back into class. Student will only have 2 times within the same infraction before level 3 escalated to the DOS.**

**Desired outcomes:**

- Disruptive behavior is stopped; power struggle is avoided.
- Student understands the impact of his/her behavior.
- All students remain actively engaged in learning in class.
- All students understand consistent expectations and consequences.
- Teacher builds respect, authority, and trust.
- The work of administrators is not interrupted.

Facilitating a one-on-one conversation when Level 1 and Level 2 behaviors take place:

- Create a safe and non-disruptive space to have the conversation with the student(s) who broke/did not meet the expectation while ensuring that other students can work productively.
- Use Affective Questioning with these students (see below). The purpose of this conversation is to shift the focus of the student to a reflective and empathetic mindset so that he or she can then speak to anyone affected and repair the harm that was done.

|   |  |
|---|--|
| <p>Questions to use with student who has engaged in inappropriate behavior:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking of at the time?</li> <li>• What have you thought about since?</li> <li>• Who has been affected by what you have done? In what way have they been affected?</li> <li>• What do you think you need to do to make things right?</li> </ul>   | <p>Questions to use with those affected:</p> <ul style="list-style-type: none"> <li>• What did you think when you realized what had happened?</li> <li>• What impact has this incident had on you or others?</li> <li>• What has been the hardest thing for you?</li> <li>• What do you think needs to happen to make things right?</li> </ul> |
| <ul style="list-style-type: none"> <li>• If there are other affected students, the teacher brings them into the conversation and uses affective questioning.</li> <li>• Develop a plan to make amends between involved parties. This may need to happen at a later time, such as a break or right after school.</li> <li>• If applicable: Teacher follows up with the mentor(s) of the offending student(s) to summarize the incident and any follow-up.</li> </ul> |  |

## 17. Discipline Referral Process

|                             |   |
|-----------------------------|---|
| <b>Purpose</b>              | The discipline policy system at CHS is designed to manage behavior for <i>most</i> of our students with both a consequential ladder and positive incentive plan. The system is not intended to be used as a primary method of classroom management and can be ineffective in changing behavior for some students. For students who the discipline system is not as effective, staff may submit a discipline referral for further investigation and support. |
| <b>Goal</b>                 | 100% of all discipline referrals will receive follow up and next steps from DOS.  |
| <b>Criteria for Success</b> | <ul style="list-style-type: none"> <li>• 100% of student referrals are completed accurately and in a timely fashion.</li> <li>• Level II misbehaviors are reported using the referral form and Level III &amp; VI misbehaviors are reported immediately.</li> </ul>   |
| <b>The Lion's Den</b>       | <ul style="list-style-type: none"> <li>• The Lion Den is a safe place for student to cool down from conflicted experience. The center will offer various opportunities for mindfulness, reflection, and in most cases a project that aligns with the harm caused. This space will also be used for restorative circles, council meeting and culture meetings.</li> </ul>  |

### Procedure:

- A student exhibits an escalated misbehavior in class or a common space – complete a referral by close of business if the behavior is important but not urgent. If the behavior or situation is urgent, call the Dean of Students and refer to the Lion's Den.
- For Level II misbehaviors find and complete the referral form.
- For a Level III misbehavior call the Dean of Students. If the Dean of Students is not responsive contact any other member of the Student Support Team.
- Accept any and all follow up appointments sent by their Dean of Students or Grade Level Chair.
- Work with Dean of Students on implementing any recommendations and interventions for the student, as needed.

|                                     |                  |  |  |
|-------------------------------------|------------------|--|--|
| Lower school Dean of School Culture | Corey Brownfield | cbrownfield@capitolhighbr.org  |  |
| Upper school Dean of School Culture | Jason Stampley   | <a href="mailto:jstampley@capitolhighbr.org">jstampley@capitolhighbr.org</a> |  |
| Lion's Den Coordinator              | Alvin Stewart    | <a href="mailto:astewart@capitolhighbr.org">astewart@capitolhighbr.org</a>   |  |

**Level 3 behaviors - Reach out for opportunities and resources to be better and grow.**

**Student behaviors:**

- A student engages in a behavior that does not meet the norms of the class. The teacher attempts Level 1 and Level 2 interventions to redirect the behavior, and the student continues inappropriate behavior.
- Alternatively, a student engages in a behavior that is majorly disruptive, dangerous to others, or illegal.

**PBIS desired outcomes:**

Level 1 & 2 outcomes including:

- Mandatory restorative center and project assignment (Level 4). Self-enrichment project based on the infraction level. A
- Community based restorative conversation/ circle
- Think Tank for students to advocate for the choices
- Student court with peers upon returning to the harmed environment

**Desired outcomes:**

- The safety of the classroom is maintained.
- The classroom engagement in learning resumes as quickly as possible.
- All students understand consistent expectations and consequences.
- The teacher builds respect, authority, and trust.
- The student violating the expectations is referred to an administrator.
- The student's negative behavior is recorded and tracked.

**Best practices - Using a discipline tracker:**

We prioritize learning at all times. When students must miss class time due to repeated disruptive behaviors or a behavior that is extremely disruptive, it is our responsibility to log this as part of the student's discipline record. This serves several purposes:

- If patterns emerge, more specific student intervention plans can be created.
- If behavior escalates, we have a record of interventions that were attempted.
- This data can also be used to help compare patterns across contents, grade levels, and teachers to learn best practices around keeping students actively engaged in class.
- Discipline referrals are shared with parents on a regular basis and can be requested by a parent at any time.

**When Level 1, 2 and 3 Behaviors Happen Outside of Class Time:**

Unacceptable behaviors happen outside of the classroom before school, during breaks or after-school as well and these moments can erode community just as much as in class disruptions. Supervision schedules are designed to ensure safety and consistency during unstructured times so that these times can build strong relationships among students and between students and members of the faculty.

If a faculty member observes a student violate an expectation at any time, whether they are on supervision duty or not, s/he immediately gets involved. Faculty members follow the same protocols for all levels of student behavior when they happen outside of class time. Ultimately, it is everyone's collective responsibility to keep our communities safe. This happens best when every adult on campus feels ownership of the culture and is empowered to act immediately when the need arises.

**Level 4 Behaviors: Restore the relationship that was misunderstood**

**Student behaviors:**

The behaviors listed below are automatically considered for suspension and expulsion. Suspension or expulsion hearings move forward at the discretion of the school leader except in the case that the state requires a mandatory hearing. Many of these behaviors have legal consequences outside the school system as well.

| Level 4: Behaviors that qualify for suspension or expulsion                          |  |
|--|--|
| Description  | Student actions  |
| Certain behaviors, such as those listed here, may result in suspension or expulsion. | <ul style="list-style-type: none"><li>● Fighting</li><li>● Drugs or other controlled substances (possession, selling, consuming)</li><li>● Drug paraphernalia (possession, selling, using)</li><li>● Alcohol (possession, selling, consuming)</li><li>● Tobacco products (possession, selling, consuming)</li><li>● Robbery (committed or attempted to commit)</li><li>● Extortion (committed or attempted to commit)</li><li>● Assault or battery or threat of assault or battery on a school employee</li><li>● Bullying (see below Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying)</li><li>● Possessing, selling or furnishing a firearm, knife, explosive or other dangerous object</li><li>● Damaging property or vandalism (caused or attempted to cause)</li><li>● Obscene acts or engaging in habitual profanity or vulgarity</li><li>● Disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.</li><li>● Knowingly receiving stolen school property or private property</li><li>● Possession of imitation firearms</li><li>● Sexual assault (committed or attempted to commit)</li><li>● Harassing, threatening, or intimidating a student who is a complaining witness or witness in a school disciplinary proceeding (see below for Summit's Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying)</li><li>● Hazing (engaged or attempted to engage in)</li><li>● Aiding or abetting the infliction of physical harm on another person</li><li>● Making terrorist threats</li><li>● Sexual harassment</li><li>● Hate violence (caused, threatened to cause or participated in)</li><li>● Harassment or intimidation of a student or group of students (see below Policy on Harassment, Intimidation, Discrimination, and Bullying, including Cyberbullying)</li></ul> |

**Level 4. Behaviors - Restore the relationship that was misunderstood**

**Student behaviors:**

- A student engages in a behavior that does not meet the norms of the class. The teacher attempts Level 1 and Level 2 interventions to redirect the behavior, and the student continues inappropriate behavior.
- Alternatively, a student engages in a behavior that is majorly disruptive, dangerous to others, or illegal.

**PBIS desired outcomes:**

Level 1 & 2 outcomes including:

- Mandatory restorative center and project assignment (Level 4). Self-enrichment project based on the infraction level.



- Community based restorative conversation/ circle
- Think Tank for students to advocate for the choicesy and charter for college readiness and the professional world
- Scholars are given positive opportunities to engaged positively with all stakeholders about their socio-emotional as hubeing man.
- Scholars are empowered to used the privedge (skills and arts) to create products that fosters a positive learning community. (Lion)

**Desired outcomes:**

- The safety of the classroom is maintained.
- The classroom engagement in learning resumes as quickly as possible.
- All students understand consistent expectations and consequences.
- The teacher builds respect, authority, and trust.
- The student violating the expectations is referred to an administrator.
- The student’s negative behavior is recorded and tracked.

**Desired Outcomes:**

- The school and its community remain physically and emotionally safe.
- The student and his/her support network identify root causes of the unacceptable behavior.
- The student understands the impact of his/her behavior on the community.
- The student makes a plan to restore the harm s/he has caused.
- The student executes the plan and is reintegrated into the community.

**Policy on Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying)**

Capitol believes all students have the right to a safe learning environment and thus has a specific policy for harassment, intimidation, discipline and bullying in the family handbook. These are disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Capitol prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy. All members of the Capitol High School community are required to read the policies carefully and report any infraction or suspicion of infraction to the school leaders.

Capitol High School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner.

**Expulsions:**

| Behaviors that Qualify for Expulsion |                        |
|--------------------------------------|------------------------|
| Description                          | Example Student Action |
|                                      |                        |

|                              |  |
|------------------------------|--|
| Non- Discretionary Expulsion | <ul style="list-style-type: none"> <li>● Firearm: <ul style="list-style-type: none"> <li>○ Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.</li> <li>○ Selling or otherwise furnishing a firearm.</li> </ul> </li> <li>● Brandishing a knife at another person.</li> <li>● Unlawfully selling a controlled substance such as drugs or alcohol.</li> <li>● Committing or attempting to commit sexual assault or sexual battery</li> <li>● Possession of an explosive</li> <li>● Repeated Level 4 Behaviors that exhaust school manpower and resources</li> </ul> |
|------------------------------|--|

### Students With Disabilities

While all students may receive consequences for failing to meet behavior expectations, the consequences used for students with disabilities will not constitute a “change in placement,” - except in the case of emergency circumstances as described below – when the offense is directly related to his/her disability or when the IEP or Section 504 plan is not implemented. Consequences constitute a “change in placement” when a student is:

- Suspended for more than 10 consecutive days, or
- Suspended for more than 10 total days in a school year if the suspensions constitute a pattern based on the school’s analysis of the similarity of the precipitating behaviors, the length of each suspension, the total amount of suspensions, and the proximity of the suspensions to one another.

Any student with a disability who is removed from his/her current placement for more than 10 days will receive IEP services beginning on the 11<sup>th</sup> day of removal.

Within 10 days of any decision resulting in a “change of placement,” the school will meet with the parent and relevant members of the student's IEP team to review all relevant information in the student’s file, including the IEP, to determine whether the student’s behavior resulting in the “change of placement” was 1) caused by or directly and substantially related to the student’s disability, or 2) a direct result of the school’s failure to follow the student’s IEP.

- If this review team concludes that the answer to either of the above questions is yes, then the student’s behavior is a manifestation of his/her disability. The student will be returned to the placement from which he/she was removed unless the parent and the team agree to a change of placement and the school conducts, if necessary, an FBA of the student or reviews and modifies the student’s BIP. If the IEP was not implemented, the team will document why it was not implemented and whether this impacted the student’s behavior.
- If this review team determines that the student’s conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as general education students. The team will identify and document education services the student will receive to enable him/her to continue to participate in the general education curriculum, although in another setting (IAES), and to progress toward meeting the goals set out in the IEP

In circumstances related to a student’s use of weapons or drugs or the imposition of serious bodily injury, the school may remove a student for 45 school days. During this 45-day period, the school will convene a meeting (as described above) to determine whether the student’s behavior is a manifestation of his/her disability. The student will receive, as appropriate, an FBA and BIP services and modifications that are designed to address the behavior related to the removal so that it does not recur.

Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing. If the schools has documented reasons to believe that keeping the student in the school is substantially likely to result in injury to the student or to others, the school will request an emergency hearing to ask a hearing officer to transfer the student to an IAES for up to 45 school days. During the appeal of a discipline decision, if disciplinary action was the result of:

- Weapons, drugs, or serious bodily injury: the student will remain in the IAES pending the decision of the hearing officer or until the expiration of the 45-day placement, whichever occurs first, unless the parent and school personnel agree otherwise;
- Behavior that is not a manifestation of the student's disability: the student will remain in the IAES pending the decision of the hearing officer or until the expiration of the alternative placement, whichever occurs first, unless the parent and school personnel agree otherwise.

In some cases, a student without a disability may be deemed to have one. This occurs when any of the following factors are present:

- The parent has requested an evaluation;
- 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; or
- The student's teacher or other school staff told the special education services staff or other school supervision personnel of specific concerns about the student's pattern of behavior.

Nothing in this section shall prohibit 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. School personnel reporting a crime committed by a student with a disability will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the crime is reported. Records will only be transmitted to the extent allowed by FERPA and other relevant laws.

## **18. Suspensions and Expulsions**

A suspension, in which the student is not allowed to attend school for a designated period of time, is a serious and formal corrective strategy a school may take if a student commits a Level 3 or 4 infraction. All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. For Student Code of Conduct infractions that may warrant a suspension or recommendation for expulsion:

1. The school must conduct a student conference and school-level investigation within a 24 hour period. The investigation includes taking written statements (or helping with the writing of a statement) from teachers and other students who were witnesses to the incident.
2. Prior to any suspension or recommendation for expulsion, the principal or designee must inform the student of the "particular" misconduct of which he/she is accused and the basis for the accusation.
3. Prior to any suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident and ensure the student's version is in writing. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition.
4. The school must contact the parent/guardian by telephone on the day of the incident and no later than the following day or send a certified letter giving notice of the suspension, the

reason for the suspension, and the date and time of a conference to be conducted within 5 days with the principal or his/her designee.

5. The school must give the parent/guardian notice in writing of the suspension and the reason for the suspension. The written notification must include information about the parent's right to review any evidence that will be presented at the Hearing.
6. The student shall remain in school until the end of the school day unless released into the care of a parent/ guardian. No student should be sent home without proper documentation of the particular misconduct and reason for suspension.
7. In extraordinary circumstances, the principal or designee is authorized to call law enforcement personnel to transport the student home and/or to a designated facility, including juvenile detention.
8. Any parent/guardian of a suspended student shall have the right to appeal a suspension to the Executive Director or designee. The decision of the Executive Director is final.
9. The school must hold a school-level conference conducted with the principal or designee, parent/guardian, and the school social work specialist within a reasonable time. All students have the right to fair and reasonable treatment during disciplinary proceedings and the opportunity to present evidence and defend his/her actions. Your child has a right to bring a representative of his/her choice to all disciplinary proceedings. If a parent encounters a problem with discipline procedures and/or fair student treatment, the parent may contact the Student Support Office.

## ***1. Appeal of Suspension***

Any parent/guardian of a suspended student shall have the right to appeal a suspension to the Capitol High School Executive Director or designee. The Executive Director or designee will conduct a hearing to review the suspension and make a decision based on the merits of the case. The decision of the Executive Director shall be final. Parents of students with disabilities who disagree with any long-term removal for disciplinary reasons have the right to request a due process hearing.

To appeal a suspension upheld by the Executive Director, the parent must submit a written statement of appeal request within five (5) school days after the beginning date of the suspension to the LDE Hearing Office with a copy of the disciplinary action form (Notification of Suspension). After formal notification of the request, the hearing officer will assess the merits of the case. The decision of the Hearing Officer shall be final.

## ***2. Expulsions***

Expulsion is defined as "removal from all regular school settings for a period of not less than one school semester." Any student, after being suspended for committing an expellable offense, may be expelled upon recommendation by the school principal and approval by the School Hearing Officer. The principal may immediately suspend and recommend for expulsion a student who commits one or more of the following expellable offenses:

- o Distributing, selling, giving away, 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
- o Carrying, possessing, or using a firearm, knife with a blade of two inches or longer, or any other instrument of which the purpose is lethal force
- o Sexual assault and other sexual acts where the ability of one party to consent is compromised by age, intellectual ability, intoxication, or incapacitation
- o Intentional battery or assault on any individual using a weapon, or which causes serious, documentable injury that necessitates medical care
- o Engaging in an intentional physical altercation with a member of the school staff that does not rise to the level of battery, does not involve using a weapon, and does not result in serious, documentable injury necessitating medical care
- o 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
- o Possession or use of any implement/substance with the ability to seriously harm another person
- o Robbery of an individual on school property or at any activity over which the school has jurisdiction
- o Engaging in consensual sexual acts on school property or at any school-sponsored activity
- o Well-documented and on-going commission of serious acts that threaten the safety of others
- o Sharing sexually explicit material, including through the use of an electronic device
- o Theft of school property or the personal property of individuals on school property or at any activity over which the school has jurisdiction

No student who has been expelled shall be admitted to any public school in any other parish or city school system in the state except upon the review and approval of the governing authority of the school system to which he seeks admittance.

### **Due Process Procedures for Expulsions**

A principal cannot expel a student. A principal can recommend a student for expulsion. If a principal recommends a student for expulsion the student will be suspended pending a hearing for a recommendation for expulsion. The student will then have an expulsion hearing,

in which the School Hearing Officer will determine if the recommendation for expulsion is upheld, reversed, or modified.

The due process procedures for recommendations for expulsion hearings are as follows:

1. The process begins with the commission of an offense that could be grounds for expulsion. From this point, the student will not be permitted to voluntarily transfer to a new school until they are either cleared of the accusation, serve an expulsion or the incident is reported to the hearing office as waiving the school's right to recommend for expulsion.
2. The school is responsible for the continual provision of FAPE (Free Appropriate Public Education). During the investigation and hearing process, the student may remain on suspension, but the suspension may not exceed the maximum number of days allowed by law. If a student poses a risk to the welfare of others, the student may serve in-school suspension or receive homebound instruction.
3. The principal or designee conducts a student conference and school-level investigation within three (3) school days. Investigation includes collecting written statements from staff and student witnesses.
4. Prior to any long-term suspension or recommendation for expulsion, the school principal or designee must inform the student of the "particular misconduct of which he/she is accused" and the basis for the accusation.
5. Prior to any long-term suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident. The student's version must be written or summarized and signed by the student. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition.
6. The parent must be notified by phone, in person or by certified letter of the incident, immediate suspension, possible recommendation for expulsion, and a proposed time to meet within five days on the day of the incident and no later than the following day.
7. The student shall remain in school until the end of the school day unless released into the care of a parent/ guardian. No student should be sent home without proper documentation of the particular misconduct and reason for suspension. In extraordinary circumstances, the principal or designee is authorized to call law enforcement personnel to transport the student home and/or to a designated facility, including juvenile detention.
8. If a principal chooses to recommend a student for long-term suspension or expulsion, the CHS Chief Executive Officer must be notified prior to submitting any documentation to the School Hearing Officer. All required paperwork must be thoroughly reviewed by the Principal or designee prior to submission to the School Hearing Office.
9. If a principal chooses to recommend a student for expulsion, the appropriate paperwork must be submitted within 24 hours of completing the investigation, including but not limited to: Student Incident form

- ☐ Witness Statements
- ☐ Police Report
- ☐ Expulsion Recommendation form
- ☐ LDOE Behavior Report Form
- ☐ Expulsion Recommendation checklist
- ☐ Notification of expulsion and right to appeal

The Principal or Designee will review and submit the paperwork to the School Hearing Officer within 72 hours of the incident. Failure of a school to submit the paperwork to the Director of Student Support within 48 hours of the incident could result in allowing the student to return to the school.

10. Within 24 hours after completing the investigation, the parent must be provided with written notification of the recommendation for expulsion, the reason for the recommendation for expulsion, information about the hearing to determine whether the student is expelled, and the parent's rights. The student remains on suspension from school and school activities until the hearing takes place.
11. After the hearing, the School Hearing Officer or designee then makes a determination of the student's guilt based on the evidence gathered during the school's investigation. If found guilty, the School Hearing Officer will determine the appropriate length of expulsion according to school expulsion guidelines, and the expulsion is effective immediately.
12. The parent(s)/legal guardian(s) of the student may, within five (5) school days after the decision to expel a student has been made, request in writing that the school Superintendent review the findings of the School Hearing Officer, otherwise the decision shall be final.
13. The Superintendent may uphold, modify or reverse the decision.
14. If the Superintendent upholds the decision of the School Hearing Officer or the designee, the parent(s)/legal guardians of the student may, within ten (10) days, appeal to the school board. Should the school board uphold the decision the parent may appeal to the municipal court which the student's school is located. The parish court may reverse the ruling of the local educational governing authority.

### ***3. Referral to and Action by Law Enforcement and Judicial Authorities***

Capitol High School refers any student who has committed a Level 4 offense (and some level 3 offenses) to law enforcement officers, including the reporting of a crime committed by a student with a disability.

School personnel reporting a crime committed by a student, especially 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 which the agency reports the crime. Records must be transmitted only to the extent permitted by the Family Educational Rights and Privacy Act.

#### **4. *Civil Rights, Harassment and Bullying***

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

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

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

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

*Cyber Bullying.* CHS students are prohibited from the transmission of any electronic, textual, visual, written or oral communication with the malicious and willful attempt to coerce, abuse, torment, or intimidate a person under the age of 18.

#### **5. *Prohibition Against Bullying***

CHS believes that all students have a right to a safe and healthy school environment. Present is an obligation to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers.

Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Such behavior includes, but is not limited to direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or



manipulation. The school district policy prohibiting bullying is included in the student code of conduct and includes but is not limited to the following:

- Any student who engages in bullying will be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the local superintendent or his or her designee.
- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

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

Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying. If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

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

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

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

### **Discipline for Students with Disabilities**

Students with disabilities receive extra legal protections when discipline constitutes a change in placement. If a student violates behavior expectations before consequences or punishment are imposed, the principal/designee must consider whether the student has an IDEA or Section 504 disability; or is 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 his/her disability or when the IEP or Section 504 plan is not implemented, *except in the case of emergency and expellable offense circumstances (drugs, weapons, significant bodily injury).*

Capitol High School special education teams are proactive in addressing any behavior and socio-emotional concerns of students with disabilities.

After the first suspension the school will:

1. Conduct a Functional Behavior Analysis (FBA).
2. Develop and implement an individual Behavior Intervention Plan (BIP) to address the behavior that resulted in suspension.
3. Conduct a conference with parent/guardian.

After the second suspension, the school will:

1. Reconvene the IEP Team to discuss/review the academic, social, and behavioral needs of the student
2. Conduct an FBA and develop/implement an individual BIP only if the behavior exhibited is a new behavior. If the behavior is a repeated behavior, review/revise the BIP to address the behavior.
3. Discuss, review, and revise the IEP, as needed, to address the behavior resulting in the suspension.

After the removal of a special education student for more than 10 school days (consecutive or cumulative) for disciplinary reasons, the student must be provided with procedural safeguards. This includes a Manifest Determination Review meeting to discuss the student's disability, behavior, implementation of services and determination of placement.

## ***6. Procedures and Safeguards 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
- Is 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 his/her disability or when the IEP or Section 504 plan is not implemented, *except in the case of emergency circumstances (drugs, weapons, significant bodily injury)*. See Section II for more information about emergency circumstances.

**B. Determining Change in Placement.** A change in placement is a legal term that applies to the situations described below. A student's school suspension that occurred in one LA local education agency (LEA) during the same school year of transfer into the Capitol High

School (LEA) or vice versa “counts” and is added to any additional suspensions in the new school.

**1. More than 10 Consecutive Days of Suspension, i.e., Expulsion**

Any suspension that is for more than 10 consecutive days is considered to be a change in placement.

**2. More than 10 Total Days of Suspension in One School Year.**

A series of suspensions with days that total more than 10 total school days in a school year is a change in placement.<sup>2</sup> 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.

**FACTORS FOR DETERMINING PATTERN OF SUSPENSIONS**

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

**Other Pattern Considerations.** Consider such factors as:

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

~~A pattern is more likely to exist when the facts in each factor are more extreme, e.g., longer suspension lengths, more cumulative days of suspension and fewer days between each suspension.~~ Also, consider whether the suspensions are: from the same class on a regular basis; on the same day of the week; at the same time of day; for the same activity; involving same staff or other students.

**Consistent Decision-Making.** Determining whether a pattern exists is very subjective. Thus, school staff should consult with their central administrator to ensure that factors are considered consistently across schools.

The ***Determining a Pattern of Suspensions Worksheet***, Appendix A or B 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 are 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.<sup>3</sup>

<sup>2</sup> In-school suspension and suspension from the bus may constitute a suspension to the extent they impact implementation of a student's IEP. See additional information on the next page.

<sup>3</sup> Note: The Student Information System allows only the entry of suspension for a full day; half days are not permitted. Thus, there may be a difference between a student's actual total number of suspension days and the total recorded on the System. The student's "actual" full time equivalent days of suspension, however, are

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

**1) Bus Transportation Is IEP Service.** When transportation is an IEP service, a 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.~~

**2) 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 has 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.

**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 Capitol High School (LEA) representative, parent, and relevant members of the child's IEP Team (as determined by the parent and the Capitol High School (LEA) representative) must meet and determine whether the student's behavior is a manifestation of his/her disability using the Manifestation Determination form. The procedures below are used to make this determination.

#### **a. Making the Decision**

**1) Review Relevant Information.** The team participants review all relevant information in the 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.

**2) 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.

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

- 4) **Ask Two Questions to Determine Manifestation.** The team must consider the two questions below to determine if a student's behavior was manifested by his/her disability.
- a) **Relationship of Behavior to Misconduct.** Was the conduct caused by or directly and substantially related to the student's disability?  
Consider whether the behavior in question has been consistent and/or has an attenuated association with the disability:

relevant to the application of these standards. Schools are strongly encouraged to enter suspension data in "real time."

- **Consistent Behavior.** Behavior that has been consistent across settings and across time may meet this standard.
  - **Attenuated Association.** Behavior that is not an attenuated association, such as low self-esteem, to the disability would not have a direct and substantial relationship to the 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.
- d. **Behavior Is Manifestation of Disability.** If the relevant members of the IEP team answer yes to either question, then the student's behavior is a manifestation of his/her disability. In this case:
- 1) **Return to Placement.** Unless the IEP team agrees to a change of placement as part of the modification of the BIP, the school must return the 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.)
  - 2) **FBA & BIP.** The IEP team must conduct or review a functional behavioral assessment (FBA) and create a behavior intervention plan (BIP) addressing ways that the school can help the 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.
- e. **Behavior is NOT Manifestation of Disability**
- 1) **Same Consequences.** If the IEP team members agree that the student's conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as all students.<sup>4</sup>
  - 2) **Required Services.** A student with a disability who is removed from his/her current placement must receive the following services beginning on the 11th day of *cumulative* suspensions during the school year. The IEP team:
    - a) **Identifies Services.** Identifies and documents educational services the 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

- b) **Develops/Reviews FBA/BIP.** Provides, as appropriate, an FBA and BIP services and modifications, which are designed to address the behavior violation so that it does not recur.
- c) **Considers Need for More Restrictive Services.** May convene and modify the 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.

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<sup>4</sup> If a parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability or with the interim alternative educational services or location, the parent may request an expedited due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise.

## 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/or 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.<sup>5</sup>  
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.

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<sup>5</sup> To comply with the law, a 45 school day emergency removal for serious bodily injury must be extremely serious, i.e., requiring medical treatment.

- 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 his/her disability. (See Section I.C. above for more information about the manifestation determination process.)

1. **Behavior IS Manifestation of Disability**

- a. **FBA/BIP.** As discussed above, the IEP team must conduct or review an FBA and create a BIP addressing ways that the school can help the 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 his/her 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 the 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. The parent did not consent to an initial evaluation of the student
2. The parent refused special education and related services for the student **or**
3. The student was evaluated and was determined not to have a 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 his/her disabilities. In this case, these students are entitled to those services normally available to nondisabled students who are suspended or removed pursuant to the Capitol High School *Code of Student Conduct*.

## **7. Restraint and Seclusion Policies**

#### **Notification Requirements for School Officials and Parents/Legal Guardians**

The principal or designee in the absence of the principal is responsible for ensuring that parents/legal guardians are notified that their child has been restrained or secluded. It is also the principal or designee in absence of the principal to notify the Executive Director or Assistant Principal when a student has been restrained/secluded. The school-based counselor is responsible for notifying the LDE when a student has been restrained/secluded via the incident reporting function of the state's Special Education Reporting System (SER)

#### **Explanation of Methods of Physical Restraint**

Methods of physical restraint employable by CHS personnel are those designed by the Crisis Prevention Institute (CPI), and employees shall use professional judgment in the use of such methods, guided by professional practice and/or standards. In addition, school employees are to be provided training in crisis intervention methods annually that include verbal de-escalation procedures, the utilization of appropriate methods of physical restraint, and determination of circumstances in which the use of physical restraint is appropriate.

#### **Training Requirements Relative to the Use of Restraint**

Each school will have select members of their special education and administrative staff trained on CPI's methods and techniques. These staff will receive CPI certification. The initial training for new staff members will consist of two full-days of training, while previously certified teachers will complete a one- day recertification course annually. Documentation of training will be maintained on a school level by the Student Support Coordinator and on a regional level by the Manager of Clinical Services.

### **Restorative Room or Separation**

RR or S is a procedure that isolates and confines a student in a separate room or area until he/she is no longer an immediate danger to self or others. RR or S does not include time-out, “which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming”. The term does not include in-school suspension or student requested breaks.

RR or S is **permitted** only:

1. For behaviors that involve an imminent risk of harm.
2. As a LAST resort when de-escalation attempts have failed and the student continues to pose an imminent threat to self or others.
3. As long as necessary to minimize the imminent risk of harm while summoning the assistance of crisis intervention personnel, emergency medical services personnel, and/or law enforcement officers when a crime has been committed.

RR or S is **prohibited**:

1. For addressing behaviors such as general noncompliance, self-stimulation, and academic refusal. (Such behaviors shall be responded to with less stringent and less restrictive techniques).
2. As a form of discipline or punishment.
3. As a threat to control, bully, or obtain behavioral compliance.
4. For the convenience of school personnel.
5. When unreasonable, unsafe, or unwarranted.
6. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

### **Restorative Room or Separation**

RR or S is **permitted** only under the following conditions:

1. As a last resort if and when less restrictive measures such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student’s environment, have failed to stop a student’s actions that pose an imminent risk of harm.
2. By a school employee who uses accepted methods of escorting a student to a RR or S, placing a student in a RR or S, and supervising a student while he/she is in the RR or S.
3. If one student is placed in a RR or S at any given time and the school employee supervising the student is able to see and hear the student the entire time the student is placed in the RR or S.
4. The room is free of any object that poses a danger to the student placed in the room.
5. The room has an observation window and is of a size appropriate for a student’s size, behavior, and chronological and developmental age.
6. The room has a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

Seclusion Room is **prohibited**:

1. As a form of discipline or punishment.
2. As a threat to control, bully, or obtain behavioral compliance.
3. For the convenience of school personnel.
4. When unreasonable, unsafe, or unwarranted.

5. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

### **Mechanical Restraint**

No student shall be subjected to any form of mechanical restraint by school employees.

### **Physical Restraint**

Physical Restraint is **permitted** only under the following conditions:

1. If the student's behavior presents a threat of imminent risk of harm to self or others.
2. As a last resort to protect the safety of self and others.
3. To the degree necessary to stop dangerous behavior.
4. In a manner that causes no physical injury to the student.
5. Results in the least possible discomfort to the student.
6. Does not interfere in any way with a student's breathing or ability to communicate with others.
7. Does not involve the use of any form of mechanical restraint.
8. The student is not physically restrained in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.
9. Applied only in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of the behavior.

Physical Restraint is **prohibited**:

1. As a form of discipline or punishment.
2. As a threat to control, bully, or obtain behavioral compliance.
3. For the convenience of school personnel.
4. When unreasonable, unsafe, or unwarranted.
5. If the student is known to have any medical or psychological condition that precludes such action (as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled).

### **Monitoring and Documentation**

Seclusion and Restraint require monitoring, documentation, and analysis of data collected onto the regional form:

1. Continuous monitoring.
2. Documentation every 15 minutes (with adjustments made accordingly).
3. The student is released/removed as soon as the reasons for the action have subsided.
4. Parent or guardian must be notified as soon as possible by face to face conversations, phone calls, electronic communications and/or home visits.
5. Parent or guardian notified in writing within 24 hours of each incident of seclusion/restraint.
6. Reason for seclusion/restraint
7. Description of procedures used
8. Length of time of seclusion/restraint
9. Names and titles of school employees involved.

Review data/documentation at least once every 3 weeks for students secluded and restrained and whose challenging behavior continues or escalates. When a student is involved in 5 incidents of restraint/seclusion in a single school year\*, the IEP Team must reconvene to review and revise the student's behavior intervention plan to include any appropriate and necessary behavioral supports. The IEP team may reconvene prior to the 5th incident in order to add or adjust the behavior plan and/or add a crisis plan.

\*Five (5) incidents in a school year includes the cumulative number of incidents of restraint AND seclusion. (e.g., 2 restraints + 3 seclusions = 5 incidents)

## **19. Enrollment**

### **Participation in EnrollBR system**

All Capitol High School follow the calendar and policies of the Baton Rouge Common Application Systems (referred to as EnrollBR). There are no admissions requirements to attend CHS schools (including prior academic performance, prior behavior record, special education status or language spoken). For more information on the Common Application System, please visit [www.EnrollBR.org](http://www.EnrollBR.org).

### ***1. Withdrawals and Transfers***

Withdrawal and transfers to and from CHS schools are governed by the Common Application System. All transfers between schools in the EnrollBR system are governed by the Recovery School District. A student is considered enrolled at a CHS school until:

1. a transfer to another school has been confirmed by the EnrollBR system, or
2. the school has received documentation of enrollment from a non-EnrollBR school, or
3. the student has had 15 consecutive unexcused absences from school

## **20. Medical, Health and Safety Policies**

### **1. Immunizations**

At the start of each school year, the nurse is responsible for the review of all vaccination records for newly enrolled students and for all updated vaccination records for returning students. The nurse works closely with the State Department of Health, utilizing the Louisiana Immunization Network for Kids Statewide (LINKS) database. Immunization information is entered into the state immunization database and reports are generated that show which immunizations are due. Parents should update immunization records for students as needed.

### **2. Medical Information**

At the start of each school year, parents are responsible for submitting a health information form for each child. Students with chronic conditions that require medical treatment or adaptations during the course of the school day may sign a release of medical information form to access medical records. Parents who wish the nurse to administer any treatments or medications (including over the counter medications) must submit a medication administration order form signed by their Louisiana physician. All forms can be retrieved from the school nurse.

### **3. Illness**

Parents will be contacted immediately for any child who is at school with any of the following symptoms: fever, vomiting, diarrhea, uncontrolled asthma, ringworm, unspecified rashes, pink eye, head lice, infectious disease, moderate trauma. Scrapes and minor bruises will be attended to at school and child will return to class. Children with the above symptoms must be picked up within a reasonable amount of time. Return to school will require a physician's release note.

Students seen by the nurse will have an assessment or referral note sent home in their folder. The nurse will call parents with health findings and recommendations as needed.

Any student suspected of having any of the above will be excluded from school until satisfactory treatment has been given. Discretion is used to check other students in classes where there is an outbreak. A written notice will be sent home regarding outbreaks.

### **4. Chronic Illness/Allergies**

All students with chronic conditions such as: asthma, allergic reaction, diabetes, respiratory distress, seizure disorder, urinary frequency or incontinence must meet with the nurse at the beginning of the school year to discuss a health/emergency care plan which must accompany orders signed by the child's physician for medication or treatment in school. The nurse will

communicate with the school administrative team as necessary to implement the plan. The Director of Food Services will be notified in writing of any students with food allergies or intolerance. The front office will be notified of students that may present with medical emergencies so that swift intervention may be implemented.

### ***5. Emergency Procedure/Severe Injury Policy***

A student sustaining a severe or life-threatening injury or illness at school will be triaged by the nurse and transported to an appropriate medical facility. Parents will be notified prior to transfer and the students will be accompanied by trained school personnel if the parent is not available immediately. In the event parent is unavailable to ride in the ambulance with child, the parent is expected to meet the staff at the respective hospital.

### ***6. Student Medication***

No medication can be administered or consumed at school unless both a doctor and a parent/guardian have completed the appropriate forms. The school strongly encourages families to dispense both temporary and maintenance medications outside of school hours. Ask your physician for a medication schedule that will accomplish this. In those few cases where this is not possible, please bring in the medication to the main office.

The medication needs to be in the original container with the appropriate prescription label (including the name of the student, the name of the medicine, the date, the dosage information, and directions for administering the medication) and the appropriate Student Health Authorization for Administration of Medication Form.

We store and administer the medicine in a secure location. Please be aware that the medication cannot travel back and forth to school – once it's given to us for your child's use, it must remain with us until it needs to be refilled. Therefore, we strongly encourage you to ask for two separate prescriptions when at the doctor's office with your child. Students are not allowed to have medication (prescription or non-prescription) of any kind in their possession at school and it should not be placed in their bookbags. Adults should bring the medication to the nurse. For further information on medication or any health-related issues please call us.

### ***7. Reporting a Child's Sickness***

If your child is going to miss school because of illness, please call the school as soon as possible. All student absences should be followed up the next day with a note signed by a parent, guardian or doctor. CHS staff will call to verify all student absences. Please let the school nurse know if there are any medical concerns or special circumstances of which we should be aware.

## **21. Asbestos Management Plan**

The school Asbestos Management Plan is available for inspection in the school's front office during regular business hours.

## **22. Safety Procedures**

### ***1. Emergency Closings***

At times, emergencies such as severe weather can disrupt school operations. In extreme cases, these circumstances may require the closing of the facility. In the event that such an emergency occurs during school hours, we will post over local radio and/or television stations. We will also post all school closures on the Capitol High School website ([www.Capitolhighbr.org](http://www.Capitolhighbr.org)).

### ***2. Fire Drills***

Instructions for Fire Drills are posted in each classroom and schools conduct fire drills on a regular basis.

### ***3. Emergency Evacuations***

If an emergency is not immediately time-sensitive, parents or guardians are called to retrieve their children. If students need to be removed from the property for safety reasons, they will be accompanied by teachers to the nearest, open public space. Should these plans not be feasible, the School Leader will request the local fire station to assist the school in sheltering the students and in reaching parents or guardians to make arrangements for them to retrieve their children.

### ***4. Campus Safety Procedure***

If there is an immediate threat to the school due to an emergency outside of the building, an intruder or threat of violence within the building, school leaders may enact a school-wide campus safety procedure. During this time, parents will not be able to enter the school building and may not be able to contact their child.

### ***5. Property Expectations***

Students are responsible for respecting and maintaining all school property and equipment. Students are thus expected to keep school property clean and in proper working order. This includes books and other learning materials that are to remain free of writing or damage while in students' care. If school property or materials are damaged or lost, the student accepts responsibility for paying to repair or replace the items.

### ***6. Personal Property Expectations***

Capitol High School create an environment that provides privacy and respects all property. Students bring personal belongings at their own risk. The best protection against loss or theft is to avoid bringing personal property to school unless necessary, and to clearly mark all clothing



and equipment with the student's name. Items found distracting to the learning environment may be confiscated by school staff and returned to the parent at the school's discretion.

## **7. *Cell Phones***

Students may not operate a cell phone on campus without permission. Schools may confiscate phones used by students without permission. Schools may require a parent to retrieve the device or issues a suspension for repeated violations of the policy. If cellphone is confiscated, a parent or guardian must come to the school and pay a \$15 cash fine to retrieve it.

## **8. *Technology and the Internet***

Use of the Capitol High School computer network and other resources is a privilege that will be extended to individuals who observe the expectations of acceptable use as outlined below. All users are expected to:

- use the network only for educational purposes only
- use the network in a considerate and polite way at all times, particularly when communicating with others
- use the network for legal purposes only: tampering with the computer hardware or software, unauthorized entry into computers, vandalism or destruction of computer files, and violating of copyright laws are prohibited.
- keep passwords and accounts private and respect the privacy of those of others.

CHS uses a filtering system to track and monitor all computer use on the network. The filtering system is designed to prevent access to educationally inappropriate sites. However, it is important to understand that no solution is perfect. Due to the nature of the Internet and evolving technology, even with supervision, we cannot guarantee that students will not find their way to an inappropriate site. It is the student's responsibility to report the opening of any inappropriate site to the teacher and return to the educational topic assigned.

## **9. *Student Searches***

In order to maintain the security of all its students, Capitol High School reserves the right to conduct searches of students and their property. If searches are conducted, the school will ensure that the privacy of the students is respected. School officials may search a student if there is reasonable suspicion the student is in possession of an item that is illegal or against school rules. 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.

## **23. *Transportation Policies***

## **1. *Travel to and From School***

All schools operated by Capitol High School provide free transportation to and from school to any student living in East Baton Rouge Parish more than one mile from their school. Transportation may consist of a yellow school bus. Transportation to CHS schools will be provided subject to eligibility.

## **2. *Bus Stop Expectations***

Capitol High School follows the following process when the parent or guardian of a student under the age of 10 or with a relevant transportation accommodation in the student's IEP is not at the bus stop.

A student's parent, guardian or designee is required to accompany their child at the bus stop during the pick-up and drop-off each day if their child is under 10 years old or has a transportation accommodation in their IEP. Parents/guardians are required to be present at the assigned bus stop 10 minutes before and after the designated pick up or drop off time to account for unexpected traffic conditions.

If a parent, guardian or designee fails to meet a student under ten years old or with a transportation accommodation at a bus stop during drop-off, the student will not be allowed to exit the bus and will be transported back to their school or to the transportation company headquarters until a family member is reached.

Repeated incidence of child abandonment at the bus stop will result in the family losing their bus riding privileges for a probationary time. If a child is placed on probationary bus suspension, it is the parent's or other authorized person's responsibility to ensure the child has transportation from school at the regular dismissal time. Absences due to lack of transportation will not be excused. If the incidence of Bus Abandonment continues, the parent may be referred to an outside social services agency for intervention.

Students riding buses will observe the route schedule published. Under no circumstances shall a parent/guardian make arrangements with a driver and vice/versa with regard to the published stop.

## **3. *Student Bus Behavior Expectations***

Expectations for student bus behavior are aligned with school class behavior expectations and the BESE Model Master Discipline Plan. Students must comply with Capitol High School behavior expectations 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 and Family Handbook on a school bus or at the school bus stop, the school bus driver/monitor will notify the principal who will complete an investigation and documentation as needed. Based on the severity of the consequence, the principal's discretion for consequences includes regular school-based consequences, as well as bus suspension and/or assigned seating.

If a child is suspended from the bus, it is then the parent/guardian's responsibility to ensure that the child gets to school on time. If a student with a disability receives a bus suspension, the school is responsible for offering an alternative form of transportation to and from school.

#### ***4. Assigning New Bus Stops***

Capitol High School observes the following procedure for assigning bus stops to new students. If the family of a new student requests transportation when enrolling, their contact information will be provided to the transportation company and a bus stop on an existing route will be assigned. If a current student moves to a new residence, upon verification of their address, the transportation company will assign a stop on an existing route.

#### ***5. Communicating About Transportation Issues***

Capitol High School observes the following procedure regarding communicating about transportation-related issues. All parents are required to keep their most current contact information on file with the school, as well as contact information for at least two emergency contacts. The school will use the contact information on file to communicate with families about transportation issues. As needed, the school may send home written documentation regarding transportation or discipline issues. Parents should contact the school directly with any transportation-related issues. In some cases, the parent may be directed to contact the transportation provider directly.

In the event of an emergency situation, the school will attempt to contact all parents, guardians, and emergency contacts listed in the student's file. In whole-bus emergency situations (such as a severe traffic delay or a bus accident), the school will attempt to contact all parents of children on the affected bus.

#### ***6. Bus Driver Expectations***

Capitol High School holds the highest expectations for all bus drivers. Bus drivers are an extension of the school staff and are expected to provide the highest level of customer service and professionalism to students and their families. Bus drivers are expected to follow all applicable federal, state and local laws and also comply with all policies set forth by their employer. Drivers are expected to report serious disciplinary issues to the school immediately so they may be addressed in a timely fashion. Drivers are to maintain professionalism in all communications with students, families, and staff.

This Transportation Plan has been developed in compliance with all applicable BESE policies and procedures, and that all transportation employees either contracted with or employed directly by the LEA have received required background checks through the LBCI. All documentation relevant to this Transportation Plan shall be maintained on file by Capitol High School.

## **24. Permission to Walk Home**

Permission for students to walk home without the escort of an adult is a sign of increased responsibility. It is a parent/guardian's responsibility to inform the school of any changes related to walking home.

All students who walk from school to home are expected to follow all school expectations during this transition, as they would be on a school bus. Respect for traffic, other pedestrians, and neighborhood homes and businesses en route to and from home is an important expectation of all students.

## **25. Other Policies**

### ***1. Electronic Communication***

CHS requires that all communications between its employees and students be appropriate and in accordance with all applicable state and federal laws. All electronic or any other communications by employees to students at any time is expected to be professional, acceptable in content to any reasonable person, and limited to information that is school-related or is acceptable to both student and parent. All electronic communication, including electronic mail, by an employee to a student, must take place via a means provided by or otherwise approved by CHS for this purpose. Any electronic communication made by an employee of CHS to a student or received by an employee of CHS from a student using a means other than one provided by or approved by CHS must be reported by the employee to his/her school leader. The school leader must maintain a record of any such reported communication for a period of at least one (1) year.

CHS offers each employee access to a CHS-provided phone number and laptop to facilitate electronic communication with students and parents. CHS also allows employees to use personal mobile phones for electronic communication. Any employee using a personal mobile phone for electronic communication understands that all interactions with students and parents via a personal mobile phone are considered CHS work product and/or public records. As such, by using a personal mobile phone to conduct electronic communication with students and parents, the employee agrees to provide CHS access to the personal mobile phone and all electronic communication recorded on the personal mobile phone upon CHS's request.

CHS has established the following hours during which electronic communication with students and parents is deemed reasonable:

- 7 a.m. – 7 p.m. Monday through Friday, and
- Email Only: Saturday and Sunday (if texting or emailing on a Saturday or Sunday, staff is not obligated to respond before Monday.)

Employees should refrain from electronic communication with students during all other hours. CHS holds no expectation that employees can immediately respond to all electronic communications from students and parents within the hours CHS has deemed reasonable for such communication. CHS does expect all employees to respond to electronic communication that necessitates a response within the bounds of reasonable professional courtesies.

So that there is no question about what this policy signifies, please note the following definitions:

- Computers: pertains to any and all computers.
- Electronic communication: includes any direct communication facilitated by voice or text-based telecommunication devices (or both), computers, and those devices that facilitate indirect communication using an intermediate method, including but not limited to Internet-based social networks. It also includes transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature in whole or in part by wire, radio, electromagnetic, photoelectric, or photo-optical system and pertains to both personal and CHS-issued devices.
- Electronic mail: the transmission of text-based information or communication by use of the Internet, computers, a facsimile machine, a pager, a cellular telephone, a video recorder, or any other electronic device or means sent to a person identified by a unique address or telephone number and received by that person.
- Improper or inappropriate communications: any communication between employee and student, regardless of who initiates the communication, that may be viewed as derogatory, sexual or lewd in content, threatening or harassing, discriminatory, simple fraternization, or suggestive in nature.
- Social media: locations on the Internet where users may interact with other users (e.g., Facebook, Twitter, YouTube, and other social network sites available on the Internet or on a mobile device).

## ***2. Grievance Policy***

Capitol High School has established the following grievance protocol to solve disputes or complaints in a fair and prompt manner. The formal procedures described below may be implemented only after the parties have engaged in an earnest attempt to resolve the matter(s) informally.

Complainants should first schedule a conference with the immediately involved school staff member to discuss the issue. For example, if the complaint is regarding math class, the parent should contact the math teacher. The school reserves the right to redirect complainant(s) to the appropriate personnel if this step has not been followed.

If the complainant(s) conclude that the initial response/course of action was insufficient, a meeting may then be scheduled with the School Leader. The School Leader may choose to redirect the meeting to the appropriate vice-principal or administrator that supervises the immediately involved staff member. If this meeting is insufficient, the School Leader will arrange a meeting.

Prior to the scheduling of a meeting with the School Leader, the complainant should provide to the

School Leader a letter that identifies:

- the issue / concern / complaint;
- what steps have been taken to resolve the situation;
- the reason for the complainant(s)' dissatisfaction with the decisions previously rendered;
- proposed solutions

If a resolution cannot be reached through a discussion with the School Leader, complainant(s) may submit their complaint to the CHS Front Office staff. The appropriate staff contact information can be obtained through the school's front office. The Principal will work with the parent to seek resolution to the problem and make a decision regarding the outcome of the grievance.

If a parent disagrees with the decision made by the Principal, they may appeal the decision to the Executive Director. The decision of the ED will be final. The Board of Directors does not consider individual parent grievances except in cases related to the alleged violation of the law.

### ***3. Parental Involvement***

We believe that schools and families must work in partnership to ensure children's success. Parent and family involvement in schools is necessary to promote student achievement, and we encourage every parent to take an active role in their child's education.

There are numerous ways for parents to become involved at school, and we have developed the following Parental Involvement Policy. The school will:

- Host an annual "Open House" where parents will meet teachers, learn about the Title I program requirements, and be given opportunities to become involved in their child's education.
- Provide opportunities for parents to learn how to support their children and understand the state's academic assessments.
- Send communications informing families of school activities and programs.

Families are always welcome at Capitol, and we welcome suggestions to improve our schools.

### ***4. School Visitors***

We encourage parents and family members to have an active role in their child's learning. Approved visitors are welcome to observe classrooms according to the Visitor Policy below unless scholars are testing.

All visitors to the school must report to the school office immediately upon arrival, sign in when they arrive, and sign out when they leave. Visitors must wear our visitor's tag at all times while they are on campus. No materials are to be dispersed on campus without prior approval by the school administration. No person will be allowed to conduct or attempt to conduct an activity on school premises that has not had prior approval by the School Leader. All classroom observations must be approved by the School Leader. Visitors are allowed on campus at the discretion of the School Leader.

## **5. Student Fees**

Capitol High School may collect the following student fees on an annual basis. CHS has established its own student fees within the boundaries provided by this policy but will only collect fees expressly authorized by this policy. CHS will publish a complete list of all student fees it intends to charge, including the exact dollar amount of each fee, in the student handbook.

CHS does not charge fees as a condition for enrollment in school.

Fees are to be collected in the front office or, when applicable, by a coach or activity sponsor. Cash is the most acceptable form of payment. All fees collected will be managed by schools in accordance with applicable laws, regulations, and the CHS Baton Rouge School Activity Funds Compliance Manual.

### **Student Fee: Technology\***

Amount: \$25.00

Purpose: student technology updates and normal wear and tear

Due Date: November 15

\*Per our full Capitol Technology Agreement:

- If you damage a computer, the damage/replacement fee of \$311 applies.
- If you damage your hotspot, the damage/replacement fee of \$150 applies.

### **Student Fee: Student Activity (9<sup>th</sup> and 10<sup>th</sup> grade)**

Amount: up to \$25.00

Purpose: supplementing the cost of school-wide and grade-level-specific events

Due Date: November 15

### **Junior Fee: (Juniors – 11<sup>th</sup> Grade Only)**

Amount: \$100

Purpose: Junior activities and class of 2022 paraphernalia

Due Date: March 1

### **Senior Fee: (Seniors – 12<sup>th</sup> Grade Only)**

Amount: \$250

Purpose: Graduation ceremonies, cap and gown, other graduation related activities

Due Date: March 1

## **6. *Volunteers***

Like visitors, volunteers are required to sign-in in the front office and sign a form that acknowledges that they understand the policies and volunteer expectations of Capitol High School. Volunteers working directly with children require background checks.

## **7. *Expectant Parent Notice***

The U.S. Department of Education regulations concerning pregnancy and related conditions provide that a school that is a recipient of federal funding shall not discriminate against any student on the basis of pregnancy, childbirth, and false pregnancy, termination of pregnancy or recovery from these conditions. In the event that the educational institution does not maintain a leave policy for its students, or in the event that a student does not otherwise qualify for an institutional leave under the policy, the institution is required to treat such conditions as justification for a leave of absence for so long a period of time as is deemed medically necessary by the student's physician.

This information is provided both to inform and remind the Capitol High School community of the institution's obligation not to discriminate against students on the basis of pregnancy, childbirth, and related conditions.

Capitol High School does not discriminate against persons on the basis of sex in its educational programs and activities. Title IX prohibits discrimination on the basis of sex—including pregnancy and related conditions—in educational programs and activities that are eligible for federal funding.

Basic rights under Title IX state that your school must excuse your absence due to pregnancy or childbirth for as long as your doctor says it is necessary. You must have equal access to school and activities, and special services provided for temporarily disabled students must also be provided for pregnant students.

Under Title IX, it is illegal for schools to exclude a pregnant student from participating in any part of an educational program. Schools may implement special instructional programs, but participation must be completely voluntary on the part of the student.

In addition, a school must excuse a student's absences because of pregnancy or childbirth for as long as the student's doctor deems the absences medically necessary.

Capitol High School must give all students who might be, are, or have been pregnant the same access to school programs and educational opportunities that other students have. Absences due to medical conditions relating to pregnancy must be excused for as long as medically necessary. The student must be given the opportunity to make up missed work, with the goal of having the student graduate on time; if possible, and if desired by the student. These rules supersede any classroom-based attendance policy/practices regarding allowable numbers of absences.



A school may offer the student alternatives to making up missed work, such as retaking a semester, taking part in an online course credit recovery program, or allowing the student additional time in a program, or allowing the student additional time in a program to continue at the same pace and finish at a later date, especially after longer periods of leave.

## **8. *Homework Assistance Notice***

Free online after-school homework assistance is available through the State Library of Louisiana at [www.homeworkla.org](http://www.homeworkla.org). Resources from Baton Rouge Public Libraries are available at [www.brlibrary.org](http://www.brlibrary.org).

## **9. *Mandatory Reporting Hotline Notice***

All teaching or childcare providers (anyone who provides or assists in the teaching, training, and supervision of a child) must report to the proper authorities instances in which they have reason to believe that a child's physical or mental health or welfare is endangered as a result of abuse or neglect, or that abuse or neglect was a contributing factor in a child's death. Additionally, anyone 18 years old or over who witnesses the sexual abuse of a child must report the abuse. Reports of suspected abuse should be immediately reported to the Department of Children and Family Services (DCFS), as well as a local or state law enforcement agency, by phone to 1-855-4LA-KIDS (1-855-452-5437).

## **10. *Services for Homeless Youth Under the McKinney-Vento Act***

Capitol High School abides by federally mandated policies to ensure that homeless children and youth have access to free, appropriate public education on the same basis as children and youth with established residences. The McKinney-Vento Act is federal legislation that has been in effect since 1987 to support children and youth experiencing homelessness. The McKinney-Vento Act defines children and youth who are homeless as 'individuals who lack a fixed, regular, and adequate nighttime residence.'

The act ensures homeless children and youth enroll and succeed in school.

Students living in any of the following situations may be entitled to additional support:

- Hotels, motels, cars, parks, public spaces, abandoned buildings, bus or train stations.
- Transitional housing, emergency or domestic violence shelters.
- Doubled up with other families or relatives due to loss of housing or affordable housing.
- Without the support or in the physical custody of parents/guardians.

Students living in homeless situations may be entitled to:

- Continue at the school they attended (referred to as the school of origin) before they became homeless, or the school in which they were last enrolled.
- Get help with school enrollment, even if they lack normally required documents, such as immunization records or proof of residence.
- Get transportation to and from their school of origin.
- Free school meals.

- Get help with school fees including field trips, physical education fees, lab fees and other school fees.
- Get help obtaining extra academic supports and school supplies.
- Get help connecting to social service agencies in the community.

To find out more information or to inquire about services, please contact your student's school Social Worker or Counselor.



*PLEASE SIGN AND RETURN*

**Receipt of Capitol High School Student and Family Handbook**

I acknowledge that I have reviewed the CHS Student and Family Handbook available at [www.capitolhighbr.org](http://www.capitolhighbr.org) and have discussed the policies with my child. I understand I can receive a paper copy of the handbook at my child's campus if desired. I agree to honor and uphold the policies and procedures of CHS.

Parent Name (printed): \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_