



Student-Parent Handbook

2025-2026

We are excited that you have chosen Redesign Schools Louisiana for your child's academic needs. The goal of Redesign Schools Louisiana (RSL) is to provide families with a high-quality choice for their child's education. Guardians, please review the handbook fully to ensure that your beliefs align with our policies and procedures. Your signature acknowledges that your family accepts and understands RSL's policies and expectations. Again, welcome to the RSL family!

If you have questions or concerns regarding the Redesign Schools Louisiana Student-Parent Handbook, then please contact Dr. Megan McNamara, Superintendent at mmcnamara@rsl.org.

Website: www.rsl.org

MISSION

The mission of Redesign Schools Louisiana ("RSL") is to provide equity in public education for all students and families.

VISION

RSL is a community of diverse individuals where students will develop their intellectual, artistic, and physical talents to the highest degree. Our vision will encompass five critical focus areas that affect the school community:

- High Expectations
- Sense of Urgency
- Meeting Individual Needs
- Technology Integration
- Family Engagement
- Positive School Climate

COMMUNITY TOGETHERNESS

The RSL community is comprised of students, teachers, and families, drawn from different socio-economic backgrounds, cultures, races, religions, genders, and sexual orientations. We acknowledge and honor the uniqueness of each individual due to their personal background, values, and points of view. We believe differences enhance the educational experience because they provide opportunities for students and educators to learn and practice inclusion and respect.

We are committed to maintaining a welcoming learning environment in which everyone is accepted and supported. It is critical that all members of the community feel comfortable sharing themselves, their voices, and their experiences with others.

We recognize that some students and educators have been impacted by systemic disadvantages, marginalization, and exclusion. Degradation, discrimination, or harassment will not be tolerated in RSL schools. Not only do we work to ensure that an individual's identities will not increase their susceptibility to harm, but we also work to show those individuals that their identities are special and valuable. Particularly for Black, Indigenous, people of color (BIPOC) and LGBTQ+ individuals, we strive to highlight the history, importance, and hope for the future for members of those communities.

In accordance with the values stated above, we commit to maintaining fair practices in our schools such as; 1) implementing programs that provide equal access and enable all students to thrive academically, athletically, socially, and emotionally; 2) examining and revising our curriculum and teaching practices as necessary to ensure that we are effective in reaching every student; 3) teaching individuals to reflect on their own cultural viewpoints and assumptions and to modify them when appropriate; 4) challenging every individual to interact meaningfully with the entire school community and to learn from one another, honoring our differences while embracing shared values. With these practices in place, we aim to instill a consciousness of justice, an ethic of good citizenship, and a commitment to fairness throughout the school community.

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CHAPTER 1: OVERVIEW OF REDESIGN SCHOOLS LOUISIANA

Redesign Schools Louisiana (RSL) was established by the Louisiana Department of Education Board of Elementary and Secondary Education (“BESE”) as a public school under the Charter School Demonstrations Programs Law, La. R.S. 17:3971 et seq. The Board adopts this handbook and student code of conduct. The provisions and statements of this handbook and student code of conduct apply to all employees and enrolled RSL students.

Corporal punishment in any form is prohibited at RSL. The Board does not authorize or condone the use of corporal punishment by any administrator, teacher, or other employee as a means of maintaining order, discipline, or for any reason of the students in its schools. Corporal punishment does not include the use of reasonable and necessary physical restraint of a student to protect the student, or others, from bodily harm or to obtain possession of a weapon or other dangerous object from a student. See. La. R.S. 17:416.1.

WHAT IS A CHARTER SCHOOL?

A type 5 charter school is a public school that is approved by the BESE board in accordance with the charter application. Charter schools are mandated to follow the rules and regulations specified and outlined in accordance with charter law, charter terms, and required state, local, or federal laws and regulations. The State of Louisiana established the charter school legislation with the intent of giving public schools more autonomy in exchange for increased student achievement.

Charter schools can be authorized through two different entities (a) BESE or (b) the local parish school board. The denoted authorizer must approve the charter school’s application for the charter to operate. The charter application describes the school’s goals, governance structure, insurance requirements, employee benefits, and almost every area related to the school’s functioning.

WHAT DOES THE CHARTER SCHOOL STATUS MEAN FOR REDESIGN SCHOOLS LOUISIANA?

Autonomy

As a charter school, RSL is authorized and granted rights by BESE to implement an effective educational program. In conjunction with the Redesign Board of Directors, Redesign Schools Louisiana can create sustainable policies and make operational, financial, and curricular decisions based on the needs of stakeholders that are served by our organization. Please note that Redesign Schools Louisiana and the Redesign Board of Directors ensure that all components/regulations established through our charter agreement, charter law, authorizer, and required local, state, and federal laws are followed.

Accountability

BESE is responsible for holding RSL accountable for meeting the goals as outlined in the charter application. These goals include increasing student test scores and maintaining a high degree of parent Involvement. If the school does not meet these goals, BESE may exercise the option to not renew the school’s charter application, which would force the school to close.

HOW ARE REDESIGN SCHOOLS LOUISIANA DIFFERENT?

Our learning community is rooted in the principles that effort is expected, and tough problems yield to sustained work. Students are assessed with the purpose to monitor progress, provide intervention when necessary, celebrate success, and meet LEAP 2025 target goals. All students are taught with a rigorous tier

I LDOE rated curriculum aligned to Louisiana student standards in order to prepare students to meet or exceed standards. The daily schedule will encompass core academic classes and interest and opportunities classes. Teachers will assist students through small group activities/instruction, whole group instruction, technology rich resources, hands on materials, and engaging collaborative interactions. RSL will provide for all learners, including gifted, special education students, English Language Learners, and at-risk students by:

- Creating an environment that is responsive to all learners.
- Assessing each learner's knowledge to gain insight regarding the student's strengths and struggles.
- Integrating the intellectual process to address both cognitive and effective abilities.
- Differentiating and individualizing the curriculum to meet each learner's needs.
- Adhering to and evaluating the student's learning plan as a team to increase student achievement.

CURRICULUM AND INSTRUCTION

The instructional program is built on Louisiana's student standards. The goal of the instructional program is to create intelligence by teaching in ways that foster learning-oriented goals and by promoting student effort.

Students are expected to be able to conceptualize, use resources, reason, provide evidence, problem- solve, and make decisions when addressing curricular demands. Students will be provided opportunities to ask questions, request assistance, collaborate, and work independently through their daily academic class setting. High expectations are expressed academically through the following:

1. The Instructional Environment

RSL's environment provides evidence of a highly rigorous curriculum through use of tier 1 curriculum, questioning techniques, student work, instructional activities, assessments, and teacher feedback.

Students are expected to actively participate in classroom discussions and ask questions when they may need further explanation. Teachers are charged with planning purposeful lessons that scaffold students to academic achievement of standards.

2. Culturally Responsive Standards-Based Classrooms and School

Teachers, administrators, and support staff communicate and exhibit high expectations by being role models to students. Respect for students' culture, history, heritage, and contextual cultural reality is required. The indicators for this model are found in the classroom and school environment, in lesson activities, and in student work.

3. Curriculum

RSL uses Louisiana rated tier I curriculum to educate students daily. The curriculum is designed specifically to address Louisiana student standards with each lesson. Supplemental technology applications such as FASTalk and ParentSquare are available for parents to engage in novels that students are reading or updates on student work that is due.

4. Grading

For students receiving grades based on letters grades are based on a ten point scale:

A: 100-90
B: 89-80
C: 79-70
D: 69-60
F: 59-0

CORE PRACTICE BENCHMARKS

1. Learning Activities
 - a. Implementing clear challenging learning activities across the school
 - b. Designing compelling topics and guiding questions
 - c. Implementing project-based activities
 - d. Incorporating fieldtrips, local expertise, and service learning
 - e. Producing and presenting high-quality student work
2. Active Pedagogy
 - a. Using effective instructional practices school-wide
 - b. Teaching reading across the disciplines
 - c. Teaching writing across the disciplines
 - d. Teaching inquiry-based math, science and social studies
 - e. Learning in and through the Arts
 - f. Using effective assessment practices
3. Culture and Character
 - a. Building school culture and fostering character
 - b. Ensuring equity and high expectations
 - c. Fostering a safe, respectful, and orderly community
 - d. Promoting adventure and fitness
 - e. Developing a professional community
 - f. Engaging families in the life of the school
4. Leadership and school improvement
 - a. Providing leadership in curriculum, instruction, and school culture

- b. Sharing leadership and building partnerships
 - c. Using multiple sources of data to improve student achievement
- 5. Structures
 - a. Designing time for student and adult learning
 - b. Creating structures for becoming well acquainted with students

GOVERNANCE STRUCTURE

The school is governed by a non-profit board of directors, whose major roles and responsibilities include, but not limited to, establishing and approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, overseeing the school's fiscal affairs, meeting corporate requirements, and selecting and evaluating vendor performance including the charter management organization, and superintendent performance.

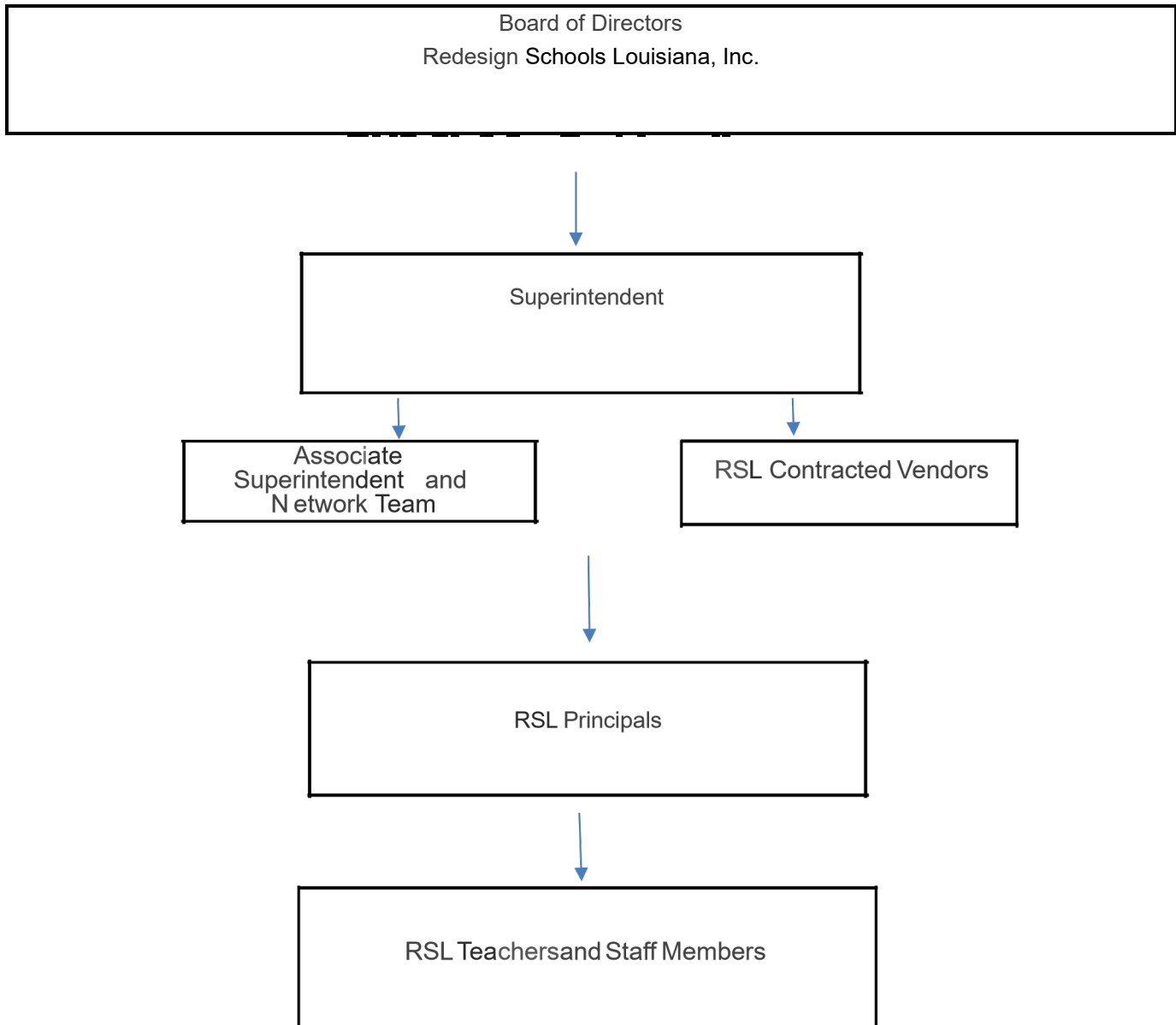
BOARD OF DIRECTORS

Redesign Schools Louisiana, Inc.'s Board of Directors is composed of seven board members. Please refer to www.rsl.org for a list of active board members.

SITE-BASED ADVISORY COUNCIL

RSL has specific school site based advisory councils which traditionally consists of the principal, parents, teachers, classified staff representation, and local community. The site based advisory council at each school provides suggestions and recommendations to the principal on issues including the Title I plan, LEAP 2025 student performance, and other important school business items.

REDESIGN SCHOOLS LOUISIANA'S ORGANIZATIONAL CHART
Accountability and Reporting Structures



CHAPTER 2: STUDENT LIFE

SCHOOL SCHEDULE

7:30am to 7:50am	Breakfast
7:50am to 8:00am	Clean-up
8:00am	School instruction begins
11:30am	Lunch (start time depends upon grade level)
3:00pm	Dismissal

STUDENT UNIFORM

Uniform wear promotes a team atmosphere and is intended to direct the focus to student learning. Evidence suggests that uniform policies, if applied fairly, instill a sense of unity, pride, and discipline while reducing jealousy and peer pressure. Uniforms with Redesign Schools Louisiana logos are available for purchase at designated vendor outlets (Contact the school's office manager for more details). In the event that guardians cannot afford school uniforms, Redesign Schools Louisiana will provide a uniform to families in financial need.

Uniform Policy

- Khaki (cotton twill) pants or khaki shorts (Appropriate size, worn at the hip, and appropriate length)
- Khaki skirt with shorts underneath (Appropriate size, worn at the hip, and extends to the knee)
- Light blue button-down shirt with collar or light blue polo shirt (No writing other than RSL logo. Please ensure appropriate size and length to cover midsection. No cut-off or halter-tops)
- Plain dark blue sweater or plain dark blue jacket
- Shoes with a flat, rubber sole, closed back and closed toe.
- Plain socks or plain tights that are light blue, dark blue, khaki, white, black or gray only
- Tucked in t-shirts/turtlenecks worn under the shirt can be light blue, khaki, white, or gray. (optional)
- No sweats or jeans
- No baseball caps or bandanas
- Hoods being pulled up over the head and worn on campus will not be allowed.
- Winter gloves, scarves, and beanie hats will need to be removed and put away while on campus.

For the student's safety, if jewelry is worn then please wear earrings no bigger than ¼ inch in size. No hanging earrings as they could get caught on items and hurt your child. Necklaces should be tucked inside the shirt to avoid getting stuck on items and hurting your child.

Additionally, this is a sample list of examples that do not include all possible uniform offenses. Please know that the administrator/teacher/staff will enforce the uniform policy daily as it is necessary for our school culture for all stakeholders to be respected, professional, and not cause isolation/offense to others.

Violations of the Uniform Policy

1st Offense: A letter will be sent home that must be signed by the parent or guardian.

2nd Offense: A parent conference will be required before the student can return to campus.

3rd Offense: May result in loss of certain school privileges.

RESTROOM POLICY

Regular restroom visits are important to ensure students' hygiene needs are met. Those breaks will be allowed on a regular schedule that minimizes disruptions to instructional time. Students will be allowed to use the restroom at designated times during the school day such as: after breakfast, after P.E., and after lunch. Students must be escorted to the restroom by an adult, who is to stay at the door of the restroom and monitor the students until the students are escorted to their next location.

For students who have concerns about using a particular restroom or require accommodation due to health reasons, please contact your school's administration to request accommodation. The school will make efforts to accommodate the student's needs in a way that ensures comfort and safety for the student and their peers.

ATTENDANCE POLICY

Parents/guardians are required by law to ensure that their child attends school daily. Student absences/tardies impact the implementation of RSL's academic program designed specifically to guide your child to academic success. Accordingly, all absences/tardies, whether excused or unexcused, require that the student will have to make up all missing class work. Multiple unexcused absences/tardies may result in the child/family being referred to the school attendance review team (SART) and/or the local parish truancy office. Please communicate with the office manager on the specific morning(s) that your child will be absent or tardy to school. Please refer to RS 17:221 School Attendance for state law.

Types of Absences Defined Excused Absences/Tardies

Excused absences/tardies are denoted through proper documentation obtained from your child's appointment provider. For example, a doctor's note that is signed by the doctor's staff indicating that the child was sick would qualify as an excused absence. The following is a sample list of excused absences:

- A student's personal illness (More than 1 day will require a doctor's note. Habitual one day absences may require a doctor's note)
- A student's medical appointment verified by a doctor's note
- Quarantine of the home
- A death in the family (up to 5 grievance days per school year)
- Observance of a religious holiday (up to 3 days per school year)
- Court summons/subpoena
- Serious family emergency (subject to principal discretion/approval)
- Time off for student's work in the entertainment industry (Must be pre- approved by the school and verified by proper documentation).

If you are aware that your child must be absent from school for a period of 10 or more school days due to severe injury, chronic illness, or a scheduled surgery, please contact the office manager with medical information/documentation. Your child may be eligible to receive academic instruction through Redesign Schools Louisiana via home-hospital services during their prolonged absence.

Unexcused Absences/Tardies

Unexcused absences/tardies occur when a child is not present at school due to a reason outside of the excused absence/tardy list. Examples of unexcused absences/tardies include missing instructional time due to a family trip/vacation, lack of transportation to the school, or not waking up on time.

Unexcused Absences Chart

Number of Absences	Actions
1-2 Unexcused Absences	Call from the office manager and request for valid written excuse.
3 Unexcused Absences	First official notice sent home. Call from the office manager.
6 Unexcused Absences	Second official notice sent home. Call from the office manager. Conference with Principal.
9 Unexcused Absences	Third official notice sent home. Call from the office manager. Required SART Meeting.

Excessive Tardies or Early Dismissal Chart

Number of Incidents	Actions
1-2	Call from the office manager and request for written valid excuse.
3	First official notice sent home. Call from the office manager.
6	Second official notice sent home. Attendance supervisor notified.
9	Third official notice sent home. Required SART meeting

HALL PASS POLICY

Students must have a hall pass verifying that they have permission to be out of class from their teacher. Students without a pass are subject to disciplinary consequences.

PLAGIARISM OR COPYING

Plagiarism is using someone else's words, thoughts, or ideas as one's own. This someone else could be another student, a parent, or an author of printed or electronic material. The words or ideas of another must be properly documented whether they are in the form of a quotation, a paraphrase, or a summary. Plagiarism is considered cheating and is prohibited. When cheating or plagiarism occurs, the school will record the incident, appropriate school staff and the student's parents be notified, and a grade of F or zero be assigned for the plagiarized assignment. Depending on the seriousness of the offense, punishment could range from zero for that particular piece of student's work, to F for the entire course, or to suspension from class.

STANDARDIZED TESTING

In Louisiana, students in third through eighth grade are required by state and federal law to take the Louisiana educational assessment program test (LEAP 2025). Louisiana grade level student standards are assessed in core content including the following: English, mathematics, science, and social studies. The test is typically scheduled to be conducted during the Spring (March – May). Third through fourth grade students

will take the LEAP 2025 through the format of a paper-based test. Fifth through eighth grade students will take their LEAP 2025 through the format of a computer-based test. More information regarding standardized testing will be provided to parents throughout the year.

You can help by making sure your child/children:

- Attends school daily throughout the year
- Completes all assignments and seek help from his/her teacher when necessary
- Has a good night's rest
- Gets to school on time
- Eats a healthy breakfast
- Understands the test (you can talk to your child about the test)

SPECIAL EDUCATION

RSL will implement a program based on an inclusive philosophy and model that focuses on preventing learning deficits and comprehensively serving students with disabilities. RSL shall comply with all laws governing the education of students with exceptionalities in accordance with federal, state and local law (Individuals with Disabilities Education Act (IDEA), Title II of the Americans with Disabilities Act of 1990 (ADA), Louisiana's Education of Children with Exceptionalities Act (R.S. 17:1941 et seq.)). According to the Individuals with Disabilities Act (IDEA), the term "special education" means specifically designed instruction, at no cost to parents, to meet the unique needs of a child with a disability. If a child is experiencing learning difficulties, the parent should contact their child's special education case manager, teacher or the School Leader to discuss options for accommodations that may help facilitate the child's educational progress. At any time, a parent is able to request an evaluation for special education services.

RSL offers a continuum of support to meet the academic and behavioral needs of each student. For more information regarding the rights of students with disabilities, please visit the Louisiana Department of Education website at: <https://www.louisianabelieves.com/resources/library/family-support-toolbox-library> and/or <https://www.louisianabelieves.com/students-with-disabilities>

English Language Learners

RSL will provide services for English Language Learners (ELL) in accordance with federal state and local laws (Title IV of the Civil Rights Act of 1964, Equal Educational Act of 1974). The purpose of this program is to provide ELL students with the resources and support necessary to access the curriculum. For further information on services for ELL students and their parents please contact: Meta Johnson (225) 939-7490.

Language Access

RSL offers language assistance services in person and over the phone. Please fill out and return to the office the Home Language Survey found in the Appendix. For more information, please contact: Meta Johnson (225) 939-7490.

NON-SCHOOL RELATED PROPERTY AND TOYS

Personal property unrelated to RSL's academic program are not to be brought to school. Unrelated items such as iPads, cellular phones, card collections, marbles, toys, portable sound systems, video game systems, video games, etc., may/will be confiscated by a RSL employee. If you are not sure if an item should be brought to school by your child, then please contact the office. RSL is not responsible for the above-mentioned personal property and other similar items brought on campus. Any items lost or stolen items will not be investigated. Confiscated personal properties may require a parent to come in for conference and

retrieval. RSL is not responsible for replacing or purchasing items that were confiscated by an RSL employee.

RECOGNITION AND AWARDS

Each month, the class with the best attendance and tardy rates for the previous month will receive special recognition. Awards and individual recognition will be provided to students who have not been tardy or absent for the previous month. Other incentives for being on time will also be provided. At the end of the school year, students who have perfect attendance and punctuality will receive a special award and/or be invited to a special event.

CONFERENCES

Formal and informal conferences are one way that you as the guardian can stay informed of the progress of your child. You may set up an appointment to meet with a teacher whenever you feel it is necessary.

Mandatory formal conferences will take place at least twice a year. These usually take place during the end of the first and second grading period. The dates for this year are located on your academic school calendar. Report cards will be released to parents/guardians at the teacher conferences. The last report card of the year will be mailed.

In order to get the most out of a formal conference, you should be on time and may want to prepare questions ahead of time. Please feel free to bring up concerns regarding your child's academic or behavioral progress during the conference. If your child is not meeting standards, then seek to understand and discuss solutions on how to improve his/her academic or behavioral achievement within the class. Please share any changes that may be impacting your child's academic or behavioral performance. For example, there may have been a recent death in the family, and this could be impacting the child's focus. Such information (if you are comfortable) may be important to share with the teacher.

CHAPTER 3: FUFILLING THE PARENT AGREEMENT

All of the parents at RSL commit time, effort, and energy towards the student's and RSL' success. The Parent Agreement outlines ways that parents agree to participate and provide support.

The Agreement outlines specific responsibilities expected of our parents.

PARENT AGREEMENT OUTLINE

Parents agree to:

1. Provide Home and Academic Support by:
 - a. Assisting and monitoring homework assignments
 - b. Ensuring that your child/children are "Ready to Learn"
 - c. Following through with school recommended actions
2. Provide School Support by:

- a. Ensuring that my child/children arrive to school on time and adhere to the school's absence/tardy policy
- b. Supporting and adhering to the school's discipline policy
- c. Adhering to the school's uniform policy
- 3. Participate by:
 - a. Attending and participating at monthly parent meetings
 - b. Volunteering strongly encouraged to the extent possible
- 4. Parents Agree to Provide Home and Academic Support By:
 - a. Assisting and monitoring homework assignments

HOMEWORK POLICY

Homework is assigned in all grades to reinforce those skills taught during the school day. A copy of the homework policy is included below. We seek your cooperation.

The staff of RSL believes that homework is an integral part of our instructional program. It is a valuable extension of our classroom teaching and should reinforce, extend or enrich the concepts that our students have been taught in class.

Students will be expected to turn in all homework assignments in a neat and legible manner. You can help your son/daughter by being aware of what type of work is being sent home and by looking over the assignments when completed.

When?

Homework will be assigned at least 4 days a week. Students will either receive a weekly homework schedule or will be responsible for recording their own homework assignments.

How?

Each student should attempt to complete their homework independently but may need assistance. If a child needs assistance, please do not do the homework for him/her. As a parent, please guide your child, allowing them every opportunity to do their own work.

Problems?

If you notice that your child's homework is consistently difficult for them, please let his/her teacher know. Homework should be challenging, but not impossible! If you are unable to assist your child with homework, make sure to seek out alternative support for your child through tutorial programs. If there is a problem with having the appropriate supplies at home, contact your child's teacher.

Parents/guardians are responsible for ensuring that the student completes his/her homework and turns it in to the teacher. Parents/guardians must stay in frequent communication with teachers to ensure that students are successfully completing their homework. Teachers have different systems for tracking homework; parents should feel free to contact the teacher for additional information.

We have attempted to establish guidelines regarding frequency of homework, expected time for completion and degree of parental supervision needed. We also recognize the need for some flexibility due to individual

differences and circumstances that may affect children. The assigned subjects will be left up to the discretion of the teacher. Students not returning an assignment, for some reason other than absence, will be held accountable and may be expected to do their work either sometime during the school day, or possibly after school. Please send a note of explanation if your child was unable to complete an assignment due to some reason beyond his/her control.

HOMEWORK SUPPLIES

Having the proper equipment and supplies will make starting and completing assignments easier. You and your child will avoid a lot of frustration if you have the items and materials listed below.

You and your child are required to have at home the materials necessary to complete homework assignments:

- sharpened pencils/ pens
- crayons and/or markers
- glue
- scissors
- calculator
- notebook paper
- ruler
- dictionary
- tape

WAYS TO ASSIST AND MONITOR HOMEWORK

Looking over your child's schoolwork gives you an opportunity to learn what is happening at school and to spend quality time with your child. Here are some tips to make the most of this experience:

- Sit down with your child and give him/her your full attention. Turn off the television to avoid distractions.
- Establish a regular quiet place and time for homework can help your child/children develop good study habits that can last a lifetime.
- Ask your child to tell you about the work as he/she shows you school assignments. Ask your child to point out his/her favorite and least liked kinds of schoolwork.
- Ask your child to show you what was most and least difficult for him/her. Do not expect your child's work to be perfect. Making errors is part of learning. If you emphasize your child's errors, he/she may discard less-than-perfect papers and be reluctant to share schoolwork with you.
- Let your child choose a few samples of his/her schoolwork to display on a bulletin board, the refrigerator, or to paste in a scrapbook. An inexpensive photo album with clear "magnetic" pages works well for this. If you have faraway friends and relatives, have your child select a sample of his/her schoolwork to mail to them. Sending samples of schoolwork is a quick and easy way to stay in touch with long- distance relatives. And it helps your child take pride in his/her work.
- For additional support you may contact your child's school and visit www.homeworkla.org

Going over schoolwork with your child reinforces that effort and completion of academic tasks are important.

ENSURING THAT YOUR CHILD IS "READY TO LEARN"

Your child's success at RSL begins with you! This section explains the ways in which you can support your child with his/her growth and achievement.

It is very important that all students come to school ready to learn. Children who are ready to learn come to school:

- On time
- Rested
- In Uniform
- With good hygiene (hair washed and combed, teeth brushed, overall clean and neat appearance)

FOLLOWING THROUGH WITH SCHOOL RECOMMENDED ACTIONS

At different times throughout the year, staff at RSL may make recommendations regarding the welfare of your child. These recommendations are made with careful thought, and with the best interests of the child in mind. For example, the teacher may notice that your child is squinting at the chalkboard. As a result, the teacher may recommend that your child's vision be tested. We ask that you follow up with your child's medical professional if a recommendation is made so that your child's academic experience is positive. If you need assistance with accessing local resources, then please contact the office manager.

GUARDIAN/SCHOOL PERSONNEL COMMUNICATION

It is very important that the communication between you and school personnel is open, respectful, informative, and continuous. To stay informed of all meetings and events, please log on to ParentSquare through your mobile or computer device. Principals and RSL staff members will be using ParentSquare as the main mode of large-scale information blasts. Please download ParentSquare or use the link <https://www.parentsquare.com/signin> to sign in and review school specific information.

Tips to effectively communicate with RSL staff:

- Call the school office or cell phone of the staff member and leave a message for a return call • Making an appointment
- Writing a note
- Sending an email or text message

If you need to speak to an administrator, please call the office manager. If someone is not available to speak to you immediately, please leave a message and someone will return your call. If you need to speak to someone about an issue that may take more than 5 minutes, please make an appointment with the appropriate person. This is the best way to ensure that you will receive undivided attention.

If you need to communicate with your child during school hours, call the office manager and leave a message for him/her. That message will be given to your child. A child will only be called to the phone if it is an emergency. Please make all carpool or after school pickup arrangements with your child before school.

PARENT PARTICIPATION:

Parent meetings occur frequently throughout the year. We encourage you to attend all parent meetings as they provide important information regarding the academic and operational program of the school setting. Also, we encourage you to provide feedback or suggestions in a respectful and solution-oriented manner. If you have a grievance regarding school operations, we ask that you make an appointment with the principal and express such at that time. We are all in this together.

PARENT VOLUNTEERING

Guardians are strongly encouraged to volunteer throughout the year. Please note that volunteering within a classroom must be approved by the principal prior due to health and safety measures. Volunteering can be

done through multiple ways which include recruiting other students to attend our school, attending a field trip as a chaperone, helping to beautify the school campus, attending school functions, participating in the parent- teacher organization, or participating in school site council. Please contact the office manager to learn more about volunteer opportunities. A background check will be required prior to attending and supervising students.

PERSONAL DEVELOPMENT

Throughout the school year the school may offer educational opportunities solely for the continuing education of the parents. Such opportunities may include classes on parenting, computer operation, open communication, or domestic violence. Working to improve yourself by learning something new, reading, or studying sets a good example for your child/children.

CHAPTER 4: CODE OF CONDUCT

Our goal is to provide a learning environment that is safe, supportive, and nurturing for each student. All students have a right to learn in a safe school environment. As such, discipline is a necessary part of school life in order to keep students, teachers, staff, and visitors on campus safe.

There are strict behavior expectations which include no hitting, kicking, biting, scratching, bullying, cyberbullying, pushing, and/or fighting. Students are to use respectful actions and words when interacting with others on campus or on the bus.

DISCIPLINE POLICY

The goals of our discipline policy are to uplift the following actions:

- Promote self-discipline and proper regard for authority among students
- Encourage good behavior and respect for others
- Ensure students' standard of behavior is acceptable
- Regulate students' conduct

Each classroom teacher will develop and implement a specific management plan with clear expectations and consequences. The plan is taught to students and communicated to parents through parent square and parent phone calls/meetings. Students and parents can expect consistent enforcement of the discipline policy, and fair administration of consequences for failure to follow the acceptable expected behaviors.

GENERAL ISSUES/COMPLAINTS

If a student or parent/guardian has a complaint regarding the consequences administered by a teacher, administrator, or bus driver then the following steps should be taken by the concerned individual:

Discuss your concerns with the involved individual who you disagree with in a respectful manner. Seek to understand each other's point of view. Actively try to work together to resolve the issue.

- If unresolved after your discussion with the person that you have the grievance with, then schedule a conference with the principal or supervisor.
- If unresolved after your meeting with the principal or supervisor, then appeal to the principal in writing.
- If unresolved after your written request to the principal, then appeal in writing to the Superintendent.

- If unresolved after your written request to the Superintendent, then request that the case be referred to the RSL Board of Directors. The Superintendent shall notify all parties of the date of the hearing and the right to be present at the Board of Director's meeting. All parties will be notified in writing of the action taken by RSL's Board of Directors. **Acceptable Behavior Expectations Students:**

How I Treat Others:

- I will treat all kids and adults with respect and kindness.
- I will use words that are helpful, courteous, and kind.
- I will treat all things that belong to other people with care.
- I will get help from an adult if someone tries to start a fight with me or a disagreement won't end.
(If I am in a situation that could lead to violence or name- calling.)

How To Get Assignments Done:

- I will make sure my homework and projects are neat, complete and turned in on time.
- I will respect school property by taking care of my books and classroom supplies, and by keeping the rooms and yards clean.
- I will come to school on time. (Parents, this one depends on you also.)

How To Honor School Culture:

- I will greet visitors in a friendly manner.
- I will offer to help those who need it or request it.
- I will take pride in my appearance. I will only wear the authorized school uniform to school.
- I will eat only in the designated areas.

Parents

How To Support Your Child's Education:

- I will act in a respectful manner while on school campus with everyone.
- I will seek to understand when I disagree with a decision made by an RSL employee.
- I will encourage my child to complete all work assigned as an investment in their future.
- I will talk to my child about acceptable behavior at school.

VIOLENCE ON CAMPUS

Under no circumstances will violence on campus be tolerated. Violent acts include but are not limited to the following: intimidation, extortion, harassment, physical attacks on students, physical attacks on school personnel, or physical attacks on authorized persons on campus/virtually. Violence will not be condoned or excused. Possession of weapons such as a real gun, fake/toy/pellet/airsoft/bb gun, or household/school related items that are in a person's possession with the intent to harm, intimidate, "show off" to others may result in recommendation for suspension, expulsion, and/or involving law enforcement.

BEHAVIOR EXPECTATIONS

Acceptable behavior expectations should be followed at all times while on school grounds/virtually. The teacher, school administrator, associate superintendent, or superintendent may administer appropriate consequences based on an individual's actions if they are not in line with our acceptable behavior expectations.

Examples of inappropriate behavior include, but are not limited to:

- Not following directions
- Littering
- Pushing
- Teasing
- Rude speech
- Spitting
- Tripping
- Chewing gum
- Running in class and hallways
- Play fighting
- Hitting
- Speaking out of turn
- Eating in class
- Play wrestling
- Disobedience
- Lying
- Inappropriate touching
- Misusing equipment

SEARCHES

RSL respects the civil rights of the students attending its schools and will uphold those rights, but the Board also will not tolerate violations of law, Board policy, or school rules. Searches are used to ensure the safety of ALL individuals on campus.

Any teacher, principal, school security guard, or administrator in the School System may search any building, desk, locker, area, grounds, or vehicle parked on school property for evidence that the law, a school rule, or School Board policy has been violated. The School Board is the exclusive owner of all buildings, all desks and lockers and all are subject to be searched. The permission granted to park an automobile or vehicle on any School Board property constitutes consent of the owner and/or operator to allow a search of the vehicle.

The teacher, principal, school security guard, or administrator may search the person or personal effects of a student when, based on the circumstances at the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, a school rule, or a RSL policy. Such a search shall be conducted in a manner that is reasonably related to the purpose of the search and not excessively intrusive in light of the age or sex of the student and to the nature of the suspected offense.

Random searches with a metal detector of students or their personal effects may be conducted at any time, provided the searches are conducted without deliberate touching of the student. Standards regarding procedures for searching students shall include the following:

Persons Other than Students

Any school principal, administrator, teacher, or school security guard may search the person, book bag, briefcase, purse, or other object in possession of any person who is not a student enrolled at the school, or a school employee, while in any school building or on school grounds. This search may be done randomly with a metal detector. Also, when there is reasonable suspicion that such person has any weapons, illegal

drugs, alcohol, stolen goods, or other materials or objects in violation of RSL's policy, such persons may be searched.

OFFICE REFERRALS

It is at the discretion of the teachers to refer a student to the office for administrative intervention. If this occurs, then the student will be sent to the office with a referral. The administrator will take the necessary steps in order to either ensure a safe and respectful return back to class or necessary time away from classmates/RSL employee(s). Based on the level of incident indicated on the referral, the administrator may need to investigate the incident. Based on findings, the administrator may have to call a guardian, meet with a guardian, suspend the student, or call law enforcement.

GROUND FOR SUSPENSION OR EXPULSION OF A STUDENT

A student may receive a suspension or be recommended for expulsion based on misconduct displayed during instructional time or after school hours in which a student targets/harasses/threatens another students or RSL employees (virtually, social media, phone calls, text, in person, etc.), at a school related event (sports, clubs, field trip, etc.), or while riding the bus.

Suspendable Offenses:

Suspendable offenses include, but are not limited to, the following:

- Willful disobedience (only for grades 4-8)
- Disrespect of school official
- Use of profane and/or obscene language
- Immoral or vicious practices
- Disturbing the school or habitually violates any rule
- Vandalism
- Writing and/or drawing profanity or obscene images
- Physical altercation whether participating or spectating
- Violation of traffic and safety regulations
- Leaving school premises or classroom without permission
- Theft
- Damage to Property
- Bullying/Harassment
- Cyber Bullying/Cyber Harassment
- False Alarm / Bomb Threat
- Unauthorized use of Technology
- Improper dress
- Academic dishonesty
- Trespassing
- Failure to Serve Assigned Consequence
- Misusing Internet/Violates electronic/technology policy
- Sexual Harassment
- False Report
- Possession of unauthorized Electronic Device
- Committing any other serious offense (i.e.: threatens to harm, or causes harm to another person)

Offenses that a student will be suspended and/or referred to law enforcement include committing one of the following acts:

- Use or possession of any controlled dangerous substances governed by the uniform controlled dangerous substances law, in any form.
- Use or possession of tobacco or lighter
- Use or possession of alcoholic beverages
- Possession of a weapon (s) as defined in Section 921 of Title 18 of the U.S. Code. (Firearm or Destructive Device)
- Possession of firearms not prohibited by federal law (e.g.: BB or Pellet/Air Soft Guns), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (excludes pocketknives with a blade length $< 2\frac{1}{2}$).
- Murder
- Assault and/or Battery
- Rape and/or Sexual Battery
- Kidnapping
- Arson
- Criminal Damage to Property
- Burglary
- Misappropriation with violence to the person
- Possesses pocketknife or blade cutter with a blade length $> 2\frac{1}{2}$ "
- Serious Bodily Injury

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference (in person, phone, or virtual) conducted by the principal (or designee), the student, and the guardian(s). The conference may be omitted if the principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without a conference, both the parent/guardian and student shall be notified of the expected return to school date.

At the conference (in person, phone, or virtual), the student and guardian shall be informed of the reason for the disciplinary action, and the evidence against him or her. The student shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two days of the incident, unless the pupil or guardian waives their right, or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the guardian to attend the conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the guardian at the conference.

Notice to the Guardians

At the time of suspension, the principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension in person or via U.S. mail. This notice shall state the specific offense(s) committed by the student. In the case of a recommendation of expulsion, the return date will not be indicated with an actual date, but will read “pending an expulsion” since the suspension will remain in place throughout the student’s due process phase of the expulsion process (See expulsion procedures). If administration or the superintendent wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limit

Suspensions, not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student’s suspension quantity of days may not exceed more than 20 school days in any school year or more than 10 days for students with an IEP or 504. This restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion. During all suspensions, the school will ensure that the students and their families receive classroom materials and current assignments to be completed at home during the term of the suspension. All work will be graded by the teacher, and feedback will be provided in a timely manner.

Appeal of Suspension

The suspension of a student will be the determination of the principal or principal’s designee. Guardians will be notified in advance of the enactment of the suspension and can appeal a student’s suspension within ten (10) school days of notification of the suspension. A suspension appeal will be reviewed by the superintendent, and a final determination will be made by the superintendent. If the appeal is granted, the appeal will not reinstate the student in school for the day(s) to be suspended. However, if the appeal is granted, the Superintendent may remove the suspension from the student’s records.

Recommendation for Expulsion:

The student and guardian will be invited to the initial suspension conference where a determination based on the student’s actions may result in a recommendation for expulsion. This determination will be made by the principal or designee based upon the following: (a) the student’s presence will be disruptive to the education process, or (b) the student poses a threat or danger to stakeholders on or off the school campus. If either determination is made by the principal or the designee, then the student’s suspension will remain in place throughout the expulsion hearing process.

Expellable Offenses

Expellable offenses include the following but are not limited to:

- Is guilty of immoral or vicious practices
- Is guilty of conduct or habits injurious to his/her associates

- Use or possession of tobacco or lighter
- Use or possession of alcoholic beverage(s)
- Use or possession of any illegal or non-prescribed drug
- Disturbs the school or habitually violates any rule
- Cutting, defacing, or injuring any part of public-school buildings/vandalism
- Possession of firearms prohibited by federal law (e.g.: BB, pellet, airsoft, fake guns, etc..), or any items that projects an object with force with the intent to harm someone else
- Possession of a weapon with the potential or intention to inflict harm or injury. A weapon can be defined as a knife or objects (pencils, blades, homemade item, etc.) with the intent or potential to cause injury or harm. This excludes pocketknives or knives with a blade length greater than 2.5” as this would fall under a nondiscretionary expellable offense.
- Throwing missiles or objects liable to injure others
- Instigating on participating in a fight while under school supervision
- Violation of traffic and safety regulations (Safety regulations include adhering to social distancing and other specified communicable disease practices)
- Is guilty of stealing
- Arson
- Criminal damage to property
- Burglary
- Misappropriation with violence to the person
- Possession of pocketknife or blade cutter with a blade length less than 2.5”
- Serious bodily injury
- Use of over-the-counter medicine in a manner other than prescribed or authorized
- Possession of body armor
- Bullying/Harassment
- Cyberbullying/Cyber harassment
- False Alarm/Bomb threat
- Public indecency
- Obscene behavior or possession of obscene/pornographic material
- Unauthorized use of technology
- Trespassing violation
- Misusing internet/Violates electronic use or technology policy
- Sexual harassment
- Participating in a sexual act on campus
- False report
- Threats through any form including, but not limited to, verbal, written, social media, phone, texts, emails, or other forms
- Commits any other serious offense

Nondiscretionary expellable offenses result in a mandatory expulsion when a student commits one or more of the following acts:

- Selling, arranging to sell, or unlawfully distributing in any form a controlled dangerous substances governed by the uniform controlled dangerous substance law

- Possessing a weapon(s) as defined in section 921 of title 18 of the U.S. code. (Firearm or Destructive Device)
- Murder
- Assault and/or battery
- Rape and/or sexual battery
- Kidnapping
- Brandishing a pocketknife or blade cutter with any blade length
- For students in grades 6-12 (regardless of age) if found guilty of being in possession with firearm, knife with blade 2.5 in. or longer, or any illegal narcotic, drug, or other controlled substance (except for first incidence of marijuana possession) on school property, on a school bus, or at a school sponsored event, and referred to DA; expulsion for two semesters
- For any student found guilty twice of being in possession of marijuana, tetrahydrocannabinol, or any chemical derivative thereof, on school property, on a school bus, or at a school sponsored event, and referred to DA; expulsion for two semesters
- For Students in Grades 6-12 who has been suspended a third time within same school year for any (other than dress code or tardiness)

Authority to Expel

A student may be expelled based on the determination of the administrative panel following a hearing before the panel. The administrative panel will consist of at least three members who are administrators, curriculum specialists, or teachers from other Redesign Schools Louisiana. The administrative panel members will not include the teacher or administrator of the pupil. Notice of who will be serving on the administrative panel will be provided to the family in advance. If the administrative panel makes a determination that the student committed an expellable offense, the student shall be immediately expelled unless the parent or guardian timely submits a written appeal to the Redesign Schools Louisiana's Board of Directors. For students with IEPs, a manifestation determination hearing must first be conducted for the student before a recommendation for expulsion may be made.

EXPULSION PROCEDURES

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the principal or designee has notified the parent/guardian that the student is being recommended for expulsion. Pending the expulsion hearing, the school will ensure that the student and their family will receive classroom materials and current assignments to be completed at home during the term of the suspension. For a student with an IEP or 504, a manifestation determination hearing that results in an expulsion recommendation will be provided an assigned teacher to conduct homebound instruction to the student during the pending expulsion hearing/process. All work will be graded by the teacher and feedback will be provided in a timely manner.

The administrative panel will conduct the expulsion hearing. The administrative panel shall hear and consider all pertinent information presented and make the expulsion determination. The hearing shall remain confidential.

Written notice of the hearing shall be mailed/emailed to the student and the guardian at least ten (10) calendar days before the date of the hearing. Upon mailing/emailing the notice, it shall be deemed served upon the pupil. The notice shall include the following:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based
- A copy of the school's disciplinary rules which related to the alleged violation

- Notification of the student's or guardians' obligation to provide information about the student's status at the school to any other school district or school to which the student seeks to enroll
- The opportunity for the student or guardian to appear in person or employ and/or represented by counsel or a non-attorney advisor
- The right to inspect and obtain copies of all documents to be used in the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented through oral or documented evidence on the student's behalf including witnesses

Special Procedures for Expulsion Hearing Involving Sexual Assault and/or Battery

The school may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the school, panel chair or the hearing officer in the expulsion. Copies of these sworn declarations where all names are removed, shall be made available to the pupil and guardian.

The complaining witness in any sexual assault, battery, sexual act on campus case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

The school must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the expulsion hearing may also arrange seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support person(s) must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both of the support persons is also a witness, the school must present evidence that the witness's presence is both desired by the witness and will be helpful to the school. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness. The

testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the expulsion hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and completely written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted, and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the administrative panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault, as defined in La.

R.S. 29:220, or committing a sexual battery, as defined in La. R.S. 14:43.1, et seq., a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the administrative panel shall be in the form of written findings of fact.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

In some cases, the hearing panel may decide to suspend the enforcement of a students' duly processed expulsion. Students who have been placed on expulsion with suspended enforcement may have their suspended enforcement status revoked and be expelled outright (i.e., "straight expelled") if it is determined that, during the period of suspended enforcement, the student committed other violation(s) of the charter's rules and regulations governing student conduct.

Written Notice to Expel

The principal or designee, following the administrative panel's determination to expel shall send written notice of the decision, including adopted findings of fact, to the student and guardian within five (5) school days. This notice shall also include the following:

- Notice of the specific offense committed by the student.
- Notice of the student's or guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school.
- The expulsion appeals process.
- Notice of the student or guardian's obligation to inform any new district, which the student seeks to enroll, of the student's status with RSL.
- The reinstatement eligibility review date.
- A copy of the rehabilitation plan.
- The type of educational placement during the period of expulsion.

Expulsion Appeals Procedure

The decision to expel a student may be appealed by the parent or guardian of the student to the Redesign Schools Louisiana's Board of Directors. In order to appeal, the parent must submit a written request to the Redesign Schools Louisiana's Board of Directors within five (5) school days of service of the written notice of the decision to expel. The student will be considered suspended until a Redesign Schools Louisiana's Board of Directors meeting is convened, within ten (10) school days of receipt of the written appeal, at which time the parent must attend to present their appeal. Redesign Schools Louisiana will strive to schedule the Board of Directors meeting to accommodate the parent's presence. The Redesign Schools Louisiana Board of Directors will make a final decision on the expulsion appeal based on information presented by the parent at the appeal hearing and information from the original expulsion hearing. The Redesign Schools Louisiana's decision regarding the expulsion will be final.

Disciplinary Records

The school shall maintain records of all student suspensions and expulsions at the school.

Expelled Students/Alternative Education

Alternative education program placements will be arranged and provided by the expelling school unless parents, on their own accord, disenrolls the student from Redesign Schools Louisiana.

Outcome Data

Redesign Schools Louisiana will maintain data for all students including:

- Suspensions
- Expulsions & Expulsion Placements
- Reinstatements
- Out of District Expellees

CRISIS INTERVENTION: SECLUSION AND RESTRIANT

RSL is committed to the safety and well-being of all students and fully recognizes the profound responsibility to ensure that all children are provided with the support and care they need to succeed in school. It is essential to create an educational environment where every child can thrive, and this includes planning an appropriate crisis response, behavioral support, and early intervention services tailored to their individual needs.

At RSL, appropriate personnel are trained by a qualified crisis intervention provider on how to respond to students in a behavioral crisis and a core team is designated to respond to crisis and emergency situations. When practical, these employees are the ‘first responders’ when a student exhibits disruptive behaviors that prevent them from participating in classroom or daily activities. The response may include positive behavioral supports, physical restraint or seclusion. These employees are trained to practice the principles of non-harmful physical intervention, thereby reducing the risk of injury.

Seclusion

Seclusion is a procedure that isolates and confines a student in a designated separate room or area until he or she is no longer an imminent risk of harm to self or others. Seclusion will only be used as a last resort when de-escalation and other positive behavioral interventions and support attempts have failed, and the student continues to pose an imminent threat/risk of harm to self or others. A school employee shall release a student from seclusion as soon as the reasons for justifying such action have subsided.

Physical Restraint

Physical Restraint means the use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person’s body. Physical restraint shall be used only; when a student’s behavior presents a threat of imminent risk of harm to self or others and only as a last resort to protect the safety of self and others; to the degree necessary to stop dangerous behavior; in a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student’s breathing or ability to communicate with others; and by trained personnel, except in an emergency situation. A school employee shall release a student from physical restraint as soon as the reasons for justifying such action have subsided.

Conditions on Physical Restraint and Seclusion

Physical restraint and seclusion are prohibited for any students that are known to have any medical or psychological condition that precludes such action. If a student is restrained or secluded; a school nurse or school health designee shall visit the student as soon as possible, but no later than the end of the same school day, to look for and document any signs of injury or distress; and a school administrator or the school employee who secluded or physically restrained the student will notify the student’s parent or legal guardian via a phone call as soon as is practicable but no later than the end of the same school day.

If a student is involved in three incidents in a school year involving the use of seclusion or physical restraint as a result of posing an imminent risk of harm to self or others, the Pupil Services Director will send prior written notice of the intention to call an IEP team meeting to the student’s parent or legal guardian, and at such a meeting, his or her IEP team shall review and revise the student’s BIP, including any crisis intervention plans, and to include any appropriate and necessary behavioral supports.

CLASSROOM FORMAL OBSERVATION TIME

After an office referral, the student’s parent or guardian may be required to come to school and sit in the classroom with the student. They must do this for a minimum of one hour. Depending upon the severity of

the student's behavior, a longer period of time may be required. If for some reason the parent or guardian is not cooperative with this process, then the student may be suspended at home. If such behavior continues from the student, then the student may be recommended for expulsion.

STUDENT SUPPORT TEAM:

The student support team may consist of the following members:

- Guardians of the student
- Academic teacher(s) of the student
- Principal or designee
- Counselor, psychologist, or specialist (Pupil service team members)
- Student

The team will be responsible for the following actions:

- Develop a support plan for the student
- Meet one month following first meeting to check progress of the support plan
- Make any necessary changes to the support plan to ensure student success
- Document all meetings, discussions, and progress of the student A support plan may assist by developing the following:
 - Summary of behaviors demonstrated by the student that necessitate the degree of support
 - Summary of any actions already taken by teacher, parent, or other staff to address the needs of the student
 - Description of new actions to be taken in order to support student success
 - A signed, one-page agreement that memorializes the agreement between all concerned parties Some possible supportive actions are:
 - Daily, weekly, or monthly contract(s) for the student to adhere to in class
 - Restriction from before or after school activities
 - Family and/or student counseling
 - Half day schedule
 - Journaling

IMPLEMENTATION

Fair and consistent judgment and decision-making by all staff is crucial in order to enforce the discipline policy. Therefore, all staff will be evaluated regularly in relation to their role in the implementation of the discipline policy.

PARENT/GUARDIAN SUPPORT

Guardians and home life are an important influence in shaping the character and attitudes of children. There are many ways that parents can work with the school to improve overall student behavior. Here are some tips that may be helpful: Modeling and teaching good manners at home. Examples include: using polite and courteous language—saying please and thank you; not interrupting people while they are speaking and saying excuse me if it is absolutely necessary; walking over to people to ask them a question rather than calling from the other side of the house (this behavior is very disruptive in the classroom); Talking to your child/children about behavior reports and providing an incentive for their success. (A hug or special time together for example.) Seriously addressing problem behaviors that are reported by the school. Consider

removing telephones, video games, television, and other privileges from children after experiencing school problems.

These actions will demonstrate your support for the school and discourage the problem behaviors from recurring. Take time to discuss the importance of discipline with your child/children regularly. Become more disciplined in a challenging area for yourself, (i.e. dieting, exercising, speaking a second language.) and talk about your progress/challenges with your child/children.

STUDENT/GUARDIAN GRIEVANCE/COMPLAINT PROCEDURES

The following information is intended to assist a student or parent/guardian in understanding the process of making a grievance/complaint or request for information and what steps will be taken to ensure the best possible solution is attained.

Your student should continue attending the school classes he/she is assigned while problems are being resolved.

General Issues/Complaints

For situations other than suspensions and expulsions. If a student or parent/guardian has a complaint or request for information or believes the student is being improperly disciplined or subjected to an inappropriate rule or standard, he/she should follow these steps:

- Discuss the situation with your student and the involved teacher, counselor, bus driver and/or administrator.
- Request a conference with the involved RSL employee and the school-level Administrator.
- Appeal to the Principal.
- Appeal to the Superintendent in writing.
- File a written complaint to the Superintendent requesting that the case be referred to the RSL Board of Directors. The Superintendent shall notify all parties of the date of the hearing and of their right to be present at the Board of Directors' meeting. All parties will be notified in writing of the action taken by the Board of Directors.

CHAPTER 5: BUILDING SAFETY AND SECURITY

FIRST DAY ADMITTANCE

Often the first day of school can be stressful for both students and parents. We need your assistance to encourage the independence of your child within their learning environment. We ask that you talk to your child so that they know what to expect on the first day of school. It can be scary for a child to be away from their guardian(s), so let them know that you will be home to welcome them upon their return from school. Unfortunately, due to safety concerns, guardian(s) will not be allowed to be present in class without prior consent from the principal. Please know that we will contact you if we have concerns regarding your child's transition to school.

EMERGENCY CARD

Every family needs to fill out a new emergency card every school year before classes begin. These must be turned into the main office. Please fill out a new emergency card immediately if any of the following information changes:

- home address
- home telephone number
- cell phone
- work phone number
- doctor's phone number
- people who are authorized to be contacted in case of an emergency
- telephone number of people to be contacted in case of an emergency
- people authorized to pick up your child from school

ARRIVAL

Please make sure that your child/children enter the school grounds safely if they are a walker or car rider. Remind your child/children to remain in supervised areas until they are united with their teacher in the morning.

DISMISSAL

The instructional day ends at 3:00pm at Dalton and Lanier. At dismissal time, students will be directed to their appropriate bus. Students who are walkers or car riders will be dismissed at 3:00pm (Dalton and Lanier, so please arrive at school promptly to ensure a timely departure for your child. For any students not picked up by 3:15pm (Dalton and Lanier) their guardians will be contacted immediately for pick up.

EMERGENCY RELEASE FROM SCHOOL

In case of an emergency, your child will only be released into the custody of individual(s) you have previously identified on the emergency card (proof of identity required). Those NOT identified on the emergency card will not be able to pick up a child due to lack of written authorization from the guardian.

EARLY PICK UP FROM SCHOOL

If you must pick up your child for an appointment during the day, please send a note to the classroom teacher or notify the office of such appointment. Students will not be released for early dismissal 1- hour prior to dismissal time unless previous arrangements have been made with the teacher and/or the office. When picking up students early, the parent or authorized adult will be asked to complete an early dismissal form log, and the office will notify the classroom to send the student to the office for departure. Due to safety reasons, parents/guardians/visitors must seek approval from the principal if an in-person classroom visit needs to occur.

VISITING THE SCHOOL

Parents are encouraged to visit and volunteer at RSL. Due to student safety, we are asking that you seek permission to volunteer through the office staff and/or principal prior to arriving at the school site. To monitor traffic and promote safety at the school, it is important that you sign in when you visit the school. Please wear the badge that is issued to you by the office. All RSL visitors, including parents, must sign in and wear a visitor's badge. This is an important security measure to ensure that the students and staff members are safe and protected. If you would like to observe your child's classroom, please acquire permission from the school principal. Parents will be limited to classroom observations during the instructional day so that teachers can focus on student instruction and the safety of all children. Meetings to discuss your child with their teacher should be made before or after the instructional day.

All parents and visitors must comply with RSL's rules and policies regarding appropriate conduct while on campus. Prohibited behaviors include but are not limited to the following: offensive language, ignoring staff requests, threats, slander, sexual harassment, misconduct, lying, theft, fighting, willfully causing harm to another, vandalism, trespassing, and violating the dress code. No weapons of any kind, drugs, alcohol, or smoking are allowed on campus. If such behavior(s) occur on campus by a parent/guardian, or visitor, then the principal and/or superintendent has the option to exercise a "withdrawal of consent" for you to be present on the campus for a defined number of days. We ask that you please be respectful while visiting our campuses.

GUARDIAN VISITS IN THE CLASSROOM

All guardian visits to the classroom must be preapproved by the school administrator. Due to health and safety concerns, parents will not be allowed to go beyond the front office unless escorted by a designated staff member to another area of the school with administrator approval.

If a guardian is approved to visit the classroom in person, then the guardian must adhere to all school rules and not disturb the learning environment. The guardian may not engage in speaking to, videoing, or taking pictures of other students during their visit time. The parent must not distract or try to engage with the teacher while she/he is conducting their lesson. The parent will be required to sit and remain in their designated seat for the entire time of the visit. The parent may not leave the class without an employee escort. Please note that visiting times may vary based on administrative suggestion.

NO PETS ON CAMPUS

Pets are not allowed on campus with the exception of approved guide dogs (see Guide Dog Policy).

PARKING

Please feel free to park in a parking space on campus. Please refrain from parking on lawns, sidewalks and blocking driveways. Please do not block the bus lanes by parking in such spaces during drop off or pickup times.

CHAPTER 6: GENERAL SCHOOL INFORMATION AND POLICIES

STUDENT MEALS AND SNACKS

RSL notifies parents and guardians that the state provides free or reduced priced nutritionally adequate meals for children based on the family income. Applications are available in the office.

MEAL APPLICATION

Every family must fill out a meal application and return it to the office before classes begin. After processing the form, parents will be informed if their child is eligible for a free, reduced, or full price meal. RSL serves breakfast from 7:30am-7:50am. Lunch is served between 11:30am and 2:00pm. Food may not be taken out of the cafeteria unless special arrangements have been made.

LUNCHES

Redesign Schools Louisiana will provide well-balanced hot lunches to students. The cost is based on parent income. Some students may qualify for free or reduced lunch. Participation in our lunch program is optional. Parents may choose to provide their children with a well- balanced sack lunch. Eating candy or other high sugar foods is discouraged at school and should not be packed in lunches. Sugar, high-fat, and salty snacks

are not nutritious and make it hard for children to sustain energy throughout the day. We also request that parents not pack food for their child that requires heating. Unfortunately, due to health and safety factors, employees are not allowed to heat up a student's lunch.

HEALTHY SNACKS

Please provide your child with a healthy snack. Examples of a healthy snack include, but are not limited to: fruits, vegetables, sandwiches, crackers, bread, real fruit juice, water, pretzels, granola bars, and nuts.

Unhealthy snacks include but are not limited to: candy, gum, chocolate, shelled sunflower seeds, potato chips, and soda. A staff member does have the right to ask the child to put away, dispose of, or confiscate unhealthy snacks while out on campus. We highly suggest that such snacks be left at home.

GUIDE DOG POLICY

RSL does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and acknowledges its responsibility to permit students and/or other individuals with disabilities the opportunity to participate in and benefit from school services, programs, and activities. The school shall permit the use of service animals by students and other individuals with disabilities, when necessary, in order to avoid discrimination on the basis of disability in accordance with the requirements of Title II of the Americans with Disabilities Amendments Act of 2008 (ADAAA) and its implementing regulations at 28 C.F.R. Part 35.

A service animal is defined as any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Service animals are working animals, not pets. The work or task a dog has been trained to provide must be directly related to the person's disability. Dogs whose sole function is to provide comfort, emotional support, well-being, or companionship or whose presence is to provide a crime deterrent effect do not qualify as service animals under the ADAAA or this policy.

Under appropriate circumstances and as determined on an individual basis, the school shall make reasonable modifications to its practices and procedures to permit the use of a miniature horse by an individual with a disability if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability. Other species of animals, whether wild or domestic, trained, or untrained, shall not be considered service animals.

Service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work or the individual's disability prevents the use of such devices. The individual with a disability must maintain control of the animal through voice, signal, or other effective commands when the use of harnesses or other such devices cannot be utilized due to interference with functional use of the service animal.

Because the school is responsible for the health and safety of school-age minors with and without disabilities who have limited options regarding classroom and school assignments, requests for an individual with a disability to be accompanied by a service animal on school premises or during school-related activities must first: (1) be submitted in writing to the school administration; (2) specify the need for use of the service animal; and (3) identify the work or tasks performed for the individual with a disability by the service animal. Such written request shall be required not less than ten (10) school days prior to the proposed use of the service animal and prior to bringing the service animal onto school property or to a school-related activity. A determination as to whether a service animal is permitted on school property or at school-related activities shall be based on multiple factors and shall be determined on a case-by-case basis following procedures approved by the school administration.

Individuals with disabilities shall be permitted to be accompanied by a service animal in those areas of school property that are generally open to the public or to participants in school programs, services, or activities.

RSL reserves its right to request removal of a service animal from its premises and/or its programs, services, and activities if: (1) the animal is out of control and the handler does not take effective action to control it; or (2) the animal is not housebroken. Any individual with a disability whose service animal is excluded by the school shall be offered an opportunity to participate in such programs, services, or activities without the service animal.

A service animal shall be considered the personal property of the individual with a disability. The school shall not be responsible for the training, daily care, feeding, healthcare, or supervision of a service animal. Consistent with general policies of the school, an individual with a disability may be responsible for damages caused by his/her service animal while on school property or during school-related activities.

RSL reserves its right to require proof that all service animals with whom children may come into contact while at school have been vaccinated against rabies by a licensed veterinarian in accordance with State law and administrative regulations promulgated by the Louisiana Department of Public Health.

Other regulations and/or procedures shall be maintained by RSL and designated staff. Affected individuals may obtain additional information by contacting the school's Section 504/ADA/ADAAA Coordinator or by visiting the school's official website.

TAPE RECORDER POLICY

Students who wish to use audio or video recording devices during any school program and/or activity may do so with the written consent by the teacher and administrator. Nothing in this policy bars a student from using audio or video recording devices pursuant to an IEP or Section 504 Plan. Any student violating this section shall be subject to appropriate disciplinary action.

NOTE TAKER POLICY

Note-taking assistance may include 1) Receiving copies of course notes (upon instructor's approval); 2) Using a laptop in class; 3) Audio recording lectures and/or 4) Using a peer note-taker. The faculty and/or administration of RSL reserves the exclusive right to identify and coordinate note-takers for students with injuries, learning or physical disabilities, or hearing, motor, or visual limitations. The notetaking service provides students with supplemental support. Even if students have note-takers, they are expected to attend class and take notes to the best of their ability and are ultimately responsible for the material covered in their courses. Students might also record lectures to supplement the notes provided by note-takers and also, on an as-needed basis, meet with professors to ask questions about lectures and class discussions. Note-takers will not provide copies of course notes to students when they are absent from class, unless the students receive approval from a member of the faculty or administration for medical or health reasons or other extenuating circumstances. Students and note-takers should not share notes with other class members.

FIELD TRIPS

Field trips are a great way to complement your child's learning. They offer an opportunity to experience something that may be new and exciting. In order to participate in a field trip, all students must have a completed permission slip with a parent signature in two (2) spaces. Trip slips will be sent home before the trip and must be filled out by a parent or legal guardian.

Volunteer chaperones must be approved by the teacher before the trip, be 21 years of age or older, and are not allowed to bring other children on the trip.

Some trips may be organized with parent drivers. Parent drivers must have proof of insurance and a current Louisiana State driver's license. State law mandates the use of car seats or booster seats for all children under the age of six and weighing less than 60 pounds. If your child is required to be in a booster seat, you must provide that booster seat upon request for field trips.

Field trip volunteers, including parent drivers, must sign a waiver of all claims against RSL, the governing board of RSL, its members and employees, other volunteers and chaperones, and the state of Louisiana for injury, accident, illness, or death occurring during or by reason, arising out of, in connection with, or resulting from the school fieldtrip. Field trip volunteers will be required to submit to a background check prior to accompanying RSL students.

TEXTBOOKS/SCHOOL MATERIALS

Students will be issued books, laptops, and materials necessary for classroom instruction. Issued materials such as books and laptops become the responsibility of the student. The parents must replace damaged or lost books or laptops.

STUDENT TELEPHONE USE

The office phone is for use in an emergency only. Leaving lunch, money at home, or arranging for a ride does not constitute an emergency. However, if there is a special need or problem, permission to use the phone may be granted from an office manager and/or administrator only. Students will not be called out of class to receive telephone calls unless there is an emergency phone call which will be handled on a case-by-case basis.

ELECTRONIC DEVICE POLICY

Cell phone use is not permitted during school hours. Students whose parents require them to carry a cell phone for after-hours safety phones must be checked in with the school office or with the student's classroom teacher. If a student fails to turn in their cell phone and a staff member sees the student using the phone the phone will be confiscated. On the first offense the student may pick up their phone from the office at dismissal. Any further offenses will result in a parent being required to pick up the phone, in person, at the school. If a student fails to surrender the cell phone the student will be subjected to RSL's disciplinary policy including detention and suspension.

Smart watches, Ipads or other electronic devices are NOT allowed at any time including field trips unless requested by the teacher leading the field trip.

Students in violation of the electronic device policy will be subject to disciplinary action including, but not limited to the following:

- Confiscation of the device
- Parent conference
- Detention
- Suspension

ELECTRONIC COMMUNICATION POLICY

All communication between employees and students must be appropriate and in accordance with state law. Employees may not communicate with, entertain, socialize with, or spend an excessive amount of time with students in a way that might reasonably create the impression to other students, parents, or the public that an improper relationship exists. All electronic communication between an employee and a student must be

related to the educational services provided to the student and delivered by means provided or made available by RSL for this purpose. Approved electronic communication methods include school issued email (not personal email), school-sponsored teacher websites, and school websites, school-provided phones, and other electronic communication approved by RSL. At no time shall any RSL staff or employee communicate (this includes accepting a student as a “friend”) with a student via any social media platform.

NETWORK & INTERNET ACCESS

RSL recognizes the role of educational technologies in stimulating innovative approaches to teaching and learning. Use of network resources and the Internet is for educational purposes only. Adherence to policies and guidelines will be required in order for students continued access to RSL’s technological resources.

Any student use of the RSL’s network must be for educational purposes. The School network policy applies to the online environment whether the student is on campus or working remotely. The School’s network are owned by RSL and subject to search by RSL personnel, representatives, and agents. Cyberbullying is strictly prohibited.

Students must:

1. Login and use network resources only with their student account.
2. Logoff and close applications immediately after completing work to prevent unauthorized use of the user ID.
3. Not use email, chat rooms, net meeting rooms, and other forms of direct electronic communication including instant messaging systems unless authorized by the district and directly supervised by a teacher. School system rules prohibiting bullying, indecent, vulgar, lewd, slanderous, abusive, threatening, sexually harassing, or terrorizing language apply to all forms of electronic communications. The student and parent or guardian shall sign an Acceptable Use of Networks and Telecommunications Agreement prior to an email account being issued.
4. Not distribute private information about themselves or others.
5. Not send spam, chain letters, or other mass unsolicited mailings.
6. Not view, use, or copy passwords to which they are not authorized.
7. Use Internet search engines and/or other Internet tools only under the direction and supervision of teachers.
8. Observe copyright laws, citing the source of information accessed over the Internet using a standard system as directed by the teacher and/or librarian.
9. Not intentionally access, transmit, copy, or create material that is illegal, such as obscenity, stolen materials, or illegal copies of copyrighted works, including, but not limited to, music, games, and movies.
10. Not intentionally access, transmit, copy, or create any materials or visual depictions on school or district networks or the Internet that are indecent, vulgar, lewd, slanderous, abusive, threatening, harassing, terrorizing, or harmful to minors.
11. Not attempt to gain unauthorized access, including so-called “hacking” or otherwise compromise any computer or network security or engage in any illegal activities on the Internet, including willfully introducing a computer virus, worm, or other harmful program to the network.

12. Not download and install any file sharing program that bypasses the district filtering device.
13. Not use technology resources to further other acts that are criminal or violate the school or district code of conduct.
14. Not make any purchase on the Internet while using school equipment or Internet service.
15. Students who may inadvertently access a site that is pornographic, obscene, or harmful to minors shall immediately disconnect from the site and inform the teacher. The Board does not condone any illegal or inappropriate activities and will not be responsible for such use by students. The Board does not guarantee the right to use the Internet and reserves the right to suspend or terminate the privilege of any individual at its sole discretion without notice, cause, or reason.
16. All RSL rules apply to the Internet the same as they do in the classroom, elsewhere on school grounds or school functions.

Any violation of this policy may result in the loss of access to the Internet through the RSL network. Additional disciplinary action for students will be determined in accordance with existing rules and procedures of the student code of conduct.

RSL recognizes that changes in technologies and local, state, and federal laws may from time to time require adjustments to policies and guidelines governing technology usage in the District and hereby authorizes the Superintendent or designee(s) to make such adjustments as deemed necessary.

SUBSTITUTES

If a teacher is absent, every effort will be made to find a substitute teacher. If a substitute teacher is not available, then the students may be disbursed to other classrooms for the day.

LOST AND FOUND

Items found on campus that do not belong to you should be taken to the office. Check for lost items in the main office. The lost and found will be cleaned out every 2 weeks. If items are not claimed, then they will be donated or discarded. All items brought to RSL should be clearly labeled with the child's name so that we can return the lost item to the appropriate person.

BIRTHDAYS

We know that birthdays are a special day for your child and your family. Hosting birthday parties during the instructional day or bringing birthday party snacks to school will not be permitted due to the health and safety of all students.

CHAPTER 7: HEALTH

HYGIENE

It is very important that your child/children come to school clean daily. Cleanliness is defined as daily teeth brushing, bathing on a regular basis, wearing of a clean uniform, and age-appropriate application of antiperspirant/deodorant. Please do everything possible to enable your child to have positive social relationships through good hygiene.

SLEEP

It is very critical that your child/children get the appropriate amount of sleep. They are at the age where growth is occurring and need to be well rested before they come to school. When a child is going through a growth spurt, they require more sleep than normal. Children generally require anywhere from 8 to 12 hours of sleep nightly. Please help your child get the right amount of sleep. RSL employees will wake students up who fall asleep during class. If falling asleep during class becomes a trend, then a meeting may be scheduled with you by the teacher or principal to help come up with solutions to the problem as a team.

ILLNESS

If your child is ill, please call and inform the office. For your own child's protection and the protection of others, please do not send him/her to school sick. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick him/her up. If your child displays flu like or Covid- 19 symptoms (See CDC guidelines for symptoms) we highly suggest that you seek medical attention. If a child develops Covid-19 symptoms, then the schools may require a negative Covid-19 test result for the student to return due to the health and safety concerns for all. (See Communicable Disease Section of the handbook). Please make an effort to get a copy of all work missed during your child's absence. Online instruction may be made available so that your child can stay up with his or her classroom instruction while at home sick.

IMMUNIZATIONS

All students will need to present a written immunization record provided by a physician or the health department prior to the first date of school. Immunizations must be up to date.

The immunization status of all students will be reviewed periodically. Students will not be excluded from school activities based on immunization status unless there is a public health outbreak.

MEDICAL CONDITIONS

The school's office manager and designated administrator must be notified if a student with a medical or health condition requires accommodation at school in order to participate in the educational program. The school administrator will arrange to meet with the parent and necessary school staff to develop an accommodation plan for the student's medical condition. Students with diabetes, severe asthma, and severe allergies should have an accommodation plan at the school.

MEDICATIONS AT SCHOOL

A student can be administered medicine at school if their parent/guardian submits statement to this effect to be kept file at the school, signed by the prescribing physician and the parent/guardian. The required forms are available from the school's office manager.

School personnel cannot prescribe or give advice regarding any kind of medication. All medication must be in the original container with the appropriate pharmacy label. Whenever possible, medication prescribed three times daily (antibiotics) should be given at home, i.e., at breakfast, after school, and at bedtime. Seven days after the last authorized dose of medication any empty or unused medications will be discarded.

In compliance with La. R.S. 17:436.1(K), the school shall maintain a supply of auto-injectable epinephrine for emergency use, stored in an accessible but secure location. Self-administration of epinephrine is permitted in accordance with La. R.S. 17:436.1(N), provided that all required documentation is on file. If a staff member witnesses signs of anaphylaxis, a trained staff member shall immediately administer epinephrine, call 911, and notify the student's parent or guardian. Intentional misuse of auto-injectable epinephrine by a student will result in disciplinary action.

Please do not place medications (aside from injectable epinephrine) in lunch boxes, backpacks or pockets including: Tums, chap-sticks, headache/pain relievers, sunscreen or any other over-the-counter medications.

PHYSICAL EXAMINATIONS

Guardians will be required to complete and submit the "School Entrance and General Health Exam Form" for each child enrolled. They must also have their child's physician complete and sign the Louisiana State "Comprehensive Physical Exam Report."

TREATMENT AND SCHOOL RELATED INJURIES

It is the policy of the school to treat minor injuries (scrapes, paper cuts, bumps, etc.) with ice packs, cold compresses, or Band-Aids as needed. Guardians will be notified about minor injuries at the discretion of the administration or school nurse.

When confronted with more serious injuries/illnesses, school staff will contact guardians, and, if appropriate, transport the student to the nearest hospital emergency department or call 911 for assistance.

It is the responsibility of the guardian to update school medical and emergency information.

In the case of suspected opioid overdose, trained personnel on campus will administer an opioid antagonist drug.

COMMUNICABLE DISEASE

A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met.

COVID-19

As a result of updated guidance from the US Centers for Disease Control and Prevention (CDC), RSL will follow the below policy regarding Covid-19:

Testing

Students or staff who have been in contact with someone who tested positive for Covid-19 do not require a Covid test if they are asymptomatic. Individuals who are asymptomatic may remain in the classroom. If an individual develops symptoms, they should acquire a covid test. If they test positive, then they should follow the Isolation Policy.

Isolation

The CDC recommends that those who test positive for Covid-19 should stay home until they've been fever free without medication for at least 24 hours and their symptoms have been improving for 24 hours. After that, individuals may resume regular activities. The CDC recommends that people take additional precautions for the next five days — including improving ventilation, masking and limiting close contact with others — to lower the risk of spreading the virus.

These enhanced precautions are particularly important for people who are around vulnerable individuals, such as those who are elderly or have immune function that's been blunted by medication or an illness, like cancer.

Contact-Tracing

RSL will not conduct contact-tracing for individuals who have been exposed to Covid-19. The CDC recommends that contact-tracing should be limited to hospitals and certain high-risk group-living situations such as nursing homes.

Face-Masking

Mask wearing will is optional. RSL welcomes and encourages staff and students to continue mask wearing if that is their preference. Mask wearing may be of particular importance to unvaccinated individuals or those who are immuno-compromised. RSL schools and offices will have only a limited number of masks available for students and staff who may want them. Accordingly, please source your own masks if you prefer to wear one.

LICE

If you discover that anyone in your family has lice, please notify the school immediately. If it is discovered that your child has lice eggs and/or lice in his/her hair, they will be sent home with a letter describing appropriate treatment. Your child should be permitted to return to school the morning following their first treatment. A school staff member or the school nurse will inspect their hair for nits and eggs.

RINGWORM

Ringworm is an infectious disease characterized by scaling or cracking of the skin. In severe cases, vesicular lesions appear on various parts of the body. Students with ringworm will be sent home and require a doctor's note indicating that the ringworm is not contagious, and the student may be readmitted.

CHICKEN POX

An effort will be made to notify parents/guardians about school exposure to chickenpox. The parent/guardian of a student for whom chicken pox presents a particular hazard should contact the school's office manager to facilitate communication. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of leukemia or organ transplants.

OTHER MEDICAL CONDITIONS

A student returning to school with sutures, casts, crutches, brace(s), or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration. A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by the health care provider to attend school, including any recommendations regarding physical activity.

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in a regular or modified curriculum for a temporary period of time due to illness or injury. A parent's written request for an excuse will be accepted for up to 5 days; thereafter, a written request is needed from the student's health care provider.

A current emergency information card must be on file at the school so that parents/guardians can be notified promptly in case of accident or illness involving their child.

SPEECH, HEARING, AND EYE EXAMINATIONS

It is recommended and strongly encouraged that guardians arrange annual speech, hearing, and eye examinations. RSL has partnered with Saint Gabriel Health Clinic who may be able to assist with examinations. Please contact Meta Johnson at mjohnson@rsl.org for more information.

VACCINATIONS

Please check with a doctor to make sure that your children have been vaccinated and are up to date with all of them. The school can provide you with a list of agencies that provide free vaccinations.

CHRONIC CONDITIONS

For your child's safety, the school must be aware of any special needs your child may have, such as asthma, allergies, or any other persistent medical conditions. You are required to notify the office manager, administrator, and your child's teacher.

TDAP AND MENINGOCOCCAL (MENINGITIS)

Louisiana law requires children aged four or older who are entering kindergarten or pre- kindergarten to show proof if they have received the following vaccinations:

- a booster dose of Poliovirus vaccine (IPV)
- two doses of Measles, Mumps, Rubella vaccine (MMR)
- three doses of Hepatitis vaccine (HBV)
- two doses of Varicella (chicken pox) vaccine (Var)
- a booster dose of Diphtheria Tetanus Acellular Pertussis vaccine (DtaP)

Children who are 11 or older and are entering the sixth grade this year must have proof they have received all the age-appropriate immunizations listed above, and at this age, children also need proof of receiving:

- Meningococcal (meningitis) vaccine
- Tetanus Diphtheria Acellular Pertussis vaccine (Tdap)

CHAPTER 8: STATE AND FEDERAL MANDATES

CHILD ABUSE REPORTING POLICY AND MANDATORY REPORTING

State law requires all school employees to report suspected cases of child abuse. Employees of the school are not allowed to call or contact parents/guardians when a suspected child abuse case is brought to our attention. The law specifically states that all investigations shall be conducted with appropriate agencies' personnel. All staff will abide by the State law in reporting these cases.

RSL takes threats of suicide and/or self-harm extremely seriously. While we recognize these statements can arise from a sense of frustration or anxiety, we must take action if a student is heard by staff making any statements indicating suicidal ideation. The student will immediately be referred to the School Counselor for further assessment and intervention. All parents will be notified and must immediately pick up student for further mental health assessment. It is the school's recommendation that a student be assessed by an independent Mental Health Professional before he/she is able to return to school.

Please report any suicide ideation or knowledge of a student experiencing such to a teacher, principal, counselor, Associate Superintendent or Pupil Services Coordinator.

NON-DISCRIMINATION STATEMENT

RSL will not discriminate against any student or employee on the basis of ethnicity, national origin, disability, religion, sex and actual or perceived sexual orientation, or any other basis prohibited by law.

Harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title II of the ADA (mental or physical disability) is a form of unlawful discrimination that will not be tolerated by RSL. Harassment is intimidation or abusive behavior toward a student/employee that creates a hostile environment, and that can result in disciplinary action against the offending student or employee.

Harassing conduct can take many forms, including verbal acts and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

This nondiscrimination policy covers admissions or access to, or treatment or employment in, RSL' programs and activities. The lack of English language skills will not be a barrier to admission to or participation in RSL' programs or activities.

TITLE IX POLICY AND PROCEDURES

RSL does not discriminate on the basis of sex in its education programs and activities, including admission and employment. Accordingly, requires its staff, teachers, employees and students to abide by the requirements of Title IX of the Educational Amendments of 1972 and its implementing regulations. Sexual harassment is a form of sex discrimination and is explicitly prohibited, whether such conduct occurs on or off campus during or after school

hours during or directly related to school-sponsored activities, or at a time and/or place directly related to school functions or an employee's school-related duties. It is the intent of RSL to maintain an environment free from sexual assault and sexual harassment of any kind; therefore, this policy commands that no student shall be subjected to sexual misconduct, sexual assault or sexual harassment by other students or RSL staff or employees. This policy shall be enforced, and the accompanying procedures shall be implemented regardless of whether a complaint has been filed with or an investigation has been instituted by any law enforcement agency.

Sexual harassment occurs when: education benefits are conditioned upon participation in unwelcome sexual conduct (i.e., Quid Pro Quo); unwelcome conduct occurs that a reasonable person would determine

is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; and/or sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking as defined in the Violence Against Women Act (VAWA).

Title IX requires RSL to take steps to prevent and remedy two forms of sex-based harassment: sexual harassment (including sexual violence) and gender-based sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence, as the Office of Civil Rights uses the term, refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Title IX also prohibits gender-based harassment, which is unwelcome conduct based on a student's sex, or harassing conduct based on a student's failure to conform to sex stereotypes. Sex-based harassment can be carried out by school employees, other students, and third parties. All students can experience sex-based harassment, including male and female students, LGBT students, students with disabilities, and students of different races, national origins, and ages.

Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

Sex-based harassment creates a hostile environment if the conduct is sufficiently serious that it denies or limits a student's ability to participate in or benefit from the school's program. When a school knows or reasonably should know of possible sex-based harassment, it must take immediate and appropriate steps to investigate or otherwise determine what occurred. If an investigation reveals that the harassment created a hostile environment, the school must take prompt and effective steps reasonably calculated to end the harassment, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects.

RSL has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

Complaints:

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that RSL investigate and make a determination about alleged discrimination under Title IX:

- A "complainant," which includes: o a student or employee of RSL who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or o a person other than a student or employee of RSL who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in RSL's education program or activity;
- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
- RSL's Title IX Coordinator.

Note that a person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of 34

C.F.R. § 106.44(f)(1)(v). With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

- Any student or employee RSL; or
- Any person other than a student or employee who was participating or attempting to participate in the RSL education program or activity at the time of the alleged sex discrimination.

RSL may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

Title IX Grievance Procedures:

RSL will treat complainants and respondents equitably.

RSL requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator. RSL presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures. RSL is committed that grievance procedures will be conducted in a prompt and reasonable timeframe.

RSL will allow for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay. RSL will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures.

These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses. RSL will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by RSL to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless RSL obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent

committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Notice of Allegations:

Upon initiation of RSL's Title IX grievance procedures, RSL will notify the parties of the following:

- RSL Title IX grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited; and
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. [If RSL provides a description of the evidence: The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.] If, in the course of an investigation, RSL decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, RSL will notify the parties of the additional allegations.

Dismissal of a Complaint:

RSL may dismiss a complaint of sex discrimination if:

- RSL is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in RSL's education program or activity and is not employed by RSL;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and RSL determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- RSL determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, RSL will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, RSL will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then RSL will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing. RSL will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then RSL will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and

- The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome. If the dismissal is appealed, RSL will:
- Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- Implement appeal procedures equally for the parties;
- Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
- Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the result. When a complaint is dismissed, RSL will, at a minimum:
- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within RSL education program or activity.

Investigation:

RSL will provide for adequate, reliable, and impartial investigation of complaints. The burden is on RSL—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. RSL will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible. RSL will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance. RSL will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

- RSL will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. [If RSL provides a description of the evidence: RSL will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.]
- RSL will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
- RSL will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Questioning the Parties and Witnesses:

The RSL decisionmaker may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination.

Determination Whether Sex Discrimination Occurred:

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, RSL will:

- Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. The standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred.
- Notify the parties in writing of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;
- Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
- If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
 - o Coordinate the provision and implementation of remedies to a complainant and other people RSL identifies as having had equal access to RSL education program or activity limited or denied by sex discrimination;
 - o Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
 - o Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within RSL's education program or activity.
- Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
- Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

Appeal of Determinations:

To appeal a determination of whether sex discrimination occurred: The appellant must submit an appeal request in writing to the Title IX appeal person within 5 school days of the decision. This appeal process will be, at a minimum, the same as RSL offers in all other comparable proceedings, including proceedings relating to other discrimination complaints. In reviewing the decision, the Appeal Person may uphold, modify, or reverse the decision of the Title IX Decision Maker; however, the Appeal Person's review of the Title IX Investigation findings is final.

Supportive Measures:

RSL will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to RSL's education program or activity or provide support during

RSL Title IX grievance procedures or during the informal resolution process. For complaints of sex-based harassment, these supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The recipient must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the recipient to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.

Disciplinary Sanctions and Remedies:

Following a determination that sex-based harassment occurred, RSL may impose disciplinary sanctions, which may include discipline up to termination. RSL may also provide remedies, which may include practices similar to the supportive measures designed to restore or preserve equal access to the recipient's previous activity.

Questions regarding Title IX may be referred to the U. S. Department of Education, Office of Civil Rights (OCR) or to RSL's Title IX Coordinator: Ashley Eason.

RSL's Title IX Personnel consist of the following individuals:

1. The Title IX Coordinator: Ashley Eason (225) 205-1981 aeason@rsl.org
2. The Title IX Investigator(s): Britney Turner (225) 773-5129 btturner@rsl.org
3. The Title IX Decision-Maker: Candace Lucas (225) 773-6984 clucas@rsl.org
4. The Title IX Appeal Person: Dr. Megan McNamara (818) 288-4673 mmcnamara@rsl.org

Definition of Sexual Harassment

1. Sexual assault or sexual harassment is unwelcome conduct of a sexual nature.
2. Sexual harassment may include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature when at least one (1) of the following occurs:
 - Submission to such conduct is made, either implicitly or explicitly, a term or condition of the student's grades, academic status, or progress or is used to deprive the student of access to the educational opportunities and benefits provided by the RSL.
 - Submission to or rejection of such conduct is used as the basis for academic or other school related decisions affecting the student.
 - Such conduct of a sexual nature is sufficiently severe, persistent, or pervasive and has the purpose or effect of unreasonably interfering with the student's academic performance or of creating an intimidating, hostile, or offensive educational environment for the student.
3. Extended Definition of Sexual Harassment which may include but is not limited to:
 - Verbal harassment or abuse
 - Uninvited letters, telephone calls, or materials of sexual nature
 - Uninvited or inappropriate leaning over, cornering, patting or pinching

- Uninvited sexually suggestive looks or gestures
- Intentional brushing against a student's or school employee's body
- Uninvited pressure for dates
- Uninvited sexual teasing, jokes, remarks or questions
- Any sexually motivated unwelcome touching
- Any conduct resulting in an intimidating, hostile or offensive educational environment
- Attempted or actual rape or sexual assault or sexual battery

Violations

1. Students and employees are encouraged and expected to immediately report incidences of alleged sexual discrimination or harassment and/or retaliation in accordance with these regulations and procedures.
2. A report or complaint – written or verbal – of an alleged violation of this policy must be sufficiently clear and explicit so that it can be recognized as a legitimate report of sexual discrimination or harassment or retaliation. This means that a report or complaint must, at a minimum, include: (a) a description of an alleged act of sexual discrimination or harassment or retaliatory conduct, including the date, time, and place it allegedly occurred; (b) identity of the alleged victim; (c) identity of the alleged harasser; and (d) identity of the reporting person.
3. All alleged violations of this policy shall be handled seriously and according to these regulations and procedures.
4. Discipline/Consequences.
 - Any student who is determined to have engaged in a sexual assault, sexual discrimination or harassment or retaliation against another individual in violation of this policy may be subject to disciplinary action, up to and including expulsion.
 - Any employee who is determined to have permitted, engaged in, or failed to report sexual assault, sexual harassment or retaliation in violation of this policy and the related procedures may be subject to disciplinary action, up to and including termination.

Enforcement

Each Principal, staff member, and teacher has the responsibility of taking such reasonable steps necessary and practicable to maintain a work environment and educational environment free of sexual assault and sexual discrimination or harassment. Such steps shall include implementation of the following:

1. All teachers, other staff members, and all employees shall cooperate, as needed, in any formal and informal investigations instituted under this policy. The Title IX Investigator is responsible to investigate any report of sexual discrimination or harassment involving student on student in coordination with the Title IX Coordinator. Reports involving an employee shall also be immediately reported to the Title IX Coordinator.
2. All principals, administrators and staff in charge of discipline of students shall, in accordance with policy and law, take such disciplinary action against any student found to be in violation of the sexual harassment policy as may be appropriate under the circumstances.
3. Within the first week of school each school year, the Title IX Coordinator through each Principal

4. or Building Site coordinator shall ensure that an in-service program addressing the sexual harassment policy and procedures is provided for all teachers, staff and employees.
5. During orientation at the beginning of each school year or at the time of a new student's enrollment, the Principal of the school shall ensure that instruction about sexual harassment, RSL policy, and its procedures are provided to students.
6. Teachers, counselors, and administrators shall instruct students on the sexual assault, dating violence, or sexual harassment report and complaint procedures within the educational setting on an as-needed basis.
7. The Title IX Coordinator shall ensure that the sexual assault, dating violence, or sexual harassment policy and procedures are provided to all students, parents, and employees by:
 - Including a restatement of the policy and procedures in the student handbook;
 - Posting an age-appropriate restatement of the policy against sexual assault and sexual harassment, the report and complaint procedures, and notice of the Title IX Coordinator at visible and accessible sites for students, for parents, and for employees;
 - Making a copy the complete policy and procedures available on request for students, parents, and employees at the school office and the central office; and
 - Maintaining the policy and procedures on RSL's website.

RIGHTS CONCERNING DISCRIMINATION

RSL shall direct that anyone who wishes to file a complaint alleging discrimination on the basis of disability in employment practices and policies or the provision of services, activities, programs, or benefits by the school shall do so in the following manner:

The complaint should be in writing and contain information about the alleged discrimination such as name, address, and phone number of the complainant and location, date, and description of the problem. Alternative means of filing complaints, such as personal interview or a tape recording of the complaint will be made available for persons with disabilities upon request. A complaint form is available by calling the ADA Coordinator at 225-939-7490.

The complaint should be submitted as soon as possible but no later than sixty (60) calendar days after the alleged violation. Within fifteen (15) calendar days after receipt of the complaint, the ADA Coordinator shall meet with the complainant to discuss the complaint and possible resolutions. Within fifteen (15) calendar days after the meeting, the ADA Coordinator shall issue a written determination as to the validity of the complaint and a description of the resolution, if any, and, where appropriate, in a format accessible to the complainant, such as large print or audio tape.

The complainant may request a reconsideration of the matter if he or she is dissatisfied with the resolution. The request for reconsideration shall be made within fifteen (15) calendar days of the date of the written determination issued by the ADA Coordinator and, in writing or by alternative means, to the Superintendent.

Within twenty (20) calendar days after receipt of the request for reconsideration, the Superintendent or his/her designee shall issue a written determination concerning the request for reconsideration or in an alternative format, if required. The Superintendent's or designee's written determination shall be a final resolution of the complaint. The right of a person to pursue a complaint filed hereunder shall not be

impaired by the person's pursuit of other remedies such as filing of an ADA complaint with the responsible federal department or agency.

Additional information prohibiting other forms of unlawful discrimination/harassment, inappropriate behavior, and/or hate crimes may be found in other RSL policies that are available at the school. It is the intent of RSL that all such policies are read consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities.

In addition, the law allows release of education records without the consent of the parent or student to an authorized representative of the Comptroller General or Attorney General of the United States; to an authorized official of the financial institution to which the student applied to receive financial aid; to an authorized official of an accrediting organization; to an authorized representative of the Secretary of the U.S. Department of Education; to an authorized representative of the Louisiana State Department of Education; to comply with a judicial order or lawfully issued subpoena to appropriate officials in connection with a health or safety emergency; to the Louisiana juvenile justice system or as otherwise authorized by law or regulation. The information may also be released without consent to organizations conducting certain studies for or on behalf of RSL. The above are samples of possible disclosures and not a complete list.

Further, two federal laws require local educational agencies such as RSL to provide military recruiters, upon request, with three information categories – names, address and telephone listings – unless parents have advised RSL that they do not want their student's information disclosed without their prior written consent.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by RSL to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Committee

U. S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-4605

Other federal laws may require release of certain education records or student information, such as The National School Lunch Act and the Patriot Act.

The Title II Coordinator/Title IX Coordinator/Section 504 Coordinator for RSL is Ashley Eason. She can be reached at Aeason@rsl.org.

DIRECTORY INFORMATION

RSL in accordance with FERPA and La. R.S. 17:3914(H), has authorized its Superintendent to authorize the disclosure of appropriately designated directory information without written consent, unless parents/guardians/eligible students opt-out of such disclosure. Directory information allows RSL to include student information in certain school publications, and announcements, including but not limited to year books, honor roll and scholarships, graduation programs, sports activity notices, and sporting events. RS: may disclose appropriately designated "directory information" without written consent, unless you have advised the Principal of your child's school, in writing, to the contrary in accordance with RSL procedures. The primary purpose of directory information is to allow the RSL to include information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production
- The annual yearbook
- Honor roll or other recognition lists

- Providing transportation services
- Internet and Wi-Fi access
- Photography services for school pictures or school publications
- Culmination programs
- Sports activity sheets or programs, such as for soccer, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses and telephone listings – unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent. If you do not want RSL to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify the Principal of your child's School, in writing, by August 31 of each school year of your withdrawal of consent to release information designated as directory information. Without any written request to the Principal of your child's school withdrawing your consent, RSL will release directory information of its students as necessary. RSL has designated the following information as directory information:

- Student's name
- Address (home and school)
- Telephone number
- Electronic mail (email) address
- Photographs
- Date and place of birth
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Certificates, honors, and awards received
- Student ID number Grade level

PERSONALLY IDENTIFIABLE INFORMATION

RSL understands and respects the importance of student privacy. We are committed to keeping all personally identifiable information about your child(ren) private and only sharing that information when legally required to do so or when necessary for the education, health, or safety of your child(ren). Below are some examples of what may be shared:

- Information and educational records may be shared with employees of RSL that have a role in providing a high-quality education to your child(ren), including but not limited to teachers and administrators, to be used for designing, implementing, and evaluating educational programming and academic achievement.
- Information and educational records may be shared with high schools, postsecondary educational institutions, to be used for processing applications for admission and financial aid.
- Information and educational records may be stored on third-party computer systems for data storage and backup purposes.

- Information and educational records may be shared with the Louisiana Department of Education and third-party providers when required by law to provide for special education and mental health services and evaluations.
- Information may be shared with third party providers to provide educational programming, and assessments that strengthen the educational programming we offer to your child(ren).
- Information and health information may be shared with medical professionals and third-party providers to provide medical care or billing for medical care services (if applicable).
- Information may be shared with third party providers for the provision of transportation and food service.
- Samples of student work and accomplishments may be displayed in the school or published to recognize your child(ren)'s achievements.
- Your child's name may be published in programs related to school events.
- We will not share personally identifiable information with any person or entity who desires to use the information for purposes that do not benefit the education, health, or safety of your child(ren). If you do not consent to the disclosure of your child's information for legitimate educational purposes, you must complete and submit an opt-out form. Please request an opt-out form from the front office. The form must be completed and returned to the front office within 10 days of your child's first day of attending school. If you have more than one child enrolled in the school, you must complete an opt-out form for each child.

Please be aware that opting out has implications that will impact you and your child. Some examples include but are not limited to:

- We will not be able to provide transportation to your child, because we can't share our child's name and address with our transportation partner.
- We may not be able to give your child access to computer-based learning opportunities.
- We will not be able to provide a report card with your child's name on it because we can't share your child's information without Student Information Systems vendors.
- We cannot provide a transcript to any high school your child applies to. You will not be able to access your child's grades online because we won't be allowed to share their information with our technology vendors.

ANTI-BULLYING POLICY

RSL takes pride in embracing individuality. This is the essence of the creative process and the feeling of being safe at our school and has always been an essential part of our culture. We have a no tolerance policy regarding bullying, cyberbullying, intimidating, threatening, harassing, hazing, name-calling and taunting.

Any behavior seen as falling into the "bullying" category will be dealt with swift disciplinary action. All bullying concerns should be reported to your school principal.

Definitions

Bullying shall mean:

1. A pattern of any one or more of the following:
 - Gestures, including but not limited to obscene gestures and making faces.

- Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious testing, or spreading untrue rumors. Electronic communication includes but is not limited to a communication or image transmitted by e- mail, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pager, computer, or other electronic device.
 - Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
 - Repeatedly and purposefully shunning or excluding from activities.
2. Where the pattern of behavior as provided in Paragraph (1) of this Subsection is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school- sponsored activity or event.
 3. The pattern of behavior must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

PROHIBITION AGAINST BULLYING

RSL promotes 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. RSL' Anti-Bullying Policy 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.

DISCIPLINARY ACTION

Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying. Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Loss of a privilege
- Reassignment of seats in the classroom, cafeteria or school bus
- Reassignment of classes
- Detention
- Out-of-school suspension
- Expulsion; and/or
- Assignment to an alternative school

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.

PROCEDURES FOR INTERVENTION

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

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

WHEN BULLYING IS REPORTED

The following actions will be taken when bullying is reported:

1. Investigation

Upon receipt of any report of bullying, RSL will direct an immediate investigation of the incident. The investigation will begin no later than the next business day on which the school is in session after the report is received by the school official. The investigation will be completed no later than ten school days after the date the written report of the incident is submitted to the school official.

The investigation shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s), and staff members separately. Physical evidence of the bullying incident will be reviewed, if available.

2. Notification

Parents or legal guardians of the victim and accused student will be notified of the investigative procedure. If the incident involves an injury or similar situation, appropriate medical attention should be provided, and the parent/guardian should be notified immediately.

3. Discipline

Upon confirming that bullying has occurred, the accused student will be charged with bullying and will receive age-appropriate consequences which shall include, at minimum, disciplinary action or counseling.

4. Follow Up

Complainants will be promptly notified of the findings of the investigation and the remedial action taken.

5. Documentation

Written documentation containing the findings of the investigation, including input from the students' parents or legal guardian, and the decision by the school official, will be prepared and placed in the school records of the victim and perpetrator.

APPENDIX



Redesign Schools Louisiana Family Agreement

2025-2026

I/We, _____ agree to the following terms of *the* Redesign Schools Louisiana's community:
Parent/Legal Guardian's Name

The parents/guardians will:

Provide Home Academic support by:

- Ensuring that my child is Ready to Learn
- Assisting and monitoring homework assignments
- Following through with school recommended actions
- Reviewing the agreement with student

Provide school support by:

- Affirming the Tardiness and Absenteeism Policy by ensuring that my child regularly attends and arrives to school on time
- Supporting an adhering to the schools Discipline Policy
- Adhering to the school Uniform Policy

Participate by:

- Attending and participating and mandatory monthly Parent Meetings
- Volunteering to the extent possible (on or off the school campus and/or during or outside of school hours)

My/Our signature below represents my/our understanding and full commitment to the above conditions for the 2025-2026 school year. I/We have also discussed the Parent Agreement with my/our child.

The student agrees to do the following:

- Demonstrate Academic Effort by:
- Coming to school ready to learn
- Completing all class and homework assignments
- Following through with school recommendations as appropriate

Demonstrate school support by:

- Affirming the Tardiness and Absenteeism Policy by attending and arriving to school/classes on time; Adhering to the school's discipline Policy
- Adhering to the school's Uniform Policy
- Following all school rules and policies

Student Signature _____

Grade: _____

REDESIGN SCHOOLS LOUISIANA 2025-2026 CALENDAR



	FIRST or LAST DAY
	PROFESSIONAL DEVELOPMENT DAY (no students)
	FAMILY CONFERENCES or OPEN HOUSE
	NO SCHOOL - BREAKS
	PROGRESS REPORTS & REPORT CARDS

IMPORTANT DATES

JUL 7-11	TEACHER PD WEEK
JULY 14	MEET AND GREET
JULY 15	FIRST DAY OF SCHOOL FOR STUDENTS
AUG 20	BACK TO SCHOOL NIGHT
AUG 22	TEACHER PD DAY
AUG 22-SEP 2	NO SCHOOL - LABOR DAY BREAK
SEPT 5	PROGRESS REPORT
OCT 10	TEACHER PD DAY
OCT 13	NO SCHOOL- INDIGENOUS PEOPLE DAY
OCT 17	END OF TRIMESTER 1
OCT 21-23	PARENT-TEACHER CONFERENCES (Report Cards will be released)
OCT 30-31	NO SCHOOL- FALL BREAK
NOV 21	TEACHER PD DAY
NOV 24-28	NO SCHOOL - THANKSGIVING BREAK
DEC 12	PROGRESS REPORTS
DEC 18-JAN 2	NO SCHOOL - WINTER BREAK
JAN 5	TEACHER PD DAY
JAN 6	STUDENTS RETURN
JAN 19	NO SCHOOL - MLK JR. DAY
FEB 12	TEACHER PD DAY
FEB 13 - 20	NO SCHOOL - MARDI GRAS BREAK
FEB 23	END OF TRIMESTER 2- REPORT CARDS
MAR 3 - 5	PARENT-TEACHER CONFERENCES (Report Cards will be released)
MAR 16	TEACHER PD DAY
APR 3 - 10	NO SCHOOL - SPRING BREAK
APR 17	PROGRESS REPORT
MAY 21	TEACHER PD DAY
MAY 22 - 29	NO SCHOOL - MEMORIAL DAY BREAK
JUN 4	END OF TRIMESTER/ LAST DAY - STUDENTS
JUN 5	LAST DAY - TEACHERS
JUN 8 - JUL 13	SUMMER BREAK
JUN 11	REPORT CARDS WILL BE MAILED

JULY 2025						
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JANUARY 2026						
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AUGUST 2025						
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FEBRUARY 2026						
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SEPTEMBER 2025						
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MARCH 2026						
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DECEMBER 2025						
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JUNE 2026						
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