



# Louisiana Connections Academy School Handbook Supplement 2016–2017

This Supplement provides school-specific information in addition to the general policies documented in the School Handbook: General Portion. Because this Supplement does not constitute the full set of policies related to your Connections Academy school, please be sure to read the School Handbook: General Portion along with this Supplement. Both of these documents may be updated during the year as needed. If there are any discrepancies between this Handbook Supplement and the General Handbook, the policies in this Supplement override policies in the General Handbook and are the binding policies that should be followed.

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## 2 SCHOOL MISSION AND OVERVIEW

### 2.1 Mission Statement

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Louisiana Connections Academy (LACA) will help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized program.

## 3 SCHOOL ORGANIZATION AND ROLES

### 3.1 Roles and Responsibilities

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A primary goal at LACA is encouraging parent involvement. Please click on the link below to review a copy of LACA's Title 1 Parent Involvement Policy and Compact developed as part of the Title 1 funding plan. Feedback is welcome; please send a WebMail message to the parent involvement coordinator at any time.

[LACA Title 1 Parent Involvement Policy and Compact](#)

### 3.3 School Information

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School Information	School Contact
School Phone Number	(225) 372 – 8389
School Fax Number	(225) 448 – 2798
School Address	4664 Jamestown Ave, Suite 100 Baton Rouge LA 70808
School Hours	8:00 a.m. – 4:00 p.m., M-F
Technical and General Support	800-382-6010
Superintendent	J. David Corona
Secondary Principal	Shuanessy Matthews
Elementary Principal	Rebecca Stumpf

<b>WebMail</b>	All staff and support services are located in the Education Management System's (Connexus®) WebMail address book.
<b>Board of Directors</b>	Refer to <a href="#">the Board Info web page</a> for most current contact information.

### 3.4 School Schedule

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#### 3.4.1 The 2016–2017 School Calendar

<b>Event</b>	<b>Date</b>
<i>First Day of School</i>	August 15, 2016
<b>Labor Day</b> (No School in Session)	September 5, 2016
<b>Columbus Day</b> (No School in Session)	October 10, 2016
<b>Thanksgiving Break</b> (No School in Session)	November 21-25, 2016
<i>First Semester End Date</i>	December 20, 2016
<b>Winter Break</b> (No School in Session)	December 21, 2016 - January 2, 2017
<i>Second Semester Start Date</i>	January 5, 2017
<b>Martin Luther King, Jr. Day</b> (No School in Session)	January 16, 2017
<b>Mardi Gras</b> (No School in Session)	February 27-28, 2017
<b>Spring Break</b> (No School in Session)	April 14-21, 2017
<i>Last Day of School</i>	May 26, 2017

#### 3.4.2 Required Instructional Hours

Based on a 177-day school year:

At a minimum, all LACA students need to meet the state required 63,720 minutes of instructional time a year.

Grade (s)	Required Instructional Minutes	Recommended Minimum Hours per Day	Recommended Minimum Hours per Week
K-12	63,720 minutes	5.5 – 6	29.5

Note that these are the minimum hours required by the state and that students are responsible for mastering all material which may require additional time.

### 3.5 Enrollment, Withdrawal, and Transfers

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**Orientation Session for pre-approved families** - LACA strives to ensure that prior to completing their students' enrollment in our virtual school, Learning Coaches are knowledgeable and comfortable about the virtual school requirements. Learning Coaches of students in the pre-approved stage of enrollment must complete the Orientation Course before proceeding to Final Confirmation. Learning Coaches will receive an invitation via WebMail for this course.

Currently enrolled families must indicate their intent to have their student(s) continue with Connections by completing a Data View in Connexus and completion of an orientation session as assigned by school leadership.

#### Enrollment of Previously Homeschooled Students

Students who come from a homeschool environment who wish to enroll in LACA must provide to LACA, during the enrollment process, a copy of the homeschool application they submitted to the Louisiana State Department of Education. Families will need to present a letter for each year the student was homeschooled.

In addition, students wishing to enroll in grades 5 or 9 should present his/her Science and Social Studies scores on the Louisiana Evaluation Academic Progress (LEAP) test. If PARCC test scores are available for Language Arts and Math, families should provide test scores for all students in grades 3 – 8.

Students wishing to enter the program in grades 1 – 8 without prior public school records will be administered a **locally developed (Connections Academy) system-wide criterion-referenced test.**

Previously homeschooled students wishing to enter the 10<sup>th</sup> grade or above must submit copies of their Homeschool Application submitted to the Louisiana State Department of Education. Families will need to present a letter for each year the student was homeschooled. In order to receive credit for high school courses, students may have to submit a portfolio of work for evaluation by a certified teacher in that course, or may be required to participate in a proficiency test for that course. See *Credit for Course Work Completed in a Non-Standard School Program* in Section 6.

Students withdrawing to attend homeschooling must present a completed Louisiana Homeschool Application.

### **Enrollment of Students Suspended or Expelled from Another School**

Students who have been suspended from another school and who are eligible to return to that school system, but who wish to enroll in LACA, will be required to submit a disciplinary history to LACA during the enrollment process. The disciplinary history will be reviewed for any current expulsions by the Principal who will make a final decision regarding enrollment. Students who are permitted to enroll in LACA while under suspension from another school will not be allowed to attend field trips or school events until the end of their term of suspension and after a review of academic progress by the Principal. Failure to disclose a prior suspension or expulsion during the enrollment process that is later verified through prior school records will result in an immediate withdrawal.

Students who have been expelled from another school may not enroll in LACA until their term of expulsion is over.

### **3.5.2 Kindergarten and First Grade Admissions**

**Kindergarten:** A child may enroll in kindergarten if the child is at least 5 years of age on September 30 of the school year of enrollment.



**First Grade:** A child may enroll in first grade if the child turns 6 years of age on or before September 30 of the school year of enrollment. A child will be deemed first grade ready by providing either documentation of being promoted to the first grade from a kindergarten school or by passing Connections Academy's first grade placement test.

### **3.5.3 Enrollment After the Start of the School Year**

Students may enroll after the start of the school year, provided that there is space available in the school at the time of application. Families should contact the enrollment team for details on the school's enrollment capacity at the given time of application or inquiry. Families enrolling mid-year are subject to all the same enrollment requirements as families that enroll prior to the start of the school year.

### **Additional Information for High School Students**

High school students entering mid-semester submit report cards, progress reports and/or teacher notes from their previous school as part of the enrollment process. Louisiana Connections Academy teachers review the student's work and progress up to that point in the semester, and enter an equivalent grade in to the Louisiana Connections Academy grade book that represents the student's efforts at the previous school. That grade will be averaged in with the Louisiana Connections Academy grades earned in that same semester.

### **3.5.4 Dual Enrollment in Another K–12 Program**

Because the school is a full-time program, students may not be concurrently enrolled in another public school or be registered as homeschooling.

### **3.6.3 Mandatory Testing/Screening**

Students must present photo ID for testing and screenings. Families may obtain official IDs for students at the local DMV, or may create their own school-specific LACA photo ID using the template in the Virtual Library. IDs must be laminated prior to use.

### **Hearing and Vision Screening**

All students in grades 1, 3, 5, 7, 9, and 11 must be screened annually for hearing or vision problems that could interfere with academic success. Screenings are held in several locations. Further information will be provided to families by the school via Connexus communications systems.

## Kindergarten Readiness Screening

All kindergarten students must participate in a Kindergarten Readiness Screener. Screenings are held in several locations. Further information will be provided to families by the school via Connexus communications systems.

## DIBELS Testing

All students in grades K – 5 must participate in DIBELS testing. The **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)** tests are short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. Kindergarten through 3<sup>rd</sup> grade testing is done in person and 4<sup>th</sup> through 5<sup>th</sup> grade testing is done by synchronous contact unless specified by a school representative.

## State Testing (LEAP and End of Course Exams)

State testing will be administered in a proctored setting at sites arranged by the school. Further information about dates and locations will be provided to families via Connexus communications systems. Refer to the Louisiana Department of Education's website for additional information:

[Annual Assessments.](#)

All students in grades 3 – 8 must participate in PARCC and the Louisiana Educational Assessment Program (LEAP) or Integrated Louisiana Educational Assessment Program (iLEAP).

All students enrolled in courses with End of Course Exams will participate in the End-of-Course Exam (EOC). Students must score a "fair" or above on EOC to meet graduation requirements. All EOC tests will represent 15% of the final grade for that course.

## ACT Series Test (Required)

Students in grades 8 and 9 **must** participate in the **ACT Explore Test**. The test will be held at designated testing sites in 2015. The ACT Explore test prepares students for high school coursework as well as for post-graduation choices. More information about the Explore test can be found at: [Explore Test Information](#)

Students in grade 10 **must** participate in the **ACT Plan Test**. This test will be administered at designated testing sites. The ACT Plan test is a comprehensive guidance resource that helps students measure their current academic development, explore career/training options, and make plans for the remaining years of high school and post-graduation years. Students who wish to take dual enrollment courses at local institutions of higher education will be required to have Plan test scores. More information about the Plan test can be found at: [PLAN test information](#).

Students in grade 11 must participate in the **ACT Test**. This test will be administered at designated testing sites in March 2014. The ACT Test is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. The ACT is one of the testing scores used to qualify students for admissions in post-secondary institutions around the country. More information about the ACT can be found at: [ACT test information](#).

### **3.7 Personalized Learning**

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LACA school policy requires that the student's Learning Coach meet with the student's teacher(s), and the student if appropriate, several times throughout the school year for Personalized Learning Plan (PLP) meetings. During the PLP meetings the teacher and Learning Coach review the student's academic goals and progress toward meeting these goals. These meetings are a key component of LACA's individualized learning process, and LACA expects the Learning Coach to attend PLP meetings regardless of the student's academic record. These meetings also fulfill the state-mandated requirement that there be a minimum of two parent-teacher conferences during the first semester.

Struggling students will be provided access to in person instruction in a proctored setting at sites arranged by the school. Further information about dates, instructional times and locations will be provided to families of struggling students via Connexus communications systems.

#### **3.7.4 Placement Changes during the School Year (Elementary and Middle School)**

There is no additional school-specific information for K-8. Refer to section 6 (High School Program and Policies) in this Supplement for information related to changing courses at the high school level.

## 4 ATTENDANCE

### 4.2 Marking and Verifying Attendance

Learning Coaches document student attendance in the Education Management System (Connexus), and the school verifies that the attendance records are accurate.

#### Connexus Attendance Codes and System Controls

The following attendance codes are implemented in the following manner:

Code	Definition	Who Records?	Who can edit code before lockdown?	Who can edit code after lockdown?
0 – 9	Hours of Schooling	Learning Coach or Teacher (w/log note)	Attendance Coordinator	Attendance Coordinator
V	Vacation (see below for definition)	Learning Coach	Teacher or Attendance Coordinator	Attendance Coordinator
E	Excused (see General Handbook for definition)	Teacher or Attendance Coordinator	Teacher or Attendance Coordinator	Attendance Coordinator
U	Unexcused (see General Handbook for definition)	Teacher or Attendance Coordinator	Teacher or Attendance Coordinator	Attendance Coordinator

#### Connexus Attendance Responsibilities by Role

##### Learning Coach (LC) Documents Attendance Hours

- The Learning Coach should indicate the number of hours per day (0-9) the student worked each week. Learning Coaches should refer to the *Required Instructional Hours* section of this Supplement for important information on minimum weekly required hours, and ensure students spend the required time in schooling activities.
- If the student does not plan to undertake any educational activity on a particular day, the Learning Coach should indicate that in the attendance system by using the “V” for vacation day. See “Vacations or Days Off,” below, for details on how to use the “V” correctly.

- If the student is requesting an excused absence for a reason other than a vacation day (V), the Learning Coach must send information about the reason for the absence to the teacher. If approved, the teacher or Attendance Coordinator will mark “E” in the attendance records. Learning Coaches should **not** mark “E” in the attendance records.

### **Attendance Coordinator (AC) Role**

- AC regularly reviews all attendance records, and handles students in “Alarm” status (per the procedures set forth with the escalation system outlined below).
- Only the AC can make changes to Connexus Attendance System or Adjusted Attendance field after the lockdown. AC reviews the teacher or LC request(s), adjust the records as necessary, and indicates such actions in the log. Teachers and Learning Coaches can request these changes via a new WebMail box for attendance changes.

### **Learning Coach Responsibilities**

- **Record Hours of Schooling** - For each instructional day, Learning Coaches enter a 0 – 9 in Connexus to indicate the number of hours of schooling that occurred. They meet the weekly totals listed above to ensure compliance with state regulations. Learning Coaches may also ask for assistance from the school to enter attendance records if they are unable to access a computer on a given day, per the *Marking and Verifying Attendance* section of the General School Handbook.
- **Alert School of Excused Student Absences** – Learning Coaches cannot enter “E” attendance codes in Connexus. If a student is absent, the Learning Coach must send information to the school about the absence, and the school determines if the absence can be classified as excused, per the guidelines listed in the General School Handbook. Note: Louisiana State policy requires that students be in attendance at least 94% of the school year (a minimum of 1002 hours or 60,120 minutes) *in order to receive credit for their coursework*. Click on the link for the Louisiana Attendance Policy: [Attendance Requirement](#).
- **Complete defined school year** – Regardless of the number of hours of schooling a student may complete prior to the last day of the school year (as defined in the school year calendar in this Supplement), students are required to meet the weekly required instructional hours up to and including the last day of the school year.

- **Vacations or Days Off:** Louisiana Connections Academy students are allocated “vacation” days based on the number of weekdays in the school calendar that are marked as non-school days/holidays/vacation. For example, a student may choose to work on President’s Day, but then take the following Monday off. The Learning Coach would record hours of attendance on President’s Day, as though it were a regular school day, and then mark the Monday off as “V” for vacation. Whenever a student wishes to take a regular school day as a vacation day (that is, will not be completing any educational activities), the Learning Coach should notify the student’s teacher and if possible, seek prior approval.
- Note that regularly-scheduled school holidays, vacations, etc. must still be marked with a “V” if the student did not complete any educational activities on that day; they are not automatically recorded as vacation days in Connexus.

Students who start after the beginning of the school year will not be permitted to take vacation time for any school holiday or vacation days that occurred *prior* to their start date. For example, if a student starts school September 5 but school officially started August 18, the student is **not** entitled to use Labor Day as a vacation day, but is still entitled to all vacation days that are scheduled *after* his/her official start date.

If a student has used his or her allotment of vacation days, any day on which no educational activities are completed (i.e., no hours are recorded) will be treated as zero hours. If that student is able to meet the weekly state hours requirement on the days in which he/she does work, then the zero hour day will not adversely affect the student’s attendance percentage. If the hours are not made up during that same week, however, the student will be considered absent and their Escalation Status could be adversely impacted.

### **School Responsibilities**

- **Review Attendance Records** – Teachers monitor and review attendance records on a weekly basis. They remind Learning Coaches to enter hours of schooling for all days of the week. If a teacher has concerns about the validity of a student’s attendance records, he or she may place the student in an “alarm” status, and contact the school’s designated attendance coordinator for further assistance.

- **Monitor Attendance Issues** – The school’s attendance coordinator monitors student attendance. They contact families with low attendance rates, and work to help them stay in compliance. Attendance Coordinators also identify and record excused absences, and can alter Learning Coaches’ attendance records (with proper documentation), if necessary.
- **Maintaining the Integrity of the Attendance Data** – After the weekly records are reviewed by the teacher, the school locks the system to prohibit further editing. Blanks in the attendance records are marked with an “L,” indicating that the record is locked for editing. Any requests for adjustments to the previously verified records must go to the school (in writing) for review, approval and adjustment.
- **Official Attendance Record** – the Connexus attendance system is the record of Learning Coach documented attendance. It is, however, only one of many sources used to determine if a student is meeting the minimum instructional hours requirement. In certain cases, where it has been determined that a student has not completed enough work or that certain other program requirements have not been fulfilled, the attendance coordinator may invalidate the Learning Coach record resulting in sanctions up to and including withdrawal.

### **4.3 Attendance Status and Escalation Systems**

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Enrolled students are in one of three attendance statuses at all times:

1. On-Track
2. Approaching Alarm
3. Alarm

This status is based on several criteria, as outlined in the General School Handbook, and is a combination of measures that indicate if a student is demonstrating adequate participation (and therefore attendance) in the program. This not only includes the actual attendance hours recorded by the Learning Coach, but also lesson, assignment, and assessment completion rates, and amount of communication with the teacher. Therefore, even though a Learning Coach may record a high number of instructional hours in the attendance records, if a student’s work completion rates are not on track or he or she fails to communicate on a regular basis with the teacher, he or she will be placed in an Alarm status. It is important to recognize that just marking proper attendance will not keep a student’s attendance status On-Track.

When a student is in the Alarm status, he or she is in danger of being withdrawn. The school will work with the family to help get the student's attendance back on track. If these efforts fail, and the student becomes truant, the student will be subject to sanctions for truancy.

## 4.4 Truancy

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In order to maximize student learning, regular attendance is imperative. The LACA program offers a great deal of flexibility about how many hours students spend each day on school work and on what days of the week they complete that work. Due to this flexibility, LACA has zero tolerance for truancy. Caretakers are held legally responsible for ensuring that their students are fully participating in school, even if they have designated another individual as their student's Learning Coach. Continued truancy will be handled as willful disobedience and can result in suspension or expulsion from LACA. The information below is intended to help Caretakers understand how to avoid having their student be considered truant, and to understand the consequences of truancy.

In order to avoid truancy, the Caretaker must ensure that the following activities are taking place:

- The student completes all assigned lessons and assessments.
- The student participates in educational activities for an appropriate number of hours, as outlined in the *Required Hours of Instruction* section (3.4.2) of this Supplement, and the Caretaker or Learning Coach records these attendance hours in Connexus on a daily basis.
- The student is available for regularly scheduled telephone calls with teachers.
- The student attends all assigned LiveLesson® sessions.
- The student is able to demonstrate that he/she is doing his/her own schoolwork.
- The student attends mandatory state testing.
- The Caretaker or Learning Coach has communicated with the homeroom teacher in advance if he or she needs to deviate from the regular school calendar (for example, switching a vacation and school day).

Caretakers will be alerted via WebMail for the following attendance scenarios:

- Students who have not completed lessons or failed to log attendance for the past three (3) days.



- Attendance has not been marked but student has completed lessons.
- Attendance is marked but student does not have lessons to substantiate attendance (attendance adjusted to reflect lesson completion).

Students who have five (5) or more absences will receive a WebMail message and a certified letter will be sent to the Caretaker. Students with 5 (five) or more absences may also be referred to the Family Involvement Coordinator for a Home Visit and needs assessment.

- **Consecutive absences**— A truancy letter urging the Caretaker to contact the school as soon as possible in order to avoid being reported to FINS.
  - If the Caretaker does not respond within five (5) days and lessons were not completed during this time, we will report to FINS (Family in Need of Services). Consequences include possible loss of credit and possible withdrawal as allowed by state count day procedures.
- **Non-Consecutive absences**—A truancy letter requesting the Caretaker contact the school as soon as possible in order to avoid loss of credit for courses, and/or suspension or expulsion for willful disobedience. Teachers are available to work with students to create an Academic Plan for students to complete lessons by semester end.

If the students' teachers become aware that the student is not fully participating in school as outlined above, the student will be marked absent at the teacher's discretion. The principal or homeroom teacher may override the number of attendance hours previously entered by a Learning Coach, changing the attendance hours to a 0, if the student's teacher(s) believe the student has not participated as required. These absences will be considered "unexcused." See the School Handbook: General Portion for more information on excused and unexcused absences. The final decision about whether an absence is considered excused or unexcused will be made by the principal.

As required by Louisiana law, after five unexcused absences, the student will be given an F for the semester for the course or courses in which they have the unexcused absences, and for the year in which they have 10 or more unexcused absences. However, students are encouraged to work with their teachers and school leadership to make up the missed hours of attendance. If students are able to do this prior to the end of the semester, attendance and grade adjustments will be made as appropriate.

Information about the Louisiana attendance policy can be found at the following site: [Attendance Requirements](#).

### **Definition of “A Day of School” at LACA**

Missing a “day” of school is defined as “missing a day’s worth of hours in a week.” For a LACA student, this would be the equivalent of completing fewer than 23.6 hours of school in a week (29.5 hours per week are required).

## **5 GRADING AND STUDENT EVALUATION**

**To be promoted in grades K through 8 a student must meet the following criteria:**

- An annual average of 67% (D average) in both reading **and** mathematics.
- Pass at least one other core subject.

Any student not meeting these criteria may be required to attend summer school and meet those requirements to be considered for promotion.

### **Grade 4 Promotion criteria**

- Fourth graders must meet state criteria for High Stakes Testing in Language Arts and Mathematics in addition to LACA Pupil Progression Plan Policies. In addition, students in grade four must score at or above the Basic/Approaching Basic combination in English/Language Arts or Mathematics on LEAP to be promoted.

### **Grade 8 Promotion/Placement criteria**

Regular promotion from grade 8 to grade 9

- A student who is a first-time eighth grader must score at or above the Basic achievement level on the English Language Arts or mathematics components of the LEAP and at or above the Approaching Basic achievement level on the other (hereafter referred to as the passing standard) to be promoted to the ninth grade.
- A student who passes both the English/Language Arts and mathematics on the LEAP in either the spring or summer testing will be promoted. This remediation and retesting will also be offered to on-level students who have disabilities.
- A student who fails to meet the criteria will be offered remediation and retesting.

Students in grades K through 8 must have the following combinations of semester grades in order to be considered as having passed or failed a course as discussed above:

Semester “A” Grade	Semester “B” Grade	Promotion/Retention Status
A, B, C	F	Committee*
D	F	Fail
F	D	Pass

\*School Building Level Committee – the student will be referred to the committee for evaluation.

Parents must be given a review of their student’s progress periodically throughout the school year, and are encouraged to be a part of the team to plan interventions to accelerate progress when needed.

### National Honor Society/National Junior Honor Society

Students who are in good academic standing, have attended LACA for at least one semester, and meet other eligibility requirements, may be eligible to join the National Honor Society or the National Junior Honor Society. Please contact the school for more details.

## 6 HIGH SCHOOL PROGRAM AND POLICIES

### Promotion

The following credits are required to be promoted from one grade to the next:

Classification	Grade	Minimum # of Credits
Sophomore	10	5
Junior	11	11
Senior	12	17

At the time of a student’s enrollment, school counselors will establish estimated grade levels based on preliminary information about previously earned credits and/or number of semesters a student has attended high school.

## Graduation and Diploma Requirements

To be eligible to graduate and receive a diploma from Louisiana Connections Academy, a student must meet **all** of the following requirements:

- Be enrolled at LACA during the semester immediately prior to graduation, and **not** be full-time enrolled in any other school.
- Earn a minimum of 5 of the credits (or 10 courses) required for graduation at LACA, with at least 1.5 of these credits (or 3 courses) earned in the semester immediately prior to graduation\*.
- Earn a total of 24 credits (in specific areas and subjects as outlined in this Supplement)
- Pass the state-mandated end of course tests.
- Meet any other additional graduation requirements required by the school or Graduation requirements for the State of Louisiana can be found at: [Graduation Requirements](#).

In addition, Parents of LACA students who are completing the 8<sup>th</sup> grade will need to sign an Individual Graduation Plan. This document is developed with the students and serves to focus their High School curriculum around the student's post-secondary plans and a Career Areas of Concentration. This document is reviewed and signed annually.

*\*Credits earned at another Connections Academy school or schools may be included in this total, as these schools all use the same curriculum, technology, and instructional protocols as LACA.*

## Area and Subject Requirements

There are currently four diploma pathways available to students in LACA: Core 4 and Basic Core options available for students graduating by the 2016-2017 school year, and the TOPS College and Jump Start options available only for students entering 9<sup>th</sup> grade in the 2014-2015 school year or later. The Core 4 is recommended for those students who wish to enroll into a four year college program and will graduate by 2016-2017 school year The Basic Core is recommended for students who wish to enroll in a two year college program or technical school and will graduate by the 2016-2017 school year. At the end of the 2016-2017 school year the Core 4 and Basic Core Diploma tracks will be phased out and replaced by the TOPS University and Jump Start Diploma Pathways. Students who began high school as a 9<sup>th</sup> grader in the 2014-2015 school year will automatically be placed in the TOPS University diploma pathway. After completing the sophomore year, the student, under the guidance of the teacher, Learning Coach, and counselor will decide whether to stay in the TOPS University pathway or move into Jump Start Diploma Pathway.

In order for students to graduate with a Jump Start Diploma they must pass all required course work listed below as well as complete all credentialing requirements associated with the specific Jump Start Pathway. Consultation with a Graduation Coach is required.

The minimum requirements for all diploma pathways are outlined below.

### **Core 4 Requirements (TOPS for 4 Year College Program for students graduating by 2016-2017 school year)**

The chart below represents the graduation requirements for students graduating by the 2016-2017 school year. Note that these are the minimum graduation requirements and college-bound students should discuss their plans with the school counselor to ensure an appropriate college-track selection of courses.

<b>Area</b>	<b>Subject</b>	<b>Required Credits</b>
English Language	English 9	1
English Language	English 10	1
English Language	English 11	1

<b>Area</b>	<b>Subject</b>	<b>Required Credits</b>
English Language	English 12	1
Mathematics	Algebra 1	1
Mathematics	Geometry	1
Mathematics	Algebra II	1
Mathematics	Any Approved Course	1
Science	Biology	1
Science	Chemistry	1
Science	Any Approved	1
Science	Any Approved	1
Social Studies	American History	1
Social Studies	World History or World Geography	1
Social Studies	Civics	1
Social Studies	Any Approved	1
Health	Health, Fitness, Nutrition	0.5
Physical Education	Physical Education/PE	1.5
Foreign Language	Two years of same approved course	2.0
Fine Arts	Any Approved	1.0

Area	Subject	Required Credits
Electives	Any Approved	3.0
<b>Total</b>		<b>24</b>

**Basic Core (TOPS Tech for 2 year college program or technical program for students graduating by the 2016-2017 school year)**

Area	Subject	Required Credits
English Language	English 9	1
English Language	English 10	1
English Language	English 11	1
English Language	English 12	1
Mathematics	Algebra 1	1
Mathematics	Geometry	1
Mathematics	Any Approved Course	1
Mathematics	Any Approved Course	1
Science	Biology	1
Science	Physical Science or Chemistry or Physics	1
Science	Earth Science or Environmental Science	1
Social Studies	American History	1
Social Studies	World History or World Geography	1

Area	Subject	Required Credits
Social Studies	Civics	1
Health	Health, Fitness, Nutrition	0.5
Physical Education	Physical Education/PE	1.5
Required Electives	Journey to Careers or Education to Careers	1.0
Electives	Career Area of Concentration	7.0
<b>Total</b>		<b>24</b>

**TOPS College Diploma (for students with 9<sup>th</sup> grade cohort of 2014-2015)**

Area	Subject	# Credits
English Language	English 9	1
English Language	English 10	1
English Language	English 11 or Any Approved Course	1
English Language	English 12 or Any Approved Course	1
Mathematics	Algebra 1	1
Mathematics	Geometry	1
Mathematics	Algebra II	1
Mathematics	Pre-Calculus or Statistics	1
Science	Biology	1
Science	Chemistry	1



Area	Subject	# Credits
Science	Any Approved Course	2
Social Studies	U.S. History	1
Social Studies	Government	1
Social Studies	Any Approved Course	2
Health	Health Education	0.5
Physical Education	Physical Education/PE	1.5
Foreign Language	Any Approved	2
Art	Any Approved	1
Electives	Any	3
<b>Total</b>		<b>24</b>

**Jump Start Diploma (for students with 9<sup>th</sup> grade cohort of 2014-2015)**

Area	Subject	# Credits
English Language	English 9	1
English Language	English 10	1
English Language	English 11, English 12, or Any Approved Course	2
Mathematics	Algebra 1	1
Mathematics	Any Approved	3
Science	Biology	1

Area	Subject	# Credits
Science	Any Approved Course	1
Social Studies	U.S.History	1
Social Studies	American Government	1.0
Health	Health, Fitness, Nutrition	0.5
Physical Education	Physical Education/PE	1.5
Electives	Jump Start Course Sequence	9.0
<b>Total Credentialing Requirements</b>		<b>23</b>

### Taylor Opportunity Program for Students (TOPS)

LACA students are eligible to earn TOPS (Taylor Opportunity Program for Students) scholarships. TOPS eligibility is based on the student completing the required course program in high school, the student's GPA, and the student's ACT score.

Students completing the course requirement for the Louisiana Core 4 and TOPS University are eligible for the four year TOPS program. Students completing the Basic Core program and the Jump Start Diploma are eligible for the two year TOPS tech program if the student takes additional coursework required. Students interested in the TOPS program should contact their school counselor or visit the [TOPS website](#) for more information.

### Early Graduation

At the close of the second semester, the school principal, counselor, and other staff will review each senior's records to ensure that these students have completed all graduation requirements. The principal will then initiate the "withdrawal for graduation" process in Connexus for those students who have completed all requirements.

Students who have completed all graduation requirements at any time prior to the end of the second semester of their senior year may request early graduation by contacting the school principal. The principal and other appropriate school staff will then review the student's records to ensure that all graduation requirements have been met. After the principal grants approval for early graduation, he/she will initiate the "withdrawal for graduation" process. This includes marking the student's transcript to indicate graduate status. Once the student has graduated, the student will no longer be enrolled in Connections Academy and will not have access to Connexus.

Unofficial transcripts will be available to students via Connexus *as long as the student is enrolled in Connections Academy*, and official transcripts will be available at any time by contacting the school. Early graduates will receive their diplomas *at the end of the second semester*, when the rest of the graduating class receives their diplomas. Early graduates are welcome to join in any and all graduation activities offered by Connections Academy, but must inform the school of their desire to participate in graduation activities at the same time they request early graduation.

### **National Collegiate Athletic Association (NCAA) Eligibility**

In order to be eligible for National College Athletic Association (NCAA) scholarships, students must meet certain academic and other requirements, including but not limited to, taking NCAA-approved high school courses. Many of Connections Academy's core and elective courses are NCAA-approved; however, students interested in NCAA scholarships should contact their school counselor to determine an appropriate course schedule that will help them meet NCAA requirements. Students should also visit the [NCAA Eligibility Center](#) for more information.

### **Grades and Grade Point Averages**

All high school students must earn a 67% (D) or better in a course in order to earn credit for the course. Courses with earned grades below a 67% (D) will not be awarded with credit, but will appear on student records and will be included in a student's grade point average (GPA). Grade point averages will only include graded courses; pass/fail courses will not be averaged into a student's GPA.

### **Grading Scale for High School Standard and Honors Courses**

Grade	Grade %	Quality Points
A	93 – 100	4.00
B	85 – 92	3.00
C	75 – 84	2.00
D	67 – 74	1.00
F	0 – 66	0.00

### Adjusted Grading Scale for High School AP Courses

Grade	Grade %	Quality Points
A	90 – 100	5.00
B	80 – 89	4.00
C	70 – 79	3.00
D	60 – 69	1.00

### Class Rank

Louisiana Connections Academy will calculate the class rank for each high school student two times per year, shortly after the conclusion of each semester. Students who have not yet successfully completed any high school courses for credit directly from Connections Academy will be excluded from the class rank calculation. For the purposes of calculating the class rank, valedictorian, and salutatorian, the student's cumulative Grade Point Average (GPA) will be used. Courses transferred in from other accredited institutions will also be included in the class rank as long as there is a grade assigned for that course.

The cumulative GPA is calculated to the hundredth of a point. Students whose class rank rounds off to the same thousandth of a point will be considered tied and will receive the same class rank. The ranking will compare students within the same grade level at the same school. The class rank is **not** included on the student's official high school transcript.

### Weighted Grade Policy

Beginning with the 2014-2015 school year, **all** students enrolled in honors and AP courses will receive an additional quality point.

#### Quality Points for Honors Courses Only

Grade	Grade %	Quality Points
A	93 – 100	5.0
B	85 – 92	4.0
C	75 – 84	3.0
D	67 – 74	1.0
F	0 – 66	0.0

#### Quality Points for AP Courses Only

Grade	Grade %	Quality Points
A	90 – 100	5.00
B	80 – 89	4.00
C	70 – 79	3.00
D	60 – 69	1.00

Weighted grades will not be applied to previous year's courses.

### Valedictorian and Salutatorian

One student will be selected as valedictorian of the senior class and one student as salutatorian of the senior class based on the following criteria:

- Valedictorian: the student with the highest cumulative GPA.
- Salutatorian: the student with the second highest cumulative GPA.
- If students have a tied GPA, students with the higher ACT score will be awarded the valedictorian or salutatorian distinction.

### Graduating with Honors

Students who earn an exceptional GPA may earn an honors distinction. The following honors distinctions shall be used:

Honors Distinction	Grade Point Average (GPA)
Summa Cum Laude	3.95 – 4.0
Magna Cum Laude	3.85 – 3.94
Cum Laude	3.50 – 3.84
Graduating with Honors	3.42 – 3.49

### Release of High School Records

Connections Academy will provide educational records, including official high school transcripts, class rank, test scores, and letters of recommendation to third parties such as post-secondary institutions, scholarship committees, and/or potential employers, only with prior written approval from the student's Caretaker(s) or from the student if he or she is aged 18 or older or an emancipated minor.

In order to ensure that application deadlines are successfully met, we require advance notice of at least **10 working days for requests to provide educational records** to students, parents, and/or third parties. We require **30 days' notice for letters of recommendation**. Note that class rank is only calculated twice a year.

Requests for records should be made using the Authorization for Release of High School Records and Letter of Recommendation form available in the Virtual Library under Forms, Colleges and Careers, or by calling the school counselor.

### **Prerequisites**

Students must meet all course prerequisite requirements prior to registration in them. Prerequisites are listed by each course's overview in the course catalog. Semesters A and B of a course cannot be taken concurrently (during the same semester). Exceptions may be made at the principal's discretion when it is in the best interest of the student.

### **Duplicate Course Work: Repeating a Course**

A student may repeat a course in order to improve a grade with school counselor approval. The student's transcript and GPA will incorporate both occurrences of the course, and both grades.

### **Schedule Changes**

Students may request changes to their schedules within the first six weeks of enrollment or in the first six weeks of the semester. To add or drop a course, a Caretaker must make a request of the school counselor.

### **Transcripts**

Students will be able to access ongoing information about their courses through their online grade books within Connexus. To request an official copy of a transcript, families must complete the *Authorization for Release of High School Records and Letter of Recommendation form* (located in the Virtual Library) and submit it to the principal for approval and processing. Official transcripts are generated at the school. They have official school signatures, raised seals, and are sent in a sealed envelope. Parents will be able to view a copy of the transcript through Connexus.

### **Credit from other Schools**

As part of the enrollment process, families submit their students' most recent report cards and/or transcripts. Counselors analyze previously earned credits and determine which credits will transfer to the Louisiana Connections Academy. The school counselor may require complete unofficial transcripts or complete end-of-year report cards before approving a student's grade level and course selection. Official transcripts are required within the first 30 days of school for final credit transfer approval and for final course approval. Upon graduation or withdrawal, the official Louisiana Connections Academy transcript will display both the credits earned at Louisiana Connections Academy as well as any transfer credits.

### **Credit for Course Work Completed in a Non-Standard School Program**

Students may request to receive credit for courses completed in previous educational settings other than fully accredited schools, including home school, non-accredited public, private, alternative or international schools. Students must show mastery for each course taken.

There are two options for requesting and being granted credit by Louisiana Connections Academy for coursework completed in a non-standard school program:

1. **Assessment:** The student takes and achieves a passing grade (D) on the Connections Academy exam(s) associated with the course. This may be the midterm and final exam or other proficiency exam as determined by the content area teacher. Alternatively, the student may take a state-approved standardized test. If the student achieves a score of "Proficient" or higher he or she will be granted credit for that course. The test(s) must be taken in a school-approved proctored setting.
2. **Portfolio and Competency:** The student submits a portfolio documenting coursework, which may include:
  - Samples of prior work
  - List of texts used in prior courses
  - Artwork
  - Writing samples
  - Report card from prior school
  - Student Interview
  - Other materials as requested by the school counselor



The portfolio will be reviewed by each content area teacher. The content area teachers will make final decisions about credit(s) to be granted for the student's prior coursework. The student must also document the number of hours per week and overall hours that were spent on this course. For example, a student who shows sufficient evidence of having successfully completed Algebra I, Geometry, English 9 & 10, Earth Science, Biology, U.S. History, Government, and French I & II, will be granted credit by each content area teacher for each of the courses documented, and will be placed in Connections Academy at the grade level appropriate for the number of credits granted.

The school counselor and/or principal may review the student's portfolio along with the content area teachers, but the content area teachers will be responsible for determining if the student is indeed proficient and may require a competency test based on Louisiana State Standards in the specific subject to determine whether or not credit is to be granted.

Students may use a combination of the above-listed methods for requesting credit. For example, a student may choose option #1 for mathematics and science courses, and #2 for humanities courses and foreign language. The portfolio and competency option is also to be employed by students that have taken a course(s) that Louisiana Connections Academy does not offer.

Credits for courses completed in a non-standard school program are granted as described above, but no grades are assigned. Students receiving credit will be given a grade of "Pass," which is not included in the calculation of the student's GPA. These credits are not entered into the student's records until the student has completed a full semester in Connections Academy.

### **High School Courses Taken in Middle School**

Students may earn high school credit for high school level courses taken during the middle school years. A middle school course for which high school credit is granted must cover the same content as the equivalent high school course, and must be approved by the school counselor in advance. Check with the school counselor for more specific information.

### **Dual Enrollment/Credit for College Courses**

Families must consult with the school counselor for permission to earn high school credit for college courses taken while the student is still enrolled in Louisiana Connections Academy. Students wishing to earn high school credit for college courses must have written approval of the school counselor in advance. The school counselor will work with the Caretaker and student to determine the amount of high school credit that a college course could earn. In order to receive high school credit for a college course, the student must pass the course with a grade of 70% (C-) or higher. College credits and letter grades from dual enrollment courses will appear on the Connections Academy high school transcript.

### **Credit for Other Experiences**

Many students are involved in activities outside their school experiences, such as: music, dance, and art lessons, foreign language instruction, and participation on athletic teams. While Louisiana Connections Academy recognizes the value of these activities, in most cases they cannot be used to earn high school credit. In certain special cases, with appropriate documentation, gifted athletes may be able to use their hours of training to acquire physical education credits at LACA if the program is certified and proper proof of participation/documentation is submitted to the school, usually under an Independent Study program.

### **Independent Study**

Independent Study is a school-approved, student-centered, alternative method of learning that allows a student to earn regular education course credit while working on a standards-based, curriculum-aligned, independent project. Students work independently under the supervision of a certified teacher following a plan created jointly by the student, the parent, and the teacher. Students who wish to earn credit for an Independent Study project must complete an application and have the approval of both the teacher and school counselor in advance.

### **Students Driving to Sanctioned Events**

First and foremost, we highly recommend to Caretakers that students **not** be permitted to drive unaccompanied to Connections Academy sanctioned events (“Event(s)”). Preferred options include having Caretakers or designated adults drive and supervise students, or having students use public transportation options.

However, we recognize that in certain circumstances students may need or wish to drive to an Event without supervision from an adult. In order to be able to drive unaccompanied to a Connections Academy sanctioned Event students must meet the following guidelines:

- Must be 18 years of age. Where students are under the age of 18, even though states may permit minors to drive, an adult is required to supervise a minor at an Event.
- Must possess a valid driver's license.
- Must have access to a currently registered, inspected, and insured vehicle.
- Must be a student in good standing, with good attendance, and with no disciplinary actions noted in the student's file.
- Obtain School permission to drive unaccompanied to Events.

In addition, it is the responsibility of the student who attends an Event without a Caretaker or designated adult to do the following:

- Document parental permission to drive to Events for the current school year by submitting a completed and signed *Connections Academy Sanctioned Event Student Driving and Attendance Authorization* to the school (form available from the Virtual Library or the school).
- Document School permission to drive to Events by obtaining the Principal's (or designee) signature on the *Connections Academy Sanctioned Event Student Driving and Attendance Authorization*.
- Obey all time schedules.
- Obey all school rules including maintaining acceptable attendance and disciplinary standards. If a student arrives late, privileges may be revoked.
- Adhere to school rules and procedures for Events.

Under no circumstances shall the School be responsible for students who make their own personal travel arrangements and/or are not accompanied by an adult. The conduct of unaccompanied student drivers at Events will remain the responsibility of their Caretaker. If a student driving to or from an Event is involved in an accident, Connections Academy will not be liable for any injuries or damage; all liability rests with the student, his/her Caretaker and/or any insurance maintained by the parent/legal guardian and/or the student.

Under no circumstances shall students drive other students to an Event. If a student nevertheless permits another student or students to ride with him/her, Connections Academy shall not be liable for any injuries or damage to any parties. The student, the student's Caretaker, and/or any insurance maintained by the Caretaker and/or the student, will be responsible for any and all injuries and/or any damage that may occur.

Even if a Caretaker does grant permission for a student to drive unaccompanied, it is important to note that driving a car to an Event is a privilege for a student and not a right, and such privilege may still be denied or revoked by the School at any time. Safe driving practices must be adhered to at all times. Students who endanger other drivers, individuals, pedestrians, or property, and/or do not follow school rules and/or procedures for Events, may have their permission to drive unaccompanied to School Events revoked by the School. Furthermore, students may be reported to school authorities and, if warranted, may also be reported to the police for further action.

## **7 SERVICES FOR SPECIAL POPULATIONS**

### **7.1 Individuals with Disabilities Education Act (IDEA)-Eligible Students**

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At the time of enrollment, all Caretakers who indicate their students have special needs are asked to submit a copy of the student's most recent Individualized Education Program (IEP). It is important that the IEP is current and complete, and that any educational assessments and evaluation reports that support the IEP are also submitted.

All documents are reviewed by the Director of Special Education, and if necessary a member of the special education staff contacts the family to discuss specific student needs or to clarify the information.

The student's annual review date is noted, and once enrollment is complete the team begins to schedule IEP meetings, as necessary.

#### **During the School Year**

At the beginning of the school year, the special education team ensures that teachers have access to the student IEPs. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations.

## **Conducting IEP Meetings**

The special education team plans for and schedules all annual reviews and other IEP-related meetings. They contact families and establish mutually beneficial meeting times. Although typically held virtually, the IEP meetings occur in compliance with all state and federal laws.

## **Special Education and Related Services**

According to their IEPs, some students qualify to receive special education and related services. Due to the virtual nature of the school, the services are typically provided virtually over the internet with real-time conferencing software. The IEP team ensures the service is provided in compliance with the IEP. The team locates and secures the provider and handles all contracting and financial issues.

## **New Referrals**

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for special education assistance. If this is suspected, the teacher will first help the Learning Coach implement a series of program modifications. If those documented strategies fail, he or she will then refer the student to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team. If after all the recommended strategies fail, the team (along with the Caretaker) will consider a referral to the school's special education team. Once the team receives the referral they will begin the process of determining if the student is in need of a special education evaluation, an IEP, and ultimately special education services.

## **7.2 Rehabilitation Act of 1973: Section 504 Eligible Students**

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### **Enrollment Requirements**

Caretakers of students with Section 504 plans seeking to enroll in the school are asked to submit a copy of the Section 504 plan during the enrollment and academic placement process. When a student enters the school with a Section 504 plan developed by a prior school, the school will review the plan and supporting documentation and comply with Section 504.

### **During the School Year**

At the beginning of the school year, the 504 Coordinator ensures that teachers have access to a student's 504 Plan. The teachers are made aware of each student's special learning needs and are given guidance on how to make the necessary program accommodations.

Students who have Section 504 plans will participate in the regular education environment, with the use of supplementary aides and services. The regular education teachers (with the support of the Section 504 coordinator and/or special education staff) will implement the provisions of Section 504 plans. A case manager will be assigned to notify teachers about the accommodations and to assist with and monitor implementation of the Section 504 plan. Teachers will also have access to information as to accommodations and modifications on their home page.

### **Reevaluation**

The school shall establish procedures for periodic reevaluation of students, consistent with the requirements of Section 504. Transitions from primary grades to intermediate grades, elementary school to middle school, and middle school to high school are often appropriate times to review and update a student's Section 504 plan. For students who enter the school with an existing Section 504 plan, the schedule for the reevaluation will be determined by the Section 504 coordinator based on the following: how recently the plan was developed, the appropriateness of the plan for the virtual school setting, changes to the student's impairment, etc.

### **Section 504 Accommodations**

According to their Section 504 plans, some students qualify for accommodations and modifications to their educational program. Due to the virtual nature of the school, the services are typically provided virtually over the internet with real-time conferencing software. The 504 Coordinator ensures the service is provided in compliance with the student's Section 504 plan.

### **New Referrals**

Throughout the year, both teachers and Learning Coaches may detect that a student is having difficulties with learning and they may believe there could be a need for accommodations and modifications, supplemental aides and services as required under Section 504. If documented strategies fail, the student will be referred to the school's Student Support Team (SST). This team will meet and suggest additional strategies and considerations, and they will also work to gather more information about the student's learning history and profile. They may even consult with a member of the special education team and/or Section 504 Committee. If all the recommended strategies fail, the team (along with the Caretaker) will consider a referral to the school's special education team and/or Section 504 Committee. Once the team receives the referral they will begin the process of determining if the student is in need of evaluations and a Section 504 plan.

Federal law requires Louisiana Connections Academy to provide its students, regardless of disability, with an equal opportunity to participate in and benefit from the school's education program. LACA is committed to providing its students with equal access to its education program. We provide students with accessibility through resources tailored to each student's individual abilities and needs, including assistive technologies and individualized support. If your student is in need of assistance in order to fully participate in LACA's education program, please contact the school's special education coordinator.

## **7.4 Gifted Students**

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LACA's gifted program is available to identified (Gifted IEP) students only. Gifted classes are available in grades 3-8 in reading, math and/or science. Louisiana policy will not allow students to participate in gifted level classes without an IEP. This includes students who participated in gifted classes in previous school years at LACA. New students may be identified as gifted prior to enrolling in LACA, but this identification must be in accordance with Louisiana's identification process and documentation must be provided to the LACA enrollment team by the student's family. Louisiana Connections Academy does not offer talented music, drama, or art programs.

Academically advanced high school students may participate in Honors and Advanced Placement courses. Honors classes will show as Honors on the official transcript and cannot be used as a gifted level option.

Gifted students may be advanced up to two grade levels if supported by academic performance, teacher recommendation, school building level committee (SBLC), counseling staff and parents.

## **9 CONDUCT, GRIEVANCE, DUE PROCESS, AND COMMUNICATION**

### **Safe Haven**

Louisiana is a Safe Haven state. If a parent is unable to care for a baby and if the child's well-being is endangered, the Safe Haven Law will allow the parent a confidential, safe, and legal option of giving up custody of a child up to 60 days old in the care of an employee at a safe Haven facility. Safe Haven facilities typically include: licensed hospitals, public health units, emergency medical service providers, medical clinics, fire stations, police stations, pregnancy crisis centers, and child advocacy centers. Parents may also call 911 if s/he is unable to travel to a Safe Haven facility. Parents can make an anonymous phone call to 1-800-CHILDREN (1-800-244-5373) to learn more about their parental rights, including reclaiming custody of their child, or to provide medical information about the baby.

### **9.2 Bullying and other Prohibited Behaviors**

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Connections Academy is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or toward any student, staff, Learning Coach, Caretaker or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, name-calling, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as sex, sexual orientation, race, color, national origin, marital status, or disability.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.



**Harassment** - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other person(s) and serves no legitimate purpose.

**Bullying** – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

**Cyber-bullying** – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

**Hazing** – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

**Intimidation** – a course of behavior that instills fear or a sense of inadequacy.

**Violence within a dating relationship** - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

**Sexting** - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another minor any photograph or video which depicts nudity and is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another minor as described above.

**Prohibited behaviors** include all of the above.

The school Administration (and School Board, if applicable) will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or, an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, Caretaker, or other third-party.

This policy applies to all school-related activities and/or engagements, including, but not limited to, online school-related activities such as LiveLesson® sessions, participation in clubs and activities, WebMail messages, text messages, discussions, telephonic communications, and message boards; and in-person activities, such as state testing, field trips, open houses, and any other in-person school-related activities on school property. This policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's Caretaker who believes that a student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation to the school counselor, school principal or assistant principal, or School Director. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator or Board official (if applicable). Complaints about prohibited behavior against the school principal should be filed with the Connections Academy School Director or the Vice President of Schools, or the Board President (if applicable). Complaints about prohibited behavior against the Connections Academy School Director or the Vice President of Schools should be filed with either the Connections Academy Executive Vice President or the Board President (if applicable).

Every student is encouraged, and every staff member is **required**, to report any situation that they believe to be prohibited behavior. Reports may be made to those identified above. If a student or other individual believes there has been prohibited behavior, he/she should report it and allow the administration to determine the appropriate course of action. Any teacher, school administrator, or school staff member who does not timely make a written report of an incident of prohibited behavior shall be subject to appropriate disciplinary action in accordance with the school's disciplinary process (found in this Supplement).

All complaints about prohibited behavior shall be kept confidential and be promptly investigated. The school principal or appropriate administrator shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether any prohibited behavior(s) were verified, and, when prohibited acts are verified, a recommendation for intervention, including disciplinary action, shall be in the report. Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and/or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the school's disciplinary process. This may include up to expulsion for students; up to discharge for employees; exclusion for parents, guests, volunteers, and contractors; and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in the School Handbook: General Portion.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s) Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying, and/or dating violence.

If after investigation the act(s) of prohibited behavior by a specific student is/are verified, the school principal or appropriate administrator shall notify in writing the Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

**Retaliation** against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law).

## **Complaints**

Students and/or their Caretakers may file **written** reports regarding any suspected prohibited behavior by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the Forms section of the Virtual Library, and sending this to the school. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses. Such reports may be filed with any school staff member or administrator, and they shall be promptly forwarded to the school principal for review, investigation, and action.

Students and/or their Caretakers may make *informal* complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints shall be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who received an informal complaint shall promptly document the complaint in writing by completing the *Report of Bullying, Aggressive, or Other Prohibited Behavior Form*, found in the Forms section of the Virtual Library. This written report shall be promptly forwarded by the school staff member and/or administrator to the building principal for review, investigation, and appropriate action.

### **Privacy/Confidentiality**

The School will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

### **Bystanders**

Bullying involves not only those who are bullies and their victims, but also the bystanders who are witnesses. LACA recognizes that bystanders may be negatively affected by bullying, but that they also have the potential to play a positive role in responding to it.

Bystanders may be negatively affected in the following or other ways:

- be afraid of being associated with the victim of bullying for fear of becoming a target of the bully themselves.
- feel discomfort or fear at witnessing bullying.
- feel guilt, helplessness, or loss of control for not standing up to the bully.
- be drawn into the bullying behavior by group pressure.
- or feel unsafe in the situation.

Conversely, bystanders may be able to help victims of bullying by doing the following:

- Ask for help from a trusted adult such as a teacher, principal, or other school official.

- Help the person being bullied: create a distraction to focus attention on something else; try helping the person who is being bullied leave the scene by telling him/her that you need them to play a game or that an adult needs to see them, etc.
- Don't give bullying an audience: bullies are often encouraged by the attention they receive, so don't support them by watching.
- Set an example: do not bully others; don't encourage bullies; create posters against bullying; join an anti-bullying club; tell a bully that his/her actions are not funny.
- Be a friend to the person being bullied.
- Spend time with the person being bullied: talk to them; listen to them; tell them you think that bullying is bad; tell them to talk to a trusted adult for help.

LACA's expectation is that student bystanders will report bullying to a school official or other appropriate adult in a timely manner. If it comes to the attention of the school leadership or staff that a student bystander did **not** report bullying, the school will initiate a conversation with the student regarding the school's expectations for bystanders to report bullying. Second and subsequent occurrences of non-reporting of bullying may subject the student to more serious disciplinary action.

Additionally, if it is determined by the school leadership that a student who was initially a bystander became actively involved in the bullying, s/he may be subject to disciplinary action for bullying as described in 9.3 *Discipline and Due Process for Students* in this Supplement.

## 9.3 Discipline and Due Process for Students

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All students enrolled in Connections Academy are expected to conduct themselves in accordance with the rules for the school, and Caretakers are expected cooperate with the school staff in helping students to maintain this conduct. Student codes of conduct are set forth in this handbook.

### Discipline Measures

There are three levels of disciplinary measures utilized by the school: 1) Warning, 2) Suspension, and 3) Expulsion. Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

#### 1. Warning

Students that receive warnings from the school will have a conference (via phone or in person) with their Caretaker(s) and the school administrator(s), and the incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will not be removed from the class (Connexus).

Warnings are issues when a student demonstrates a breach of expected conduct, but not as serious as those listed under the suspension and/or expulsion categories in this Supplement.

## **2. Suspension**

When a student is suspended, he or she is temporarily removed from class (Connexus) or a school sponsored program or activity. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

During a period of suspension as defined by the school principal, a student's permission to log on to and/or use parts of Connexus is restricted. Student access to WebMail, the message boards, online clubs/activities, and/or all of Connexus may be revoked. In such cases where the student's access is completely revoked, the Learning Coach is responsible for logging on to Connexus and obtaining the student's assignments, responding to WebMail, and recording assessment responses for the student. The student should continue with his or her schoolwork during a suspension.

Violations that may lead to suspension include, but are not limited to, the following breaches of conduct:

- *Cheating on tests or daily work:* A student who knowingly participates in copying, using another's work, and representing it as his or her own (for example, students transmitting their work electronically for another student's use), or who provides other students with test answers, answer keys, or otherwise uses unauthorized materials in an assignment or assessment situation.
- *Plagiarism:* A student's use of another person's words, products, or ideas without proper acknowledgement of the original work with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying-and-pasting information from the *Internet*, and getting family or friends to help with coursework.

- *Unexcused absence:* An unexcused absence is the absence of a student due to truancy, illegal employment or parental neglect.
- *Illegal absence:* Illegal absences are unexcused absences by a student who is under the age of 17 who are absent from school due to avoidable absences, parental neglect, illegal employment, unapproved family vacations, and truancy.
- *Abusive conduct:* A student who uses abusive language or engages in abusive conduct in the presence of others either in person or electronically/virtually.
- *Bullying:* A student that repeatedly engages in negative actions against another student in an attempt to exercise control over him or her.
- *Harassment:* A student who demonstrates verbal, written, graphic, or physical conduct relating to an individual's sex, race, color, national origin, age, religious beliefs, ethnic background, or disability that is sufficiently severe, pervasive, or persistent so as to interfere with or limit the ability of an individual to participate in or benefit from the school's programs that: 1) has the purpose or effect of creating an intimidating or hostile environment, 2) unreasonably interferes with an individual's educational performance, or 3) otherwise adversely affects an individual's educational opportunities.
- *Vandalism:* A Student who intentionally damages or destroys school property or records (physical or electronic). In these instances the school reserves the right to contact the proper law enforcement agency(ies).
- *Theft and robbery:* A student who takes money or other property (physical or electronic) with the intent to deprive another person or the school of that property. The threat or the use of force or violence is considered a serious breach of conduct. In these instances the school reserves the right to contact the proper law enforcement agency.
- *Sexual harassment:* A student who subjects another to any unwelcome sexual advances including verbal harassment, unwelcome or inappropriate touching, or suggestions, requests, or demands for sexual favors.
- *Violation of acceptable use policy:* Students who violate the acceptable use policy in one form or another are open to disciplinary action including suspension. This would include signing on as parents.
- *Willful disobedience* – which includes but is not limited to habitual tardiness, truancy, or failure to comply with any other documented school rules and regulations.
- *Repeated violation of any disciplinary issues.*

### 3. Expulsion



When a student is expelled, he or she is separated from the school for an extended period of time, or permanently, for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

Violations that may lead to expulsion include, but are not limited to, any behavior that indicates that a student is a serious threat to the safety of others, possession of firearms, dangerous weapons, bombs, or explosives, criminal behavior, arson, under the influence of or possession of, or sale of controlled substances or paraphernalia. Suspensions or expulsions for children designated as exceptional follow all appropriate state and federal policies, regulations, and laws.

### **Due Process for Students**

The following actions will be conducted by the school, per each of the disciplinary measures as outlined below:

#### **Suspension (up to 10 days)**

An informal hearing will be convened with the student, Caretaker, School Leader and other staff members as appropriate. The School Leader will inform the student and Caretaker of the allegations and an explanation of the evidence that supports the allegations. The student will be provided with an opportunity to present his or her version of the occurrence. If the School Leader determines that the incident(s) justifies suspension, written notice will be provided to the student and his/her Caretaker. The student will be provided all due process as required by law.

#### **Suspension of an additional 10 days, or an Expulsion**

If a principal believes that a student has committed an offense that might require expulsion, the principal may suspend the student for 10 days pending a committee of the board hearing. During this time, the principal will request a hearing by the appropriate committee of the board of directors to discuss the possible expulsion of the student. The principal will provide written notice to the Caretaker of the student which includes (1) date, time and location of hearing; (2) description of the incident(s) that is the subject of the hearing; (3) notice that the student and/or Caretaker have a right to review the student's school records prior to the hearing; (4) description of the hearing process and explanation of the consequences of an expulsion. At this hearing, the allegations and supporting evidence will be reviewed. The student shall have the right to present his or her version of the incident(s), call witnesses, cross-examine witnesses and be represented by counsel. The Board, through the School Leader, will provide notification to the student and Caretaker of the Board's decision and discipline determination. The decision of the Board is final.

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

If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described above for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days, the school will determine if the behavior manifested from the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

## **9.4 Academic Honesty**

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### **Cheating**

LACA requires students to complete all assessments (i.e. tests, quizzes, and quick checks) individually without the aid of, but not limited to: (a) the internet, (b) textbook(s), (c) a Learning Coach, (d) or other students. In addition, assignments other than tests, quizzes, and quick checks must be the student's original work. Please see the policy on *Plagiarism* below.

#### **First Offense**

The first time a student is determined to have cheated on any assignment, the student will receive a zero for that assignment or assessment without the opportunity to make it up.

### **Second Offense**

The second time a student is caught cheating, he/she will be required to attend a conference call with a teacher and the principal.

### **Third and Subsequent Offenses**

The third time (or subsequent times) a student is caught cheating, he/she may be required to complete the assignment/assessment in a LACA office under the supervision of a teacher.

## **Plagiarism**

Connections Academy requires the original work of all students and in so doing, prohibits plagiarism of the work of others. Students shall be expected to properly cite the origin of work that is not the student's own. If work content, other than commonly known facts, is not properly cited, attributed, or credited, the work may be determined to be plagiarism.

Students may not plagiarize in written, oral, or creative work. In general, plagiarism occurs when a student uses another person's words, products, or ideas without proper acknowledgement of the original work and with the intention of passing it off as his or her own. Plagiarism may occur deliberately (with the intention to deceive) or accidentally (due to poor referencing). It includes copying material from a book, copying and pasting information from the Internet, and getting family or friends to help with coursework.

### **First Offense**

The first time a student is determined to have plagiarized the work of other(s), the student will receive a warning. The student will be required to resubmit the question/assignment with original work. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

### **Second Offense**

The second time a student is caught plagiarizing, he/she will be required to redo the question/assignment, but can only receive up to half credit. If a student chooses not to resubmit the work, the student will receive a zero for that question/assignment.

### **Third Offense**

The third time a student is caught plagiarizing; he/she will receive a zero and will not have the opportunity to redo the question/assignment. Such repeated offenses of plagiarism by a student may result in a recommendation by the principal that the student be determined to be a repeat violator of school policy and a disruption of school discipline. Such recommendation may result in a determination to suspend or expel the student.

## **9.5 Grievance Policy for Caretakers**

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The school is committed to ensuring stakeholder satisfaction, and takes its responsibilities for the provision of educational services to the student very seriously. These school responsibilities are set out in the Parent/Legal Guardian Agreement (PLCA) and the School Handbook: General Portion and include such things as: contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

The school will also ensure the family and student adhere to their responsibilities stated in the PLCA and the School Handbook: General Portion, and when necessary, will discipline, disenroll a student, or take legal action against the family for a breach of the agreement or a school policy. Reasons for such disciplinary actions include, but are not limited to, failure to attend mandatory state testing, or failure to return materials. Louisiana Connections Academy provides state-funded computer equipment and educational materials to families for educational purposes during the school year, and reserves the right to invoice or refer to collections those families who do not return equipment or materials in a timely manner at the end of the school year or upon withdrawal from the school.

### **Caretaker Remedies**

If a Caretaker has concerns with the school's action or performance on any of the above-defined school responsibilities or disciplinary actions, he or she has the following remedies available :

#### **Addressing Issues**

For routine issues or for a first attempt at redress, contact General Information Services via phone at 1-800-382-6010 or via e-mail at [support@connectionseducation.com](mailto:support@connectionseducation.com).

For more serious issues and/or to address lack of resolution of the issue at lower level, a detailed grievance procedure has been set forth below. All grievance proceedings will be conducted in a manner that protects the confidentiality of the parties and the facts. If a hearing is required for grievance proceedings, the parties will be provided with all due process procedures as required by law.

Where a Caretaker feels that there has been discrimination on the basis of sex or on the basis of Section 504 of the *Rehabilitation Act* of 1973 that prohibits discrimination on the basis of disability, allegations of sexual abuse or any other misconduct on the part of the school or its employees, then the Caretaker must activate the grievance procedures set out below and can directly report the complaint to the Director of Schools (Step 4) who is the person designated for the overall implementation of the requirements of Title IX and Section 504.

If charges are brought against a student for a breach of the PLCA, which could result in a suspension of an additional ten (10) days or an expulsion, the due process procedures in the *Discipline* section of this Supplement are to be followed.

## **Grievance Process**

1. A Caretaker with the grievance must, in writing, report the dissatisfaction, and submit it to the student's teacher (or other appropriate Louisiana Connections Academy staff member, as necessary). All parties involved must be appropriately defined, and the problem must be clearly outlined.
2. The recipient of the grievance must review the issue with his or her supervisor and respond to the Caretaker within three (3) school days.
3. If the original recipient did not resolve the grievance, the Caretaker should request a meeting with the recipient's supervisor. The supervisor should investigate the matter, and schedule a meeting with the Caretaker, the student, if necessary, and any other staff member (if necessary), within five (5) school days.
4. If either party does not resolve this grievance, the Caretaker should then request a meeting with the Director of Schools. The Director will investigate the matter, and schedule a meeting within five (5) school days.
5. If a resolution was not reached at the above three (3) meetings, the Caretaker may request a meeting with the Chief Academic Officer, who will investigate the matter, and arrange a meeting within five (5) school days.

If the school has not been able to address the Caretaker's concern through the grievance process set out above, or if there has not been a prompt and equitable resolution of a complaint prohibited by Title IX and Section 504, the Caretaker can contact the parent member on the school's Governing Board. The Caretaker can also resort to contacting the Louisiana Department of Education. Current contact information for Governing Board members is listed on the [school website](#)

### **9.7.2 Caretaker Access to Teacher Qualification Information**

To verify teacher qualification, you may access the [Teach Louisiana Website](#) and select Verify a Louisiana Certificate.

## **10 EDUCATIONAL MATERIALS PROVIDED BY THE SCHOOL**

### **10.2.2 Technology Provided by Connections Academy**

Consult the [Hardware and Connectivity](#) section of your school website to find out what technology is provided by your school.

### **10.2.4 Use of Personal Equipment and Software**

Louisiana Connections Academy provides families the necessary equipment and software needed for students and Learning Coaches to do their day-to-day schoolwork. If the use of a printer is desired, families are required to provide their own printer. Because the school provides all required equipment, there is no technology hardship scholarship program available to families in this school. Families may use their own equipment and software if they meet the [minimum system requirements](#) detailed on the school website and in the School Handbook: General Portion.

### **10.2.5 Use of the Internet**

#### **Internet Subsidy**

Each family will receive a subsidy for their Internet use, unless the family elects to waive the subsidy payment. The subsidy is awarded on a per family basis, not a per student basis, and is paid via debit card. The subsidy will be equal to \$16.95 a month, but will be paid out three times during the year through a third party vendor contracted through Connections Education, LLC. Therefore, each debit card amount will be \$50.85. In order for the household to receive the internet subsidy, the following information is provided to the third party vendor contracted to issue the debit cards: name of individual to whom subsidy is being made; mailing address of person to whom subsidy is being made. No other information will be provided to such third party vendor. The debit cards will be sent according to the approximate schedule listed below.

### Debit Card Issuing Schedule

Debit Card Number	Cut Off Date for Debit Card Disbursement	Month Debit Card is Issued	Months the Debit Card Covers
1	November 15	December	September, October, November
2	February 15	March	December, January, February
3	May 15	June	March, April, May

Families must be enrolled at the time of the disbursement in order to be eligible. Families who were not enrolled for the entire payment period will receive a pro-rated payment. Families are not given a subsidy for the summer months.

### Internet Safety Policy

It is the policy of LACA (the "School") to:

- prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- prevent unauthorized access to and other unlawful online activity related to inappropriate material via the Internet;
- prevent unauthorized online disclosure, use, or dissemination of personally identifiable information
- comply with the Children's Internet Protection Act ("CIPA") (Pub. L. No.106-554 and 47 USC 254 (h)).

To the extent practical, technology protection measures (or “Internet filters”) shall be made available for all computers accessible by students and placed on the computers located at the school site locations. As required by CIPA, this blocking technology is applied to visual depictions of material deemed obscene or child pornography or any other material deemed to be harmful to minors.

Technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

To the extent practical, the school takes steps to promote the safety and security of users of Connexus when using electronic mail, chat rooms, instant messaging, and any other form of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

To the extent practical, the school, through its School Handbook: General Portion and this Supplement, the Connexus Terms of Use and its staff, is committed to educating, supervising and monitoring the appropriate usage of Connexus and access to the Internet in accordance with this policy, CIPA, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21<sup>st</sup> Century Act.

The School will provide age-appropriate training for students who use Connection Academy’s Internet facilities. The training provided will be designed to promote Connection Academy’s commitment to the standards and acceptable use of Internet services, as set forth in the School Handbook: General Portion, this Supplement, and the Connexus Terms of Use; and Student safety with regard to safety on the Internet; appropriate behavior while online, on social networking websites, and in chat rooms; and cyber bullying awareness and response.

This Internet Safety Policy was adopted by the Board of LACA at a public meeting, following normal public notice, on April 22, 2013.