



Student-Parent Handbook

2017-18

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FORWARD

JCFA is committed to working with students and their support systems to fulfill each of their goals. The procedures and policies in this pamphlet are designed to create an atmosphere conducive to students being and becoming the very best they can be.

MISSION STATEMENT & ORGANIZATION PURPOSE

JCFA's mission is to provide a learning environment that allows students to develop their potential; to prepare students for post-secondary education and/or the work force; and to collaborate with community agencies, organizations, and institutions to meet students' needs.

JCFA re-engages and re-connects students who have been unsuccessful in the traditional school system, increases the number of high school graduates, and guides students to post-secondary training, education, and workforce opportunities.

The academic philosophy of JCFA is:

- All students, especially at-risk students, are capable of excelling academically when given the supportive services they need to focus on their academic goals;
- Academic success should not be limited to what is taught in a classroom, but must encourage and include life experiences as well as hands-on learning to help develop the whole student;
- Relevance and rigor must exist in practice as well as in policy and should include academic ideas as well as personal practices;
- Education is not a point in time but a continued journey that requires access, support, and commitment; and
- Focus on individual needs and create success one student at a time.

STUDENT CREATED MISSION STATEMENT

JCFA's inaugural class created the following mission statement: JCFA's mission is to provide students an alternative path to earning a high school diploma in a safe and nurturing environment.

EXPECTATIONS

JCFA's expectations are designed to support a culture of respect, and are shared by faculty, staff, students and Board of Governance members.

- Be kind
- Follow directions
- Be prepared for class/school
- Don't waste time/maximize learning opportunities

- Wear proper attire
- Maintain a clean environment
- Be open and honest and communicate your emotional, educational, and physical needs

ACADEMICS

JCFA works with students who have dropped out or are at risk of dropping out to help them earn their high school diploma in a safe and nurturing environment.

NON-DISCRIMINATION POLICY

Services are provided and admissions/referrals are made without regard to race, color, religious creed, ancestry, gender, sexual orientation, disability, age, or national origin.

It is the policy of JCFA not to discriminate on the basis of race, color, national origin, age, religion, gender, sexual orientation or disability in the educational programs or activities which it operates as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990.

GRADING, CREDITS, AND GRADUATION

GRADING SCALE FOR REGULAR COURSES

GRADE	STANDARD	QUALITY POINTS
93-100	A	4.0
85-92	B	3.0
75-84	C	2.0
67-74	D	1.0
0-66	F	0.0

GRADING SCALE FOR ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, GIFTED AND DUAL ENROLLMENT COURSES

GRADE	STANDARD	QUALITY POINTS
93-100	A	5.0
85-92	B	4.0
75-84	C	3.0
67-74	D	1.0
0-66	F	0.0

Effective for high school graduates beginning with academic year (high school) 2017-2018, the TOPS Cumulative Grade Point Average will be calculated by dividing the total number of quality points earned on the courses used to complete the TOPS core curriculum by the total units earned to complete the TOPS core curriculum. Quality points equal the credit for the course multiplied by the value assigned to the letter grade. The quality points for courses used to complete the TOPS core curriculum, except for Advanced Placement, International Baccalaureate, Gifted and dual enrollment courses, shall be converted to a 4.00. The quality points for Advanced Placement, International Baccalaureate, and Gifted and Dual Enrollment courses used to complete the TOPS core curriculum shall be converted to a 5.00 scale.

Students must score an average of 75% on each course's cumulative exam. Students who fail the cumulative exam will not receive credit for the course. Grades will be calculated in the following manner:

30%	Assessments
30%	Class work
20%	Work ethic
20%	Final exam

The score earned through End of Course exams will be worth 25% of a student's final course grade in the following classes: English II, English III, Algebra I or Algebra I part 2, Geometry, Biology, and American History. For students with disabilities identified under IDEA who meet the LAA2 participation criteria prior to taking the first EOC test, the EOC test score shall count for 5% of the student's final grade for the course.

Final grades reported on transcripts shall be letter grades.

GRADE APPEALS

If a grade of any kind is to be appealed by a student and/or parent/guardian, it must be done within 15 school days of the issuance of that grade. Before meeting with the CAO, every effort must be made between the student and/or parent/guardian and the instructor to resolve the matter. If the matter is not resolved between the student and/or parent/guardian and the instructor, a conference will be held in which the student, parent/guardian, instructor and CAO will be present. The appeal will be heard by the CAO whose decision is final.

PRESCRIPTIVE TESTING

Prescriptive testing allows a student to test out of lessons or topics they have previously mastered. Prescriptive testing allows students to finish courses faster. All students enrolled in online courses may take advantage of Prescriptive testing where available. Prescriptive tests must be taken on campus in the classroom for that subject area.

GRADUATION

JCFA holds two graduation ceremonies per campus each year to celebrate students who have completed all requirements to earn a high school diploma. Graduations are held in the late winter and late summer. Students are eligible to participate in a graduation ceremony once ALL graduation requirements are completed. Exceptions

may be granted in special circumstances by the CAO and Executive Director. When graduation dates are announced, the deadline for course completion to be eligible for participation will also be announced.

GRADUATION REQUIREMENTS

The information below is based upon guidelines contained in the Louisiana Administrative Code, Title 28 - Bulletin 741, the Louisiana Handbook for School Administrators.

THE TOPS UNIVERSITY DIPLOMA

For incoming freshman in 2008-09 through 2013-14, the 24 units required for the college diploma shall include 16 required units and 8 elective units for the LA Basic Core curriculum, or 21 required units and 3 elective units for the LA Core 4 curriculum. For incoming freshman in 2010-11 through 2013-14, students completing the LA Basic Core curriculum must complete a career area of concentration or a Jump Start program to earn a high school diploma. For incoming freshman in 2008-09 through 2013-14, all ninth graders in the college and career diploma pathway will be enrolled in the LA Core 4 curriculum. For incoming freshmen in 2014-15 and beyond completing the TOPS University Diploma, the minimum course requirements include 21 required units and 3 elective units for a total of 24 units.

AREA OF CONCENTRATION

Students enrolled in the LA Basic Core Curriculum shall complete an Area of Concentration. To complete a Career Area of Concentration, students shall meet the minimum requirements for graduation including four (4) elective primary credits in the Areas of Concentration and two (2) related elective credits including one computer/technology course. NOTE: Each high school does not offer all 16 Career Clusters. Please check with the Student Success Coordinator to learn which Areas of Concentration are offered at JCFA.

THE CAREER DIPLOMA

The 23 units required for the career diploma shall include academic credits and a sequence of seven credits in career and technical education for incoming freshmen prior to 2014-15 or participation in approved training programs that lead to an approved industry-based credential for incoming freshmen in 2014-15 and beyond.

HIGH STAKES TESTING REQUIREMENT

For incoming freshmen prior to 2010-2011, students must pass the ELA and math components of the GEE or LAA 2 and either the science or social studies portions of the GEE or LAA 2. For students with disabilities who have passed two of the three required components of the GEE or LAA 2 and have exhausted all opportunities available through the end of the 12th grade to pass the remaining required GEE or LAA 2 component, that GEE or LAA 2 component may be waived by the Department of Education if it determines that the student's disability significantly impacts his/her ability to pass the GEE or LAA 2 component.

Only students with disabilities eligible under IDEA who meet the LAA2 participation criteria and entered high school during or prior to the 2013-14 school year may take the LAA2.

For incoming freshmen in 2010-2011 and beyond, students must pass one end-of-course (EOC) test in the following categories to earn a standard diploma:

- 1) English II or English III
- 2) Algebra I or Geometry
- 3) Biology or American History

4) Students with disabilities identified under IDEA who meet the LAA2 participation criteria and entered high school during or prior to the 2013-14 school year may meet the assessment requirements by passing the ELA and math components of LAA2 and either the science or social studies components of LAA2.

ACT 833

Act 833 establishes that IEP teams can determine alternative pathways for grade promotion and graduation for students with disabilities who have not passed standardized tests or met local requirements for promotion. Act 833 states that IEP teams can determine promotion criteria only if, in the school year immediately prior to each grade level in which the student would otherwise be required to demonstrate certain proficiency levels in order to advance to the next grade level, the student has not otherwise met the state and local requirements for promotion or has not otherwise met state established benchmarks on the required state assessments.

TAYLOR OPPORTUNITY PROGRAM FOR STUDENTS – TOPS SCHOLARSHIP

Louisiana's Taylor Opportunity Program for Students (TOPS) is a program of state scholarships for Louisiana residents who attend either one of the Louisiana Public Colleges and Universities, schools that are part of the Louisiana Community and Technical College System, Louisiana approved Proprietary and Cosmetology Schools, or institutions that are part of the Louisiana Association of Independent Colleges and Universities.

The four different award components of the TOPS program are: TOPS Opportunity Award, TOPS Performance Award, TOPS Honors Award, and TOPS Tech Award. Please visit the Louisiana Office of Student Financial Assistance's website at www.osfa.la.gov for a complete listing of the TOPS Tech Curriculum requirements, the TOPS Core Curriculum requirements for 2014-17 Graduates and the TOPS Core Curriculum requirements for 2018 Graduates and beyond.

Students are encouraged to work closely with their mentors and the Student Success Coordinator or his/her designee to determine specific requirements for particular colleges and universities; some require two (2) years of foreign language, physics, computer literacy, fine arts, etc., while others may not accept Financial Math or Math Essentials.

INDIVIDUAL GRADUATION PLAN (IGP) REQUIREMENT

Act 257 of the 2009 Louisiana Legislature indicated that by the end of the eighth grade, each student shall develop, with the input of his/her family, an Individual Graduation Plan (IGP). The purposes of the IGP document and related activities are as follows:

- Explore educational and career possibilities
- Make appropriate secondary/postsecondary decisions as part of an overall career plan
- Plan based on the student's talents and interests
- Consider graduation requirements relevant to the student's chosen area of concentration and postsecondary entrance requirements.

Each student, with the assistance of his/her parent/legal guardian and the Student Success Coordinator, shall be allowed to choose the high school curriculum framework and related graduation requirements that best meets his/her post-secondary goals. Each student's IGP shall include the recommended sequence of courses for successful completion of his/her chosen major that aligns with postsecondary education, training, and the workforce and shall be reviewed annually.

IGPs shall be sufficiently flexible to allow students to change their program of study, yet be sufficiently structured to ensure that a student will meet the high school graduation requirements for his/her chosen major and be qualified for admission to a postsecondary institution or to enter the workforce. Each student's IGP shall be signed by the student and his/her parent or other legal guardian.

CREDIT VERIFICATION

Upon enrollment in a course, the Student Success Coordinator will provide the instructor with a Course Completion Form (Blue Slip). This allows the instructor to verify the student's enrollment in his/her class.

Upon completion of a course, instructors will complete a Course Completion Form (Blue Slip) and will file the form with the Student Success Coordinator.

The Student Success Coordinator shall maintain a Credit Verification Form (CVF) for each student and may provide students with copies of the CVF as requested. The CVF may be used as an IGP in student guidance meetings.

*Ref: Louisiana Handbook for School Administrators, Bulletin 741, LA DOE
Louisiana Handbook for School Administrators, Bulletin 741 §2318, LA DOE*

TESTING & ASSESSMENTS

Students enrolled with JCFA must complete all necessary assessments required by the Louisiana Department of Education and/or the Board of Elementary and Secondary Education. In addition to these assessments, JCFA students will also participate in TABE testing upon entering the school as well as periodically throughout their enrollment. The TABE test will be given in Reading and Mathematics, and will be used to determine a student's progress in these areas. The data collected through the TABE test will also be used for curriculum preparation and academic remediation planning. The Student Success Coordinator shall serve as the School Testing Coordinator.

TABE

Students are assessed during the application process using the TABE to determine reading and math levels. This assessment data is used to determine an individual student's need for remediation in fundamental areas. Students are re-assessed during the year using the TABE to chart growth in reading and math. TABE testing during the enrollment process, and yearly retesting, is required for students to remain in good standing.

LOUISIANA EDUCATION ASSESSMENT PROGRAM (LEAP)

LEAP is a series of annual assessments in English language arts, math, science, and social studies. JCFA students enrolled in the 8th grade are required to take the LEAP. LEAP will be used to determine promotional eligibility as determined by BESE.

GRADUATE EXIT EXAM (GEE)

For incoming freshmen prior to 2010-2011, students must pass the English language arts and mathematics components of the GEE or LAA 2 and either the science or social studies portions of the GEE or LAA 2. For students with disabilities who have passed two of the three required components of the GEE or LAA 2 and have exhausted all opportunities available through the end of the twelfth grade to pass the remaining required GEE or LAA 2 component, that GEE or LAA 2 component may be waived by the Department of Education if it determines that the student's disability significantly impacts his/her ability to pass the GEE or LAA 2 component.

END OF COURSE TESTING (EOC)

For incoming freshmen in 2010-2011 and beyond, students must complete End of Course Testing (EOC) in the following courses: English II, English III, Algebra I part 2 (or Algebra I), Geometry, Biology, and American History. Students must meet the following assessments requirements to be eligible to receive a standard diploma:

- a) students must pass one of the following: English II or English III, and
- b) students must pass one of the following: Algebra I part 2 or Geometry, and
- c) students must pass one of the following: Biology or American History.

For incoming freshmen prior to 2010-2011, EOC Testing may be required for completing of the following courses: English II, English III, Algebra I part 2 (or Algebra I), Geometry, Biology, and American History.

For all students completing EOC Testing, the results of such tests will be calculated as 25% of the student's final grade in the course. For students with disabilities identified under IDEA who meet the participation criteria found in *Bulletin 1530 -- Louisiana's IEP Handbook for Students with Exceptionalities*: §405.B and R.S. 17:183.2, the EOC test score shall count for 5% of the student's final grade for the course.

Students who are completing their third year in high school must take the Algebra I and English II EOC tests, or LAA 1. All students must test regardless of course enrollment, grade assignment or program assignment.

ACT SERIES (ACT & WORKKEYS)

Students in 11th grade will take a series of assessments including the ACT series to ensure students are on track to graduate from high school with the knowledge and skills to success in college and challenging 21st century careers. These tests assess student achievement of English, reading, math, and science. Students earn a score in each subject and a composite score which reflects all subjects.

- a) students in 11th grade will take ACT which is scored on a scale of 0-36
- b) students in 11th grade (Jump Start pathway) will take WorkKeys (other students who may benefit from the WorkKeys assessment will be given the opportunity to test)

ACT WorkKeys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. The series of tests measures foundational and soft skills and offers specialized assessments to target institutional needs. As part of ACT's Work Readiness System, ACT WorkKeys has helped high school students to build their skills and develop successful career pathways.

ENGLISH LANGUAGE DEVELOPMENT ASSESSMENT (ELDA)

Students who are learning English as a second language are assessed annually using the ELDA. The assessment measures proficiency in listening, speaking, reading, writing, and comprehending English. Test results are used to report progress and attainment of English proficiency for Limited English Proficiency students.

Ref: Pupil Progression Policies and Procedures, Bulletin 1566, LA DOE

ACADEMIC HONESTY

All students at JCFA are encouraged to work to their fullest potential and strive for excellence in their pursuit of knowledge. To that aim, students are expected to demonstrate academic honesty in the completion of all assignments and assessments; this requires that the work be the original of the student and appropriate credit be given to all sources used.

All members of the school community will accept responsibility for creating a positive school climate that supports and encourages the spirit of academic honesty:

The **STUDENT** will adhere to the spirit and letter of the policy in the completion of all tests, quizzes, exams, projects, reports, homework, and class assignments.

The **PARENT** or guardian will review the academic honesty policy and encourage the student to practice integrity throughout his or her academic career.

The **TEACHER** will make the students aware of the principles and consequences of the policy, refer to them on an ongoing basis, provide safeguards that will discourage cheating, make clear to the students the policy will be strictly enforced, and take disciplinary action in instances of dishonesty according to the process specified below.

The **ADMINISTRATOR** will promote the spirit of academic honesty across the campus, publicize the policy through the student handbooks and other means, take action when the code is violated, and enforce the consequences.

EXAMPLES & DEFINITIONS OF ACTS OF ACADEMIC DISHONESTY

Acts of academic dishonesty include, but are not limited to, the following:

- 1) Cheating – giving or receiving external help (oral, written, or electronic) on an examination, test, assignments, or quiz, or sharing notes without permission of the teacher.
- 2) Fabrication – inventing or falsifying data, a citation, or other authority in an academic assignment.
- 3) Forgery – the signing of another person's name on any school document.
- 4) Unauthorized Collaboration – a student and another person working together on an assignment when not directed to do so by the teacher. Examples include copying another student's work or allowing one's

work to be copied, doing an assignment for another student, using another student's notes with or without the consent of the student, or giving/receiving information from tests previously given.

5) Plagiarism – representing another person's words, ideas, or work as one's own. Instances include, but are not limited to: (a) copying word-for-word or paraphrasing ideas from an article or book without documenting the source (b) cutting and pasting from the Internet without giving credit, (c) purchasing or borrowing a portion of or the entire research paper and passing it off as one's own, and (d) allowing another student to copy or use one's original writing, including homework.

6) Theft or Alteration of Materials – any stealing, concealment, or alteration of student or teacher instructional equipment or materials, including on-line data.

CONSEQUENCES

Violations of the academic honesty policy may result in one or more of the following consequences:

- 1) Zero on the entire assignment
- 2) Behavior referral to the Chief Academic Officer
- 3) Modified educational services or curriculum delivery
- 4) Parental contact depending on severity of the offense:
 - a) Phone call, and/or
 - b) Conference scheduled with the Chief Academic Officer and teacher/tutor
- 5) Record of incident becoming a permanent part of the student's disciplinary record
- 6) Second offense may result in student being removed from program

STUDENTS WITH EXCEPTIONALITIES

It is the responsibility of JCFA to implement all federal and state regulations pertaining to the education of children with exceptionalities. Please refer to Regulations for Implementations of the Children with Exceptionalities Act (R.S. 17: 1941 et seq.) – Title 28 Part XLIII, Bulletin 1706, Subpart A - Regulations for Students with Disabilities, Louisiana Department of Education. Subpart B - Regulations for Gifted/Talented Students.

RESPONSE TO INTERVENTION ACADEMIC AND BEHAVIOR SYSTEMS

Response to Intervention is a three-tiered approach used to identify students who may be struggling in school. It provides them with systematically applied strategies at varying levels of intervention. The goal of JCFA's RtI program is to assist all students during their learning process by using instructional practices designed to improve student achievement. JCFA's RtI program incorporates both academic and behavioral components. We understand the importance of monitoring and supporting students in both areas simultaneously; therefore, we have aligned our RtI program with our mission to support students in their success as we prepare them for college and/or the workforce in a safe and nurturing environment. Communication with a student's support system regarding the student's performance at school and supports provided is critical to a student's success. With this in mind, the the RtI program consists of three tiers, all of which incorporate communication with the student's support system (parents, guardians, other relatives, probation officers, etc.) as well as community connections and partnerships.

TIER 1

Tier 1 strategies are in place to meet the needs of the great majority of students. These include the following elements:

- Web-based curriculum following standards approved by the Louisiana Department of Education and the Board of Elementary & Secondary Education
- Behavioral support systems
- Effective instruction by well-trained faculty and staff
- Small class sizes with low pupil to instructor ratio
- Student reviews
- Universal screening and progress monitoring

In our daily educational practices, JCFA has small class sizes and a low pupil to instructor ratio. Classes are limited to 20-22 students per classroom. Each classroom is staffed with a teacher and at least one tutor. With a minimum of two academic supports in each classroom, students are able to receive one-on-one instruction while working independently through the web-based curriculum (Edgenuity). Differentiated instruction is incorporated through the online curriculum, one-on-one tutoring, small group remediation, and regular interventions.

Students participate in annual vision and hearing screenings.

Teachers monitor progress daily, weekly, and monthly using the web-based curriculum. Teachers also report on student progress weekly using school-created spreadsheets and processes. Students are offered additional time after regular school hours Monday-Thursday to work on courses to help with progress. Teachers and tutors monitor this additional class time to assist students with learning, offer additional one-on-one instruction, and provide interventions.

JCFA includes the entire student body in the campus-wide Positive Behavioral Interventions and Supports (PBIS) program. This program uses the approach of rewarding students with positive reinforcement. Students are able to earn “Scholar Dollars” for various positive behaviors. JCFA also incorporates the bi-monthly student Work Ethic Rubric into the PBIS program by rewarding students who are displaying good work ethic scores as well as those who are showing improvement. Students are acknowledged and celebrated during the bi-weekly Family Meetings (school assemblies).

During the New Student & Parent Orientation events, students and their support systems are informed of school expectations. Students are also encouraged to participate in goal-setting activities which lead to the creation of action plans for each student. Students then participate in 15- and 30-day reviews with the Student Success Coordinator and Student Liaison. During these reviews, students are able to discuss progress, attendance, work ethic, and challenges. These reviews allow the school to intervene early during student’s enrollment to assist the student in experiencing success.

Each student is assigned to a member of the faculty or staff who will serve as that student's mentor. The mentor meets with the student individually and in small groups periodically to check on progress and provide personalized supports to increase academic and positive behavior achievements.

TIER 2

Tier 2 strategies aim to serve students who are having difficulty working through the supports provided in Tier 1. In addition to continuing Tier 1 supports, Tier 2 targeted intervention strategies include the following:

- Individualized assessments and interventions
- Increased progress monitoring
- Behavioral and academic interventions

Tier 2 interventions will be specialized, structured, systemic, purposeful, and focused. Evidence-based instructional practices will be provided to students with similar needs. During this level of intervention, teachers and tutors may use additional resources and instructional methods that support the web-based curriculum. Instructors will individualize course content and assessments for students who are having difficulty with content. These academic and behavioral interventions may provide more opportunities for students to process information and to practice the target skill. This intervention may also limit the information and allow the teacher or tutor to deliver it to students in smaller segments.

JCFA focuses on intensive remediation and intervention on this group of students. Students experience increased individual and small group work with tutors and teachers. These intensified individual and small-group remediation increases when preparing for high stakes testing. In this tier, students may also be placed in courses to supplement prior knowledge and learning deficits based on the reading and math portions of the TABE, ELDA scores, as well as other assessments.

During these methods, a student's progress may be monitored not only by the teacher but also the student's mentor and/or the Chief Academic Officer. This increased monitoring allows for targeted conversations with students to modify behavior which may be resulting in a lack of or lowered progress. At this time, a student may be placed on a Performance Improvement Plan (PIP) with the support of the mentor who serves as the student's PIP Coach. The PIP is individualized according to student need and may be based on academic and/or behavioral interventions. A PIP challenges a student to take responsibility for his/her behavioral and academic success while providing him/her the support(s) to increase achievement. During the PIP writing process, students are encouraged to reflect on current practices and create goals to be reached during a set time. With the guidance of the mentor, the student creates an action plan to ensure understanding of the required modifications needed to reach the set goals.

TIER 3

In addition to continuing Tier 1 and 2 supports, Tier 3 strategies include the following:

- Research- and evidence-based interventions
- Intensive intervention based on individual need
- Behavioral support and intervention
- Skilled service providers

JCFA relies heavily on the services of an A-BIT to determine the academic supports necessary to help students experience and achieve success. During this tier, we include the student's parents/guardians and community networks to ensure the student receives a quality education at his/her level of need. Progress continues to be monitored closely using both the web-based curriculum and in-house procedures. Through this monitoring, we are able to determine the accommodations and modifications necessary to assist the student. If necessary, students are recommended for evaluations and supported through the process to receive additional services.

SECTION 504 OF THE REHABILITATION ACT (1973)

Section 504 - applies to students who do not qualify to receive special education services (Bulletin 1508) but are identified (based on 504 assessment) to receive individually planned accommodations and/or modifications in the regular education setting. The Individual Accommodation Plan (IAP) sets forth accommodations and/or modifications necessary for the regular education student to have equal access to the educational benefits of the school's program(s).

LIMITED ENGLISH PROFICIENCY

JCFA recognizes that the inability to speak and understand the English language limits the student's effective participation in educational programs. Students whose primary languages are languages other than English shall be provided special assistance, in conformity with applicable Federal and State statutes and regulations.

Parents shall be notified of their children's eligibility for the limited English proficiency program no later thirty (30) days after the student's entrance into JCFA.

Written communications to parents shall be in a uniform format that is comprehensible to families and in a language the parents can understand.

English Language Testing Center – East Bank
Alfred Bonnabel High School 2801 Bruin Drive, 800 Bldg, Kenner, LA 70065
Phone (504)443-4229 Fax (504)469-2087

Ref: Language Instruction for Limited English Proficient and Immigrant Students

HOMELESS STUDENTS

JCFA shall provide a free appropriate public education to any homeless child or youth within the jurisdiction of the enrolling school. For the purpose of this policy, the term *homeless* includes an individual who lacks a fixed,

regular, or adequate residence; or has a primary nighttime residence in a shelter, an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings. The term does not include any individual imprisoned or adjudicated.

Homeless students requesting enrollment will be placed in school immediately, even if required registration documents are unavailable. School documents needed should be requested after the student has been enrolled. There will be no barriers to homeless children and youth entering school.

In addition to the above, JCFA shall:

- Maintain and have immediately available, any records ordinarily kept by the school of each homeless child or youth (immunization records, academic records, birth certificates, guardianship records, evaluations for special services or programs, etc.).
- Continue the education of homeless children or youth for the remainder of the academic year, or for the following academic year if the family becomes homeless between academic years.
- Provide services comparable to services offered to other students in the school of attendance, including transportation services, educational services for which the child or youth meets the eligibility criteria (Title I programs, special education, limited English proficiency) and programs in vocational education.
- Designate a homeless liaison to coordinate services and ensure that there are no barriers to the enrollment, transportation, attendance, and success in school for homeless children and youth.

*Ref: Stewart B. McKinney Homeless Assistance Act
Title I - Improving the Academic Achievement of the Disadvantaged
Louisiana Handbook for School Administrators, Bulletin 741, Louisiana Department of
Education*

FAMILY EDUCATION RIGHTS & PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Such students are heretofore referred to as "eligible student."

RECORDS RELEASE TO PARENTS (CUSTODIAL & NON-CUSTODIAL) AND LEGAL GUARDIANS

In accordance with FERPA, it is the policy of JCFA not to deny access to student educational records to any parent/legal guardian of a child unless it is stated in the court ruling granting custody that the non-custodial parent is not to have access to the child's educational records. In such cases, a copy of the papers should be on file at the school and the instructions of the court followed.

RECORDS RELEASE

Educational institutions shall not release educational records or personally identifiable information without the written consent of the parent/legal guardian or eligible student except to the individual school's authorized professional staff, and to other schools or school systems in which the student seeks or intends to enroll.

DIRECTORY INFORMATION

The term "directory information" means information contained in a student's education records that would not generally be considered harmful or an invasion of privacy if disclosed. The term includes, but is not limited to the student's name, address, telephone listing, electronic mail address, photograph, date and place of birth, major field of study, grade level, enrollment status, participation in officially recognized sports and activities, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous educational agency or institution the student attended.

Any parent/legal guardian or eligible student wishing directory information to be withheld must sign a Directory Information Not to Be Released Form and submit it to the school within 30 days of enrollment for each student's information to be withheld.

EDUCATIONAL RECORDS: ACCESS/HEARING PROCEDURES

Educational records as defined by law are those records which are directly related to a student and are maintained by an educational agency or institution. Upon request, a parent/legal guardian or eligible student may inspect/review the student's educational records. Prior to the educational records being shown, the parent/legal guardian or eligible student must sign a release form. If the records contain information on more than one student, the reviewer may only inspect specific information about the one student.

The parent/legal guardian or eligible student has a right to a copy of the student's educational records within a reasonable period of time and there may be a charge for copies.

The parent/legal guardian or eligible student may ask the school system to amend the student's educational records that contain information that is inaccurate, misleading, or in violation of the student's right to privacy. The request to amend the educational records must be made in writing and specify the changes to be made. The right to challenge the educational records is not a grade grievance mechanism and there is no right to a hearing for a grade dispute. Within a reasonable amount of time after receiving the request to amend the educational records, the CAO or his/her designee will decide whether to amend the educational records and will notify the parent/legal guardian or eligible student in writing of the decision.

If the decision is to not amend the educational records, a written notice will be sent informing the parent/legal guardian or eligible student of his/her right to a hearing. The parent/legal guardian or eligible student requesting a hearing may apply to the Executive Director and complete a Request for Hearing to Amend Records Form. The parent/legal guardian or eligible student will be notified in writing of the date, time, and location of the hearing. The written notification will also state the rights of the parent/ legal guardian or eligible student to present evidence and be represented by an individual of their own choice, including an attorney paid for at their own expense. The results of the hearing will determine if the information is false or not false and the records will or will not be amended. If the decision is not to amend the educational records, the written decision will inform the parent/legal guardian or eligible student of their right to place a statement in the records commenting on the

contested information or a statement why the parent/legal guardian or eligible student disagrees with the decision not to amend the records.

ATTENDANCE

JCFA expects that all students will attend school daily. Regular school attendance is important because students are more likely to experience academic success when they attend school consistently.

STATEMENT OF COMPLIANCE

Students who enroll at JCFA commit to do all of the following:

1. Attend school daily
2. Arrive at school on time every day
3. Demonstrate significant effort toward completing all courses
4. Follow school and classroom rules

Parents of students commit to do all of the following;

1. Ensure that your student attends school daily
2. Ensure that your student arrives at school on time each day
3. Ensure that your student completes all required courses
4. Attend all required parent and teacher or principal conferences

COMPULSORY EDUCATION REQUIREMENTS & TRUANCY

Students who have attained the age of seven years shall attend a public or private day school or participate in an approved home study program until they reach the age of 18 years. Any child below the age of seven who legally enrolls in school shall also be subject to compulsory attendance. The parent or legal guardian of a student shall enforce the attendance of the student at the school to which the student is assigned. Every parent, tutor or legal guardian is entitled to written notification from their student's school when that student has been excessively absent from school. Any student who is a juvenile and who is habitually absent from school or is habitually tardy shall be reported to the juvenile court of the parish or city as a truant child, pursuant to the provisions of Chapter 2 of Title VII of the Louisiana Children's Code relative to families in need of services, there to be dealt with in such manner as the court may determine, either by placing the truant in a home or in a public or private institution where school may be provided for the child, or otherwise.

The process for communicating with students and/or parents/guardians regarding absences and truancy shall be as follows:

- 1) When no valid reason is found for a student's unexcused absences, the CAO or his/her designee shall make outreach efforts to contact the student and/or the student's parents/guardians. Each outreach attempt shall be documented.
 - a) The CAO or his/her designee may conduct a counseling session or conference at the school with the student's parent/legal guardian related to school attendance. The

school CAO or his/her designee will notify the student's parent/legal guardian in writing or by telephone of the conference.

- b) The willful failure of the child's parent/legal guardian to attend a meeting or conference with the CAO or his/her designee to discuss the child's repeated truancy may be grounds for a Family in Need of Services Complaint.
- 2) When no valid reason is found for a student's continued excessive unexcused absences, the parent/legal guardian will be given written notice requiring the student's attendance in school within three (3) days from the date of notice. The willful failure of the child's parent/legal guardian to attend a meeting or conference with the CAO or his/her designee to discuss the child's repeated truancy may be grounds for a Family in Need of Services Complaint.

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

The CAO or his/her designee will make a Families in Need of Services (FINS) referral to Juvenile Court when the school has established that a student is truant or has willfully and repeatedly violated lawful school rules. Until a student transfers to another school or is declared truant by a local court, the student will continue to be enrolled in the school.

Students who have reached the age of majority who have excessive absences may be removed from JCFA.

*Ref: Louisiana Rev. Stat. 17:233
Louisiana Rev. Stat. 17:221*

TYPES OF ABSENCES

The days absent from school shall include each of the following types of absences:

- 1) Exempted, Excused Absences - absences which are not considered for purposes of truancy and which are not considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed. Student absences covered from previously "banked" time will be considered "exempted excused."
- 2) Non-exempted, Excused Absences are absences incurred due to personal illness or serious illness in the family (documented by acceptable excuses, including a parental note) which are not considered for purposes of truancy, but which are considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed. Absences in this category may still count against a student's 90% attendance requirement. If absences in this category result in a student owing hours (i.e.,

places student on the Negative Hours Report), the student is required to bank time until he/she is removed from the Negative Hours Report. Failure to do so may result in a PIP or removal from the program for lack of attendance.

- 3) Unexcused Absences - any absence not meeting the requirements set forth in the excused absences policies, including but not limited to absences due to any job (including agriculture and domestic services, even in their own homes or for their parents/guardians/families) unless it is part of an approved instructional program. Students shall be given failing grades in those days missed and shall not be given an opportunity to make up work. Absences in this category will count against a student's 90% attendance requirement. If absences in this category result in a student owing hours (i.e., places student on the Negative Hours Report), the student is required to bank time until he/she is removed from the Negative Hours Report. Failure to do so may result in a PIP or removal from the program for lack of attendance.
- 4) Suspension - a non-exempted absence in which a student is allowed to make up his/her work and is eligible for consideration for credit provided it is completed satisfactorily and in a timely manner. The absence is considered when determining whether or not a student may or may not be promoted, but is not considered for purposes of truancy. Students absent from school as a result of any suspension shall be counted as absent. If absences in this category result in a student owing hours (i.e., places student on the Negative Hours Report), the student is required to bank time until he/she is removed from the Negative Hours Report. Failure to do so may result in a PIP or removal from the program for lack of attendance.

EXTENUATING CIRCUMSTANCES

Exceptions to the attendance regulation include the extenuating circumstances below that are verified by the CAO or his/her designee:

1. Extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state
2. Extended hospital stay in which a student is absent as verified by a physician or dentist
3. Extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state
4. Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state
5. Quarantine due to prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly disease, as ordered by state or local health officials
6. Observance of special and recognized holidays of the student's own faith
7. Visitation with a parent who is a member of the United States Armed Forces or National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five school days per school year
8. Absences verified and approved by the CAO or his/her designee as stated below:

- a. Prior school system-approved travel for education
- b. Death in the immediate family (not to exceed one week)
- c. Natural catastrophe and/or disaster

DISEASES: COMMUNICABLE AND/OR CONTAGIOUS

It is the policy of JCFA that a student who is suspected of having a communicable and/or contagious disease will be excluded from school until a written statement from a private physician or the Department of Health and Human Resource (Health Department), certifies that he/she is free of the suspected disease or is capable of returning to continue his/her education.

HOMEBOUND

In order for a student to be considered for homebound instruction, the student, as a result of health care treatment, physical illness, accident, or the treatment thereof, must be temporarily unable to attend school for the provision of regular educational services. Such incapacitation shall require verification by a physician or mental health professional. A student is eligible for homebound services if the following criteria are met:

- 1) Student is absent for more than 10 (10) consecutive school days for a qualifying illness.
- 2) The student is free of infectious or communicable disease. If the student is not free of such diseases, other appropriate instructional arrangements must be made.
- 3) The parent/guardian signs a parental agreement concerning homebound or hospital policies and parental cooperation.
- 4) The student must obtain written documentation from a medical or mental health professional indicating that homebound services are required

The homebound instruction program is a continuation of the regular school instructional program, designed to help the student return to school without falling behind in his/her progress. Students designated as homebound must complete an agreement with the CAO or his/her designee agreeing to minimum weekly online work and/or progress completed. In cases where the student is under the age of 18, the parent/guardian of the student must also sign the agreement.

MEDICAL AND EXTENDED LEAVE

In the case of a medical or family circumstance requiring a student to miss more than five (5) consecutive days of school, the student may be temporarily withdrawn from the program, and may be readmitted upon verification of circumstance and documentation.

- 1) Medical Leave - If possible, the student should be placed into homebound services. If the student is deemed unable to perform educational responsibilities due to illness or temporary disability, the student may request a medical leave.
 - a) For medical leave, documentation from the attending physician, dentist, or nurse practitioner licensed to practice in Louisiana must be presented with information regarding the diagnosis and timeline for treatment.

- b) During the student's medical leave, the student and/or the student's parent/guardian must submit monthly reports from the attending physician, dentist, or nurse practitioner certifying that the student continues to have a temporary disability/illness.
- c) To be eligible to return to school, the student must present documentation from the student's physician, dentist, or nurse practitioner licensed to practice in Louisiana indicating that the student's medical condition does not prohibit the student from returning to school, and stating the nature of any limitations related to school activities.

2) Extended Leave - In the case of family circumstances or non-academic barriers, the CAO, or his/her designee, may grant a student an extended leave of absence. During this time, the student will be withdrawn from the program. All necessary documentation must be completed prior to the approval of the extended leave, including a plan for estimated return to school. Due to the compulsory school attendance age, a student under the age of 18 may not be eligible for non-medical extended leave unless he/she is considered an emancipated youth. A student between the ages of seventeen (17) and eighteen (18) may be granted an extended leave from school with the written consent of the parent/legal guardian. A student who has reached the age of majority or a student who has been emancipated may apply for an Extended Leave for him/herself.

PREGNANT STUDENT PROCEDURES AND POLICIES

A pregnant student must submit to the school regular updates and reports from her physician, beginning in the fourth month, certifying her ability to continue functioning in school. If it is determined that the physical/emotional condition of the student precludes her attendance in the regular education program and the student is determined to be eligible for homebound instruction, the school may provide such services to her.

TEMPORARY DISABILITY POLICIES AND PROCEDURES

Before the student with a temporary disability returns to school, the student's parent/legal guardian must present an initial letter from the student's doctor licensed to practice in Louisiana indicating that the student's medical condition does not preclude the student from returning to school. The letter must state the nature of the student's disability, and the student's physical capabilities and limitations, including, but not limited to, physical activities, sitting in a computer lab or traditional classroom, and other school related activities.

During the period of the student's temporary disability, the student's parent/legal guardian must submit a monthly report from the student's doctor certifying that the student continues to have a temporary disability, and changes, if any in the student's ability to function normally within the school environment. During the period of the student's temporary disability, the student may participate in homebound services or be placed on medical withdrawal.

CHRONIC DISABILITY PROCEDURES

Students with chronic physical disabilities and conditions must present written certification from their doctor(s) on an annual basis.

CONSENT TO WITHDRAW & TRANSFER PROCEDURE

NOTE: Any student withdrawing from JCFA may not be allowed to return to JCFA.

A parent or legal guardian who withdraws a student under the age of eighteen (18) years must meet one of the requirements below to be in compliance with the compulsory attendance law:

1. A student, under 18 years of age, who withdraws from school prior to graduating from high school and who has been ruled truant by a court of competent jurisdiction can be ordered by the court to exercise one of the following options within 120 days of leaving school:
 - a. Re-enroll in school and make continual progress toward completing the requirements for high school graduation;
 - b. Enroll in a high school equivalency diploma program and make continual progress toward completing the requirements for earning such diploma;
 - c. Enlist in the Louisiana National Guard or a branch of the United States Armed Forces, with a commitment for at least two years of service, and earn a high school equivalency diploma during such service period.
2. If a student is under the age of 18, the parent or guardian may withdraw the student from high school if that student is accepted into a National Guard Youth Challenge Program in this state.
3. For a student who is under the age of 18 and enrolled in school beyond his/her sixteenth (16) birthday, the parent or legal guardian may request a waiver from the local superintendent for that student to exit school to enroll in an adult education program approved by the Louisiana Community and Technical College System (LCTCS).

Marriage of minors under the age of eighteen (18) years results in their emancipation; hence there is no person in charge or control of them and no method or procedure by which their attendance in school can be compelled.

In order that the school may have sufficient time to prepare for students withdrawing from school, seventy-two (72) hours advance notice shall be given. Before any records are released and final clearance granted, all school property shall be returned and all accounts must be cleared.

The procedure for withdrawal or transferring is as follows:

1. Secure a Student Exit Form from the Student Success Coordinator
2. Student Exit Form must be signed by parent/guardian for students under the age of 18 or by the student if he/she is 18 years or older.
3. Student's instructors will provide the final progress and grade, and will sign the Student Exit Form. If an instructor is not available to provide the information and/or signature, the Student Success Coordinator may complete the necessary information.
4. Chief Academic Officer must sign the Student Exit Form and may meet with the student and/or the parent/guardian.

5. Return completed form to the Student Success Coordinator office for final clearance
6. Student Success Coordinator will provide student with necessary documents for transfer. In the case of a transfer, the new school must contact JCFA to request official records.

*Ref: Louisiana Rev. Stat. Ann. §17:1946 (?)
Louisiana Handbook for School Administrators, Bulletin 741, LA DOE*

CULTURE

JCFA seeks to create and maintain a culture of respect by faculty, staff, students and Board of Governance members.

NEW STUDENT REVIEWS

It is the policy of JCFA to prepare students for post-secondary education and the workforce. In order to better prepare students for transitions following high school, all new students will participate in 15- and 30-day reviews with the Chief Academic Officer or his/her designee. During these reviews, a student's course progress, attendance, work ethic rubrics, and discipline may be reviewed.

The purpose of these meetings is to provide students with the necessary guidance to be successful at JCFA. If it is determined that a student is failing to meet one or more of the expectations set forth by JCFA, a Performance Improvement Plan (PIP) may be designed for the student. Failure to comply with the PIP may result in removal from the program at the 30 day review or later.

FAMILY MEETINGS

JCFA will hold regular Family Meetings with the entire campus population. These assembly times will allow for announcements, updates, celebrations, and PBIS acknowledgments.

SCHOOL UNIFORMS & DRESS CODE POLICY

JCFA reserves the right to require standards of appropriate dress that are conducive to safety, orderly decorum, and that reflect positively on the school. These policies will be enforced at any time students are under school jurisdiction including off-campus activities.

GENERAL DRESS CODE RULES

The way a student dresses reflects his/her attitude toward school and class work. Students **are expected to be neat, clean, and fully dressed in good taste at all times** and in a manner that will not distract from the educational process. Students are expected to be responsible in their dress and grooming by avoiding extremes and manifesting self-discipline with regard to their appearance.

Clothing, tattoos, and any other items worn or displayed by students must not contain or symbolize obscenity, vulgarity, indecency nor should they advocate/advertise violence, alcohol, tobacco, and/or drug use, and may not be distracting to the learning environment. Any garment, hairstyle, adornment, jewelry, or appearance considered

inappropriate by the administration will be prohibited. Clothing or adornment that is hazardous to the safety of the student is unacceptable.

UNIFORM GUIDELINES

- Navy blue polo-style or collared button down shirt, no insignias or logos allowed unless it is the official school logo and be able to be tucked in. The only t-shirts allowed are those distributed by JCFA.
- Shirts must be sized appropriately and should be at least hip length.
- Outerwear may include plain gray, white, black, or navy sweater or sweatshirt, no large graphics or large logos, except in the case of an item provided to the student by JCFA or in the case of a sweatshirt with a college logo
- Khaki or black cotton/twill pants, capris, knee length skirts, skorts, shorts. Dark blue or black jeans (solid color ***pants only*** without rips or tears). No leggings, sweat pants, running shorts or yoga pants allowed.
- Closed-in shoes. No cowboy boots, pumps, slippers, slides, or footwear with wheels
- Pants worn at waist and must have belt loops, no large logos are accepted
- Belts with traditional buckles
- Head apparel is not permitted in building. Head apparel may include, but is not limited to, wraps, curlers, caps, hats, bandanas, hoods, etc.
- Uniforms should be sized appropriately, and cannot expose **ANY** undergarment.
- Proper undergarments are required
- Employed students may wear work uniforms to school with ***PRIOR*** permission from the CAO or his/her designee. Students seeking permission to wear a work uniform to school must submit the dress code for the place of work and his/her work schedule to the CAO.

The following are ***NEVER*** appropriate:

- Pants/shorts/skorts that are *too short* or *too tight* (your zipper should close comfortably)
- T-shirts or shirts that are *too tight* or have inappropriate/vulgar designs/logo
- **Slippers or any shoe without a solid surface/sole**
- **Clothing with holes or clothing with tattered/frayed seams**
- Sheer clothing (see-through)
- Shirts that are off-the shoulder (one or both shoulders)
- Visible undergarments
- Heels – no matter the height
- Mini-skirts
- Pants, shorts, Capri pants, skirts, etc that sag
- **Work-out attire (sweat pants, running shorts, yoga pants, etc)**
- **Pajamas**

EXCEPTIONS FOR RELIGIOUS OR MEDICAL REASONS

Requests for religious or medical exceptions to the dress code must be made to the CAO or his/her designee, who will explore the basis for the exception and determine if the exception is warranted. An individual requesting an exception bears the burden of demonstrating the following:

- Religious Exceptions Requested:
 - The individual has a legitimate religious belief that conflicts with the JCFA student dress code. The dress or grooming of the student is a documented expression of his or her religious belief.
 - The individual has a sincerely held belief that enforcement of the student dress code will have a coercive effect that will operate to prevent his or her exercise of those religious beliefs.
- Medical Exceptions Requested:
 - The individual has a legitimate medical condition that requires clothing that conflicts with the JCFA student dress code
 - The medical condition is one that can be documented from a licensed physician

Any student requesting an exception from the student uniform dress code for religious or medical reasons must produce documentation:

- Establishing the legitimate existence of the religion and evidence of the grooming or dress as rooted in religion and as necessary while in school.
- Establishing the medical condition as confirmed by a licensed physician

JCFA may deny a request if, after review of the request, the requested exception poses a danger to the student requesting the exception or to any student attending the school. All requests for exception must be made prior to any actions that would otherwise be a violation of the student dress code.

PROCEDURE FOR FAILURE TO COMPLY WITH DRESS CODE POLICY

Students who fail to comply with the uniform policy may:

- | | |
|-------------------------|--|
| 1 st Offense | Verbal Warning |
| Subsequent Offenses | Student conference with the principal, phone call home, and/or sent home |

Habitual violation of the dress code may result in a major discipline referral (Pink Slip), and may be cause for removal from the program.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

PBIS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish a positive school culture. The PBIS process results in the creation of effective intervention plans that will reduce problem behaviors, teach new skills, and create support systems for the student. Schools will set behavioral expectations for students that will help to create the positive school culture. Some of the expectations for the student are to (1) attend school daily, (2) arrive to school on time, (3) complete all required assignments, (4) progress in coursework, and (5) follow school and classroom rules.

Scholar Dollars will be part of the Positive Behavior Intervention & Support (PBIS) program. Students may earn Scholar Dollars from any member of the faculty, staff, or administration through various actions and behaviors

including, but not limited to positive student behavior, dress, courtesy, cooperation, helpfulness, work ethic, academic success, progress, etc.

Students are acknowledged for progress, work ethic, attendance, etc. during Family Meetings which take place once each month. Students are able to earn rewards and prizes during Family Meeting based on Work Ethic focusing on the Four A's – Attendance, Attire, Achievement, & Attitude.

Parents are a vital part of this process. Parents should attend all required parent conferences. PBIS is consistent with the Individuals with Disabilities Education Act which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options.

COUNSELING & GUIDANCE

It is the policy of JCFA that a planned comprehensive guidance and counseling program that is preventative and developmental in nature shall be provided in the school through an interdisciplinary approach. Individual and group guidance services shall be provided to students at all levels. Immediate assistance shall be provided for students who experience problems and long range services shall be made available when necessary. These services shall include, but are not limited to, providing educational information, career/occupational information, personal/social information and services, referral services, orientation, testing, placement, and follow-up.

CHILDREN ON CAMPUS

JCFA is designed to provide an environment conducive to academic activities performed by students and employees. The presence of children is often a disruptive factor, not just because a child can be active, but because even inadvertently, attention is centered on the child rather than on the teaching and learning process. For reasons that include safety of children, and ensuring efficient performance of academic pursuits, operations, and services, JCFA cannot accommodate unsupervised children on campus. The CAO or his/her designee has the discretion to make exceptions. In these cases, (a) the child in question must be the child of a student, (b) the child's parent must sign a waiver of liability agreement, and (c) the child must remain with the student-parent and shall not to be unsupervised in any locations on campus.

WORK PERMITS

It is the policy of JCFA and the Department of Labor to require minors between the ages of fourteen (14) and seventeen (17) to obtain permits prior to becoming employed.

To obtain a work permit:

- 1) A student should obtain a work permit application from JCFA to be completed by the employer, the student, and the student's parent/guardian. A work permit application may also be obtained from the employer
- 2) Students should submit the completed work permit application to the Attendance & Office Manager at JCFA.

- 2) JCFA will file the work permit application. Once filed, the work permit will be delivered to JCFA for the student's signature.

Students should allow one week for the process to be completed.

FIELD TRIPS AND OFF-CAMPUS ACTIVITIES

Field trips are a valuable part of the school curriculum and arrangement for such trips are made by instructors, faculty, staff, or administration well in advance.

The procedure for field trips and off-campus activities shall be as follows:

- 1) The school employee planning the activity must complete the Field Trip Request Form, and submit it to the CAO
- 2) Upon approval of the request, the school employee planning the activity must distribute a Field Trip Permission Form to each eligible student with the necessary information completed. Parents will be notified of the date, time, destination, and cost and will receive a permission slip to sign and return to school by a specified date. If the field trip permission slip is not signed and returned to the school employee in charge of the event, the student will not be allowed to attend the field trip. Students ages 18 years and older may complete the Field Trip Permission Form themselves.
- 3) On the day of the activity, the school employee planning the event must provide the Attendance & Office Manager, the CAO, and all instructors with a list of students participating in the activity.

In the event the student has paid the fee to attend a field trip and for some reason cannot attend, money can be refunded only if the school has not yet paid for the cost of the activity.

Parents who serve as chaperones on field trips are responsible to the school employee in charge of the event.

All students must follow the code of conduct while participating in field trips. Students violating the code of conduct will be subject to appropriate disciplinary action. If, while attending a field trip, a student displays unacceptable behavior, he/she may not be allowed to attend future field trips for which he/she would otherwise be eligible to participate.

PARENTAL INVOLVEMENT PLAN

JCFA's Parent Involvement Plan provides the framework for promoting parental engagement not only in their student's academic efforts but in program and policy development and review. Strong relationships between JCFA and its students' support systems build trust, identify needs on a proactive basis, and create a powerful alliance to support students. "Parent" at JCFA is defined not solely as parent but includes caregivers, guardians, and extended family as necessary.

PART I. GENERAL EXPECTATIONS

JCFA agrees to implement the following statutory requirements:

- The charter school will put into operation programs, activities and procedures for the involvement of parents with children in Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the charter school will ensure that its parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The charter school will incorporate this parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the charter school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the charter school will submit any parent comments with the plan when the charter school submits the plan to the State Department of Education.
- The charter school will involve the parents of children served in Title I, Part A in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The charter school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child's education at school;

(C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

- The charter school informs parents and parental organizations of the purpose and existence of the:

Louisiana Parental Information and Resource Center
520 Olive Street, Suite C-4
Shreveport, Louisiana 71104

PART II. DESCRIPTION OF HOW THE CHARTER SCHOOL WILL IMPLEMENT REQUIRED PARENTAL INVOLVEMENT POLICY COMPONENTS

- 1) JCFA will take the following actions to involve parents in the joint development of its parental involvement plan under section 1112 of the ESEA:
 - A) Include parents in appropriate committees
 - B) Create the Parent Advisory Council with members of current student and alumni parents
 - C) Solicit input and feedback from community members
 - D) Assure that all parents are involved to the fullest extent in their student's education

- 2) JCFA will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - A) Include parents in all appropriate committees
 - B) Hold meetings for the purpose of soliciting parent involvement
 - C) Create the Parent Advisory Council and hold regular meetings

- 3) JCFA will coordinate and integrate parental involvement strategies in Part A with parental involvement with other community programs by:
 - A) Informing parents through school newsletters, Parent Advisory Council events, and website about the availability of other family support programs and activities
 - B) Whenever possible engage representatives of other organizations to make presentations or deliver workshops to JCFA parents/guardians

- 4)) JCFA will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). JCFA will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - A) An evaluation instrument will be developed and distributed by the school through home-school communication methods including both paper and electronic delivery. The evaluation instrument will be available in multiple languages as needed by the school community.
 - B) The policy will be discussed and evaluated at Parent Advisory Council event
 - C) Evaluation results will be used to inform policy and revise plans as needed

- 5) JCFA will build the school's and parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - A) Host events to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I,

Part A programs. The school will host events at convenient times for parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

- B) On the request of parents, JCFA shall provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. JCFA will respond to any such suggestions as soon as practicably possible.
- C) Provide each parent timely notice when their student has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).
- D) Provide to parents of participating students information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure student's progress, and the proficiency levels students are expected to meet.
- E) Provide to each parent an individual student report about the performance of their student on the State assessment(s).
- F) The charter school will provide assistance to parents in understanding topics such as the following, by undertaking the actions described in this paragraph -
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A,
 - how to monitor their child's progress, and
 - how to work with educators.

The district will use the following methods to achieve understanding of the above topics:

- Parent-Teacher Conferences
 - Parent Advisory Council events
 - JCFA Website
 - Parent-Student Handbook
 - School Newsletter
 - Community outreach programs
 - Parent-Student Orientation events
 - Online curriculum parent portal access
 - Student mentor communications
- G) JCFA will provide materials and training to help parents work with their student to improve their student's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
 - Providing educational materials for loan

- Providing academic remediation workshops when requested
 - Providing community support presentations and workshops when available
- H) JCFA will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the school, by:
- Developing a student mentor program
 - Supporting the activities and involvement of the Parent Advisory Council
 - Providing professional development for faculty, staff, and administration focusing on the importance of effective communication and the value of parental involvement
- I) JCFA will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with community programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
- Informing parents through school newsletters and website about the availability of other family support programs and activities
 - Whenever possible, engage representatives of other organizations to make presentations or deliver workshops to JCFA parents
- J) JCFA will take the following actions to ensure that information related to the school and parent (programs, meetings, and other activities), is sent to the parents of participating students in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
- Information sent to parents will be structured in a clear and concise format in a family's preferred language.

PART III. ADOPTION

This Charter School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of students participating in Title I, Part A programs, as evidenced by the previous policy.

This policy was adopted by the JCFA and will be in effect for the period of July 1, 2017-June 30, 2018 The charter school will distribute this policy to all parents of participating Title I, Part A students.

JCFA- SCHOOL-STUDENT-PARENT COMPACT

The JCFA- and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which JCFA and parents will build and develop a partnership that will help children achieve the State's high standards.

“Parent” at JCFA- is defined not solely as parent but includes caregivers, guardians, and extended family as necessary

Per Louisiana Department of Education Bulletin 741:§1115.B, each parent or guardian of each student in grades 4 through 12 in any public school in the state shall sign a statement of compliance.

JCFA RESPONSIBILITIES

JCFA-will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State’s student academic achievement standards. JCFA provides small classroom environments with individualized learning opportunities with certified teachers as well as tutors in each classroom. Students are also assigned a faculty, staff, or administration member to serve as his/her mentor allowing for additional support and family communication to ensure students are progressing through academics at an appropriate pace. Parents are given the opportunity to track student progress through the online curriculum’s Parent Portal. Students are also given the opportunity to remain on campus beyond standard school hours for additional tutoring and one-on-one remediation with faculty and tutors.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student’s achievement.
3. Provide parents with frequent reports on their student’s progress. JCFA will provide Work Ethic updates on a regular basis as well as Progress Reports (including student progress and grades) every eight (8) weeks. Parents will also receive a mid-year and a final academic year report which will include the student’s progress, current grades, grade point average, and credits attained.
4. Provide parents reasonable access to staff.
5. Provide parents opportunities to volunteer and participate in their student’s class, and to observe classroom activities

PARENT RESPONSIBILITIES

We, as parents, will support our student’s learning in the following ways:

1. Monitoring attendance and ensuring that he/she attends school daily
2. Ensuring that he/she arrives to school each day on time
3. Monitoring course progress and encouraging students to work towards progress outside of scheduled school hours
4. Attending parent/teacher conferences and participating in campus activities, such as the Parent Advisory Council.
5. Staying informed and active in decisions related to my student’s education and communicating with JCFA to build a partnership to ensure my student’s success.
6. Instilling proper respect for authority figures, including teachers and other adults.

STUDENT RESPONSIBILITIES

As a student at JCFA, I will share the responsibility to improve my academic achievement and achieve the State’s high standards. Specifically, I will:

1. Monitor my attendance, striving for daily attendance and no less than 90% attendance
2. Arrive daily to school on time and prepared to learn, taking seriously the course of study
3. Come to school dressed appropriately following the JCFA dress code
4. Monitor my course progression and request assistance from my instructors and tutors when needed
5. Bank additional time to increase my course progress and to plan for unforeseen, but necessary, absences
6. Participate in academic and testing remediation as required during the school day as well as during Banking time
7. Communicate with JCFA faculty, staff, and administration with the understanding that JCFA is working with my success in mind.

SAFETY

It is the goal of JCFA that every student be offered a safe and nurturing environment conducive to learning, and will develop competence in those areas of life which are essential to individual and group living. The competence areas which are considered essential education goals are communication, reasoning, responsibility, physical and mental well-being, and learning to learn. In providing an atmosphere conducive to learning, it is essential that students gain confidence in their own abilities to learn to control and discipline their actions and habits.

VISITORS ON CAMPUS

All visitors **MUST** document their presence on campus through presenting photo identification and signing in with the Attendance & Office Manager or front desk designee. Visitors must also sign-out at time of departure with the Attendance & Office Manager or front desk designee. The time of arrival and time of departure must be noted.

In the interest of Safe and Drug-Free Schools, JCFA endorses the following policy: **BY ENTERING SCHOOL PROPERTY, THE PERSON IN CHARGE OF ANY VEHICLE CONSENTS TO A SEARCH OF THE ENTIRE VEHICLE AND ITS CONTENTS, WITH CAUSE, BY SCHOOL OFFICIALS OR POLICE OFFICERS.** This policy applies to students, visitors, and all school staff at any time, day or night. Visitors entering JCFA campus property consent to a possible search of both person and property. This procedure may be instituted to help assure the safety of the student and employees of JCFA.

DELIVERIES

Deliveries of flowers, balloons, gifts, etc. will not be accepted in the school office or the classroom. No food will be delivered to school.

STUDENT PARKING

Parking is available **by permit only** to students who drive to school. A valid driver's license, proof of insurance and registration are required to receive a parking permit. The student must bring these documents to the

Attendance & Office Manager on the first day the car is on campus. Students must observe parking rules and regulations at all times. Loud music, speeding, and parking outside of assigned lines are not permitted.

Students must bring everything they need in the building with them before school begins. The parking lot is off limits to students during school hours and students are not allowed to go to their cars during the school day. Students, parents, or guest(s) are not allowed to sit in their cars or loiter in the parking lot.

Any student, parent, or driver involved in an accident on the property must report the accident to the campus officer.

HARASSMENT, INTIMIDATION, BULLYING, & HAZING

To maximize learning, interactions between students must be marked by respect for every student's dignity.

Bullying is defined as a pattern of one or more of the following behaviors:

- a) gestures, including but not limited to obscene gestures and making faces;
- b) written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors;
- c) physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property; and
- d) repeatedly and purposefully shunning or excluding from activities.

JCFA is committed to having its students participate in their education, free from bullying, intimidation, or any other student behavior that attacks another student's dignity. Examples of unacceptable behaviors include, but are not limited to:

- a) Threats
- b) Taunting/teasing
- c) Coercion
- d) Causing reasonable fear of harm to one's personal property
- e) Physical violence, when accompanied by any of the above listed behaviors

As previously stated, maintaining respectful interaction between students is required. Accordingly, any violation of this policy, whether committed during or outside of school hours, and whether committed on or off of campus, may be grounds for disciplinary action. Examples of student interactions that may occur off campus and/or outside of school hours, but which must still be marked by respect include, but are not limited to:

- a) Email
- b) Cell phone texting
- c) Blogs
- d) Chat rooms
- e) Social networking/social media apps and/or websites

HAZING POLICY

JCFA is committed to maintaining a safe, orderly, civil, and positive learning environment so that no student feels threatened while in school and/or when participating in school-related activities. While some forms of initiation for membership in student clubs and organizations constitute acceptable behavior, the hazing of students may degenerate into a dangerous form of intimidation and degradation. Hazing is hereby prohibited at JCFA for the purpose of initiation or admission into, affiliation with, continued membership in, or acceptance by existing members of any organization or extracurricular activity, whether such behavior is planned or occurs on or off school property. No student may solicit, ask, or request another to do an act forbidden under the definition of hazing given below. No student may aid, help, assist, or abet another in the hazing of a student. No student may consent to be the subject of hazing, or may the fact that a student consented to hazing serve as a defense for the student found to be hazing. All students will be responsible to report any acts of hazing that they witness to the staff of the school under the following procedures:

- 1) Any student, teacher, or other school employee who observes or is the object of hazing will report the hazing to the CAO or his/her designee.
- 2) The administration of the school will conduct an investigation into any complaint of hazing.
- 3) JCFA's policies and procedures for violations of school discipline policies will be effective for any violation of this policy.
- 4) Any act of hazing which might be in violation of the criminal laws of the State of Louisiana, the parish or the municipality wherein the school is located, if appropriate, will be reported to the appropriate law enforcement agency.

Hazing is defined as any knowing behavior, whether by commission or omission, of any student to encourage, direct, order, or participate in any activity which subjects another student to potential physical, mental, or psychological harm for the purpose of initiation into, affiliation with, continued membership in, or acceptance by existing members of any organization or activity at a public elementary or secondary school, whether such behavior is planned or occurs on or off school property including any school bus or school bus stop.

REPORTING PROCEDURE

A student who believes another student has violated this policy may report the belief of a violation to any faculty, staff, or administration member. Every report will be investigated. As previously stated, a violation may be grounds for disciplinary action. Consequences ranging from an informal or cooperative resolution between students, up to and including expulsion of a violator may be imposed at the discretion of the administration.

Any student who believes he or she has been the victim of bullying, cyber bullying, intimidation, threatening behavior, harassment, or hazing by a student, teacher, administrator or other school personnel is encouraged to immediately report the alleged acts to any appropriate school official.

Any teacher, administrator, or other school personnel who has or receives notice that a student has or may have been the victim of bullying, cyber bullying, intimidation, threatening behavior, harassment, or hazing at school or any school activity shall be *required* to immediately issue a verbal report of the alleged acts to an appropriate school official. A written report utilizing the LDOE Behavior Report Form/Incident Report Form to document the

details of each reported incident of harassment, intimidation, and bullying, including cyber bullying must be filed no later than two days after the verbal report

Any student, school employee, or school volunteer who in good faith reports an incident of harassment, intimidation, bullying, or cyber bullying to the school administrator in accordance with appropriate procedures shall be immune from a right of action for damages arising from any failure to remedy the reported incident.

The CAO shall be the person responsible at the school level for receiving written reports of bullying, cyber bullying, intimidation, threatening behavior, harassment, or hazing of a student. Any other school administrator, teacher, or other school personnel who receives a report of bullying, cyber bullying, intimidation, threatening behavior, harassment or hazing of a student shall immediately inform the CAO.

INVESTIGATION OF REPORTS

The CAO or his/her designee shall investigate or authorize the investigation of all reports and complaints involving alleged bullying, cyber bullying, intimidation, threatening behavior, harassment, or hazing of students no later than the next school day following the day on which the written report was received. Investigations may consist of personal interviews with the complainants; the individual who is alleged to have been bullied, intimidated, threatened, harassed, or hazed; the individual or individuals against whom the complaint is made; witnesses; and any other persons who may have knowledge of the alleged incident or circumstances leading to or giving rise to the complaint. Other methods of investigation also may be used and pertinent documents may be examined by the investigator.

Investigations shall be completed no later than 10 school days after the receipt of the written report. During an investigation, JCFA may take immediate steps, at its discretion, to protect the complainant, students, teachers, administrators or other school personnel pending completion of the investigation. A written report shall be prepared upon the completion of the investigation. If the complaint involves the CAO, the report shall be made and filed directly with the Executive Director. The written report shall include determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VIOLENCE POLICY

Any threat of violence or gesture shall be documented through a completed Incident Report Form and reported to CAO or his/her designee. The CAO or his/her designee will conduct an investigation.

- 1) If it is determined that the threat was serious and that the student is at high risk for carrying out the threat or if it is determined that the student is a high risk for violent behavior, the appropriate law enforcement agency shall be called.
- 2) After the law enforcement agency conducts an investigation, criminal charges may be filed. If so, the student will be taken to the appropriate agency for booking and assessment.
- 3) As in any case of emergency where the student's safety and wellbeing are concerned, the CAO or his/her designee will contact the parent/ legal guardian, convey information regarding the severity of the student's condition and inquire about ongoing mental health treatment. The student shall

not be allowed to return to school without a written statement from the designated agency and a meeting with the CAO or his/her designee with the student's parent/legal guardian.

- 4) If the parent/legal guardian fails to keep the scheduled follow-up appointment with the school, the CAO or his/her designee shall send a certified letter return receipt requested, indicating the action to be taken by the school. A copy of the certified letter is to be maintained in the school confidential file.

VIOLENCE PREVENTION PROGRAM POLICY

The CAO of the campus will have the authority to call the appropriate law enforcement authorities if students are involved in a serious fight. All students involved in a fight at school will be subject to disciplinary action. Students involved in violence or threats of violence may be required to participate in one or more of the following activities to remain enrolled with JCFA:

- 1) Hours of community service – number of hours to be determined by CAO or his/her designee
- 2) Conflict resolution and/or anger management training – students under the age of 18 may be required to be accompanied by his/her parent/guardian. This training will be at the expense of the student and/or his/her parent/guardian.

TIPS FOR RESOLVING PROBLEMS PEACEFULLY

- 1) Accept responsibility for your actions and apologize
- 2) Choose to talk calmly and reasonably with the person
- 3) Take deep breaths
- 4) Count to ten
- 5) Move away from the person, give them space
- 6) Choose to walk away from the situation
- 7) Ignore further attempts to provoke
- 8) Do not let friends push you into a fight
- 9) Do not let your ego or pride get the best of you
- 10) Talk to your mentor or other school official to help resolve the conflict
- 11) It is the student's responsibility to alert a member of the school faculty, staff, or administration of any hostile attempt directed towards him/her

DATING VIOLENCE

Dating violence is defined as a pattern of violent behavior that someone uses against their partner to cause pain. There are three types of teen dating violence:

- 1) Emotional Abuse – when one partner wears down the other partner's self worth or self-esteem. Examples include:
 - a. Humiliating his/her dating partner
 - b. Controlling what his/her dating partner can and cannot do
 - c. Withholding information from his/her dating partner
 - d. Deliberately doing something to make his/her dating partner feel diminished or embarrassed
 - e. Isolating his/her dating partner from family and friends

- 2) Physical Abuse – the intentional use of force. Examples include:
 - a. Hitting
 - b. Shoving
 - c. Kicking
 - d. Grabbing
 - e. Shaking
- 3) Sexual Violence – any sexual act that is forced against someone’s will. Examples include:
 - a. Rape
 - b. Abusive sexual contact such as intentional touching
 - c. Attempted rape
 - d. Non-contact sexual abuse such as voyeurism, verbal sexual harassment, threats of sexual violence, taking (or posting) nude photographs of a sexual nature of another person.

Dating violence can happen to both males and females. One of the ways of preventing teen dating violence is to learn to recognize the warning signs of dating violence. The following signs may signal a warning that a student is involved in an unhealthy relationship:

1. Warning Signs for Victimization
 - a. Isolation from family/friends
 - b. Loss of interest in hobbies/activities that were once enjoyable
 - c. Making excuses for dating partner’s behavior
 - d. Noticeable changes in eating or sleeping patterns, or alcohol or drug use
 - e. Loss of self-confidence
2. Warning Signs for Perpetration
 - a. Threatening to hurt others in any way
 - b. Insulting a dating partner in public or private
 - c. Insisting on walking a dating partner to each class
 - d. Damaging or destroying a dating partner’s personal belongings
 - e. Attempting to control what a dating partner wears
3. Warning Signs for Parents/Educators
 - a. School attendance problems
 - b. A noticeable drop in grades
 - c. A sudden request for school schedule changes
 - d. A sudden, noticeable weight change
 - e. Changes in behavior such as becoming passive or quieter than usual
 - f. Isolation from social group
 - g. Regular bruising or other injuries
 - h. One teen seems to be controlling the other

Unhealthy relationship behaviors may continue into adult relationships if not addressed. Students concerned about dating violence are encouraged to talk with their parents or the faculty/staff at JCFA who can find resources to help – either counseling, parents, and sometimes law enforcement. Additional support and resources can be found at www.loveisrespect.org or by calling 1-866-331-9474.

Ref: www.vetoviolence.org/datingmatters

SEARCHES AND SEIZURES

Any teacher, CAO, administrator, or school security guard employed by JCFA, having a reasonable belief that any building, desk, room, area, or grounds contains any weapons, illegal drugs, alcoholic beverages, nitrate based inhalants, stolen goods, or other items the possession of which is prohibited by any law, policy, or school rule, may search either physically or with the use of metal detectors such building, desk, room, area, or grounds. By signing the Handbook Agreement Form, the signator(s) provides authority with the consent to search any vehicle on campus. This acceptance and use of facilities or the parking of any vehicles on campus shall constitute consent to the search of such facilities or vehicles by authorized school personnel. In addition, JCFA reserves the right to inspect or search at any time any facilities, objects, or vehicles on the school campus, or used by students, for the purpose of enforcing compliance with any health, safety, or security policies, rules, or regulations. Such searches shall be conducted in the presence of the student whenever possible. If a signator(s) is not present during the search he or she shall be informed of the search as soon as practical thereafter.

Students and parents shall be notified in writing at the beginning of each school year of the school's authority to conduct unannounced searches of students, property, automobiles, school employees, and any other person or object on school property and at school sponsored events. Signs of high visibility informing the general public of the school's search authority shall be posted at entrances to campus.

Upon finding any prohibited items, the student shall be automatically suspended and/or recommended for expulsion by school authorities, as appropriate. Investigative facts and/or seized items shall be immediately turned over to the proper law enforcement officials.

Whenever any search is conducted pursuant to this policy, as soon as is reasonably practical, a written record shall be made thereof using the Incident Report Form by the school administrator/designee conducting the search and such record shall include the name of the student and/or person(s) involved, the circumstances leading to the search and the results of the search. This written, dated and signed record shall be filed and maintained in the school administrator's office, and a copy of it shall be sent to the Executive Director within two (2) days. The student(s) and parent(s)/guardian(s) shall be given a written receipt for any item(s) seized and/or impounded by the school administrator/ designee.

No actions taken pursuant to this policy by any teacher, administrator, or school security guard employed by the school shall be taken maliciously or with willful and deliberate intent to harass, embarrass or intimidate any student.

AUTHORIZATION

JCFA shall authorize teachers, administrators, and school security guards to search the person of a student, either by a random search or when the teacher, administrator or security guard has reasonable grounds to suspect that the

search will reveal evidence that the student has violated the law, a school policy, or possesses a harmful item which may pose a danger to the student or students or to the welfare of the student body.

Searches shall be applied consistently and shall be with the knowledge, and under the supervision, of the CAO or designee.

Random searches may be conducted with the approval of the Executive Director.

The Board shall indemnify and defend in accordance with state law employees who follow this policy and subsequently are involved in litigation as a result of compliance.

SEARCH OF STUDENT PERSON

JCFA authorizes any teacher, administrator, or school security guard, under the employ of the school to search a student's person or his/her personal effects when, based on the attendant circumstances at the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law or school policy. Searches may also be conducted to assure compliance with health, safety, and/or security laws, rules, or regulations. Such a search shall be conducted in a manner that is reasonably related to the purpose of the search and not excessively intrusive in light of the age or sex of the student and the nature of the suspected offense.

Any search of student's person shall be done privately by a teacher, administrator, or security guard of the same sex as the student to be searched with at least one witness of the same sex as said student who shall be present throughout the search. Detailed documentation shall be made of all searches. Items which are specifically prohibited by law and/or school policy shall be immediately seized. The school administrator/designee shall immediately contact the student's parent/guardian, appropriate law enforcement agency and the Executive Director.

If a teacher, school administrator, or security guard suspects the presence of firearms, weapons, illegal drugs, stolen goods, or other materials or objects the possession of which is a violation of school policy, random searches with a metal detector of students or their personal effects may be conducted at any time, provided they are conducted without deliberate touching of the student.

SEARCH OF VEHICLES

By signing the Handbook Agreement Form, signator(s) provides authority with the consent to search any vehicle on campus. Any vehicle parked on campus may be searched without consent at any time by a school administrator/designee when such school administrator/designee has articulable facts which lead the school administrator/designee to a reasonable belief that weapons, dangerous substances or elements, illegal drugs, alcohol, stolen goods, or other materials or objects the possession of which is a violation of law and/or school policy will be found. Searches may also be conducted to assure compliance with health, safety, and/or security laws, rules, or regulations.

If the automobile is locked, the student shall unlock the automobile. If the student refuses to unlock the automobile, proper law enforcement officials shall be summoned, and the student shall be subject to disciplinary action. Any student not present during the search shall be informed of the search immediately thereafter.

USE OF CANINES

The administration is authorized to utilize canines, whose reliability and accuracy for sniffing out controlled substances, drugs, alcohol, guns, knives, weapons, or other materials or objects which are a violation of the law and/or school policy have been established, to aid in the search for contraband on school property and vehicles parked on campus. Canines shall not be used to search students. The canines must be accompanied by a qualified and authorized trained official of the local or parish law enforcement agency, who will be responsible for the dog's actions. An indication by the dog that drugs, alcohol, weapons, or any other item of violation is present on school property or in a vehicle shall be reasonable cause for further search by school officials.

CONFISCATION

Upon the confiscation of any firearm, bomb, knife, or other implement which could be used as a weapon, or any controlled dangerous substance, the CAO or designee shall report the confiscation to the proper law enforcement officials. Any implement or material confiscated shall be retained, cataloged, and secured by the CAO so as to prevent the destruction, alteration, or disappearance until such time as the implement or material is given to law enforcement personnel for disposal. Parent(s) or guardian(s) shall be notified of any item impounded. Any administrator or designee failing to report any prohibited weapon or confiscated material or implement to the proper law enforcement officials or failing to properly secure any weapon or confiscated material or implement shall be subject to appropriate disciplinary action as may be determined by the Executive Director and/or Board of Governance.

Ref: [U.S. Constitution, Amend. IV](#)
[U.S. Constitution, Amend. XIV, Sec. 1](#)
[Louisiana Rev. Stat. Ann. §§17:416, 17:416.3](#)
[Louisiana Handbook for School Administrators, Bulletin 741 §1317, LA DOE](#)

GRIEVANCE PROCEDURE

Any member of the school community (student, teacher, administrator, or parents, who also speak and act on behalf of their children) who has been aggrieved by any action or failure to act has the right to file a formal grievance. This grievance shall follow the chain of command listed below:

- 1) The teacher involved
- 2) The Chief Academic Officer
- 3) Executive Director
- 4) JCFA Board of Governance

Students interested in filing a grievance should submit, in writing, a statement about the facts of the alleged incident, outlining who was involved and specifically what occurred, requesting an appeal hearing, and why the student should be granted an appeal hearing.

INTERNET USAGE POLICY

The internet is a vast global network that provides access to major universities around the world, governmental agencies, other school systems, and commercial providers of data banks. JCFA shall establish appropriate guidelines for exploring and using the internet resources within the school to enhance learning and teaching activities. Acceptable use of these resources shall be consistent with the philosophy, goals, and objectives of JCFA.

Limited internet access is available to teachers and students at JCFA. Our purpose in providing this service is to promote educational excellence and equality in our school by facilitating resource sharing, innovation, and communication.

Exploration of the internet is encouraged, but with rights and privileges come responsibility. Any use of the internet that adversely affects its operation in pursuit of teaching and learning or jeopardizes its use or performance for others may result in appropriate disciplinary action. JCFA does not condone the use of the internet for any illegal or inappropriate activities and shall not be responsible for any such use by staff or students. Parents shall be made aware that the internet usage is only partially controllable by supervision.

Students may use the internet only if the Internet Usage Agreement has been properly signed, filed, and approved and then only in accordance with JCFA regulations governing such usage. JCFA personnel and other authorized persons may use the internet only if the Internet Agreement/Application has been properly signed, approved by appropriate personnel and filed at the school.

Any person using computers or other electronic information resources shall be required to use such equipment and resources in a responsible, legal manner. JCFA retains the right to monitor all computer usage and files for compliance to all regulations and/or procedures.

Internet users may encounter material which is controversial and which the user, teacher, or administrator may consider inappropriate or offensive. Although JCFA provides an internet filtering system, it is impossible on the global internet to control the content of all data that an industrious user may discover. It is the user's responsibility not to initiate access to such material. JCFA expressly disclaims any obligation to regulate the content of all data that an industrious user may discover. It is the user's responsibility not to initiate access through the internet, beyond the filter provided. Accordingly, regulations for participation by anyone on the internet shall include but not be limited to the following:

1. Users must demonstrate honesty, integrity, and respect for others at all times. Appropriate manners and language shall be required.
2. Photographs, personal addresses, personal phone numbers, last names, or any other personal information will not be disseminated/distributed in student use of the internet.
3. Illegal activities, including copyright or contract violations shall not be permitted.
4. The internet shall not be used for financial or commercial gain.
5. Threatening profane or abusive language/messages shall be forbidden.

6. Activities shall not be allowed which may damage equipment or interrupt any networking system. Any attempt to alter, harm, or destroy the data of another user's internet, or any network on the internet, shall be forbidden.
7. Users are not permitted to download, upload, or create, a computer virus on the internet or any networking system.
8. Resources offered by the internet and paid for by JCFA may not be willfully wasted.
9. A user shall not attempt to access any internet resources or entities not previously authorized by the instructor.
10. Sending or posting anonymous messages shall be forbidden.
11. Product advertising, political lobbying, or sending messages involving illegal activities shall not be permitted. Violations shall be reported to the instructor when evidence is encountered on the internet.
12. When a security problem is detected, it shall be reported immediately to the teacher, the school technology coordinator, and the CAO. The problem shall not be demonstrated to other users.
13. Disciplinary action shall automatically result for a user who accesses, sends, receives, or configures electrically any profane or obscene language or pictures.
14. Users shall participate in activities related to cyber bullying, social networking and online safety.
15. Users must recognize the privacy rights of others, and refrain from posting and/or re-posting personal information without the original author's prior consent. Failure to do so may result in school disciplinary action and/or the user's loss of internet privileges.
16. Users must accept full responsibility for the usage of his or her account. A user's failure to fulfill this responsibility by giving his or her username or password to another may result in school disciplinary action and/or loss of internet privileges.
17. Users must take responsibility for his or her own messages, actions, and words on the Internet. Failure to do so may result in school disciplinary action and/or the loss of internet privileges.

Students and parents/guardians will be provided a copy of the policy and agreement during orientation activities. All students shall sign a copy of the agreement prior to access to the Internet being provided. Parents/guardians of students under the age of 18 shall sign the agreement (in addition to the student) prior to access to the Internet being provided.

ADMINISTRATION OF MEDICATION

The administration of medication to students must be in compliance with the requirements of LA Rev. Stat. Ann. §17:436.1 and the policy established by the Louisiana Board of Elementary and Secondary Education (BESE). As used in this policy, the term *medication* must include all prescription and non-prescription drugs.

NOTE: If possible, the parent/legal guardian is advised to give medication to the student at home and on a schedule other than during school hours.

Students are not permitted to have in their possession any medication (prescription or non-prescription) while under school supervision except when ordered by the physician for an urgent need (i.e., asthma inhaler) and after

consultation between the parent/legal guardian and designated school staff. School medication orders must be limited to medications which cannot be administered before or after school hours.

It shall be the policy of the JCFA that no school employee other than a registered nurse or licensed medical physician shall be required to administer medication until all the following conditions have been met:

Parent/Legal Guardian Responsibility:

1. Written Orders - Medication shall not be administered to any student without a completed State of Louisiana Medication Order Form from a physician or dentist licensed to practice medicine in Louisiana or an adjacent state, or any other authorized prescriber authorized in the state of Louisiana to prescribe medication or devices, **and** a letter of request and authorization from the student's parent or guardian. The following information shall be included:

- Student name
- Name and signature of the physician/dentist/other authorized prescriber
- Physician's/dentist's/other authorized prescriber's business address, office phone number, and emergency phone numbers
- Student's diagnosis
- Name, amount of each school dose, time of school administration, route of medication, and reason for use of medication
- A written statement of the desired effects and the child-specific potential adverse effects

2. Containers, Labels, and Information - The physician's medication order is to be renewed at the beginning of each school year, and if the medication, dosage, route of administration, or time of administration is changed during the school year. Medication shall be provided to the school by the parent/legal guardian in a container properly labeled by a registered pharmacist or physician that meets acceptable pharmaceutical standards and shall include the following information:

- Student name
- Name, address, and telephone number of pharmacy
- Prescription number
- Date dispensed
- Clear directions for use, including the route, frequency, and other as indicated
- Drug name and strength
- Last name and initial of pharmacist
- Cautionary auxiliary labels, if applicable
- Physician's/dentist's/other authorized prescriber's name

3. Delivery and Supply - The parent/legal guardian shall arrange for the safe delivery of the medication to and from school by a responsible adult. The parent/legal guardian must supply all necessary items needed for the administration of the medication (i.e., cups, measuring implements, etc.). No more than a 35 school day supply of medication shall be kept at school.

NOTE: Parents may come to school and administer medication to their children at any time during the school day following submission of proper physician's authorization for medications and arrangements with the CAO.

School Responsibility:

1. School personnel will not provide any medication.
2. A medication log form will be maintained by school personnel for each medication required by the student.
3. The designated, trained employee will keep all medication in a locked secure place.
4. All medications will be disposed of seven (7) days after the physician's recommended date to discontinue, if not claimed by the parent/legal guardian.
5. During the period when the medication is administered, the person administering the medication shall be relieved of all other duties.
6. Only oral medications, inhalants, topical ointments for diaper rash, and emergency medications shall be administered at school by unlicensed personnel. Except in life-threatening situations, trained unlicensed school employees may not administer injectable medications.
7. Each student shall be observed by a school employee for a period of 45 minutes following the administration of medication. This observation may occur during instruction time.

Additional Procedures:

1. Injections - The parent/legal guardian will be required to come to school and administer injections to their child except in the case of emergency medication for a life threatening situation.
 - a. The above policy shall not apply to students diagnosed with Insulin Dependent Diabetes Mellitus who do not self administer and may require insulin during the school day.
 - b. The parent/legal guardian is responsible for providing the insulin and necessary supplies.
 - c. Students who will be responsible for administering their own injections must keep the necessary supplies in a secure place as designated by the CAO. The student will be responsible for securing the prescribed dosage.
2. Inhalers and Aerosol Treatments - Previously stated medication policy is to be followed. If an asthma inhaler is to be carried by a student at all times, then the physician's written orders must state such.

Ref: *Louisiana Rev. Stat. Ann. §§17:81, 17:436.1*
Louisiana Handbook for School Administrators, Bulletin 741, LA DOE

SUBSTANCE ABUSE POLICY AND PROCEDURES

The possession, use, delivery, transfer, or sale of alcohol, controlled dangerous substances, any mood altering chemical, or any substance designed to look like or represented as such by students, on school premises, in school buildings, or at school-sanctioned events is expressly forbidden. A “look alike” substance is defined as any substance that appears or resembles any prohibited substance and which the student in possession thereof specifically represents to others as a prohibited substance.

Students who are suspected of being under the influence of any substance while on campus may be searched following the procedures outlined in this handbook and may be sent home. The CAO or his/her designee may also require a parent/guardian communication and/or conference.

MANUFACTURE/POSSESSION/DISTRIBUTION (DRUG RELATED)

When the CAO or his/her designee has reasonable cause to believe that a student has manufactured, distributed, or possessed with intent to distribute alcohol, controlled dangerous substances, any mood-altering chemicals, or any substance designed to look like or represented as such a drug, the parent/legal guardian and the appropriate law enforcement agency shall be contacted immediately. Upon such violation, criminal charges shall be filed with the appropriate law enforcement agency. The student shall be suspended from school according to the following procedures:

- 1) If sixteen (16) years of age or older, the student shall be expelled from JCFA for a minimum period of four (4) complete semesters;
- 2) If under sixteen (16) years of age and a middle/high school, student shall be expelled from JCFA for a minimum period of two (2) complete semesters;

No student expelled under these items shall be allowed to return to JCFA without the express written approval of the JCFA Board of Governance.

STUDENT SMOKING/TOBACCO POLICY

JCFA is a TOBACCO FREE CAMPUS. Students are not allowed to smoke, chew, or otherwise consume tobacco products, e-cigarettes, or “smoking blends” while on campus including inside or near the building and surrounding parking lot(s)/sidewalks. Students found to be in possession of tobacco products will have those products confiscated by faculty/staff. No student shall sell any tobacco or tobacco product, smokeless tobacco, cigar, e-cigarette, cigarette, pipe or other form of smoking object or device or smoking paraphernalia and/or accessories, in any form, in school buildings, on school premises, or at school-sanctioned events.

“Smoking” means the possession of a cigar, cigarette, pipe, e-cigarette, or any other tobacco product. Parental permission to use tobacco or have tobacco paraphernalia does not exempt a student from this policy.

EMERGENCY PROCEDURES

It is the policy of the JCFA that upon registration and periodically throughout a student’s enrollment, the school will secure information necessary to complete the Emergency Contact Card. It is the responsibility of the student

and/or the parent/legal guardian to notify the school if changes occur. Falsification of information on the Emergency Card by a student may result in disciplinary action.

It is the policy of the JCFA to act in a responsible manner in the event of any emergency, accident, and/or incident.

HURRICANE EVACUATION OR OTHER NATURAL DISASTER

In case of an evacuation of the city, area, or region, stay tuned to WWL-TV (Channel 4) in the Greater New Orleans area or KATC-TV (Channel 3) in Lafayette, including their associated websites and radio stations, for information on JCFA. Also, review our website www.jcfa.co for updated information.

EMERGENCY PROCEDURES

At times during the school year it may be necessary to dismiss students early for various emergencies which sometimes occur. Any decision regarding the early dismissal or emergency closing of schools will be made by the Chief Academic Officer or his/her designee in cooperation with the Executive Director or his/her designee.

In the event of emergency closing of schools or early dismissal of students in schools, announcements will be made to the news media regarding this decision. Specifically, radio station WWL-870 AM has been selected as the official station to carry announcements from JCFA regarding school closings.

In the event of a crisis at school (a fire, a tornado, individual with a weapon, chemical leak, etc), parents must be aware of the following:

- Parents should NOT ATTEMPT TO RUSH TO THE SCHOOL since multiple vehicles may block the access of emergency vehicles and personnel. Depending on the emergency, you may also be driving into a dangerous situation. Students may be evacuated or locked down, so you need to wait for directions on where to go.
- Parents will be contacted according to the most updated information provided to the school
- Emergency information will be provided to WWL-TV, KATC-TV and WWL-Radio
- A gathering site for parents/guardians will be announced as soon as a safe site is determined
- Strict release procedures will be enforced. Every person picking up a student under the age of 18 MUST show a photo ID of any sort and will sign a release form prior to the student being released.

PROCEDURES FOR HANDLING EMERGENCY CARE OF STUDENTS

In the event of an injury, or serious illness, which necessitates immediate removal of a student to a hospital for emergency treatment, the following procedures may be implemented:

- Every attempt shall be made to contact the parent/legal guardian or other person(s) listed on the Emergency Card
- An ambulance is to be called by contacting the appropriate police agency at 911. It is the policy of the ambulance company to transport the patient to the nearest hospital for emergency treatment. Ambulance drivers shall be requested to indicate to which hospital they will deliver the student.

- If the school is unable to reach the parent/legal guardian listed on the Emergency Card and an ambulance has been called, an adult staff/faculty member carrying a copy of the student's Emergency Card shall be dispatched immediately to the destination of the ambulance. In the meantime, efforts shall continue to reach the student's parent/legal guardian listed on the Emergency Card.
- The ambulance service fee is payable through student or family insurance where applicable. In cases where insurances are not effective, the parent/legal guardian of the patient will be billed by the ambulance service provider.

EVACUATION OF BUILDINGS

Procedures for quick and orderly evacuation of school buildings have been established by each school and shall be posted in classrooms and other rooms. Students are to familiarize themselves with these procedures for evacuation and to obey instructions of faculty and staff in all situations. Because the orderly and rapid evacuation of buildings in an emergency is a serious and urgent necessity, student misbehavior during evacuations may result in disciplinary action.

FIRE ALARMS, DISCHARGE OF FIRE EXTINGUISHERS

The setting off of a fire alarm in a school at any time is a serious act which interrupts the instructional program and could result in student injury. Students guilty of setting off a fire alarm may be subject to disciplinary action and possible removal from school. The discharging of a fire extinguisher by a student, except in the case of a fire, is also an act which has serious consequences and could result in appropriate disciplinary action.

FIRE DRILLS/BOMB THREATS

Fire drills are held on each campus. When the signal is given, students will leave the classroom in a quiet and orderly manner. When evacuating the classroom students are to:

- Form a single line.
- Leave books behind. (Girls, however, should take their purses.)
- Proceed as a class to the designated area.
- Remain with the teacher throughout the drill.
- When the ALL CLEAR signal is given, students will return to their classrooms with their teachers to await further instructions.

Under no circumstances are students to yell, run, or create general disorder during a fire drill.

Students shall follow the same procedure during a bomb threat.

SUICIDE (THREATS OR ATTEMPTS)

Any suicide threat or gesture shall be reported to the office and a Suicide Referral Form shall be completed and given to the CAO or his/her designee. The CAO or his/her designee will refer the student to the appropriate mental health professional who will conduct an investigation. Those conducting this investigation shall be trained/experienced in suicide assessment. As part of this investigation, the mental health professional or designee will gather as much information as possible from parents/guardians and others who know the student's condition and threat.

The following information is essential to collect:

- Exact dates and times of any written or verbal material discussing a threat of suicide or self harm
- Does the student have a plan to harm self, intent to harm self, or means to harm self
- Identify all triggers precipitating these events, including social circumstances, conflict between student and peers, teachers or family members, current grudges, mental health and substance use history and recent losses

If no further action is necessary, the CAO or his/her designee shall complete/sign the Suicide Referral Form.

If the mental health professional and/or CAO or his/her designee determine that the threat was serious and that the student is at risk for suicide, action is taken and the mental health professional will complete the suicide referral and will contact Jefferson Parish Mobile Crisis Team (504-832-5123).

As in any case of emergency where a student's safety and well-being are concerned, the mental health professional and CAO or his/her designee will contact the parent/legal guardian, convey information regarding the severity of the student's condition and inquire about ongoing mental health treatment. If the student is under the care of a mental health professional, the parent/legal guardian will contact the mental health professional and arrange for an emergency assessment. If the student is not under the care of a mental health professional, the parent/guardian will come to the school and will contact Jefferson Parish Mobile Crisis Team (504-832-5123) and request an emergency evaluation.

The school will forward all copies to the crisis team or the child's mental health professional.

If the mental health evaluation results in hospitalization, the parent/guardian shall inform the school within 24 hours. Upon release from the hospital, the parent/guardian will provide documentation to the school of the student's mental health. If the student received a mental health evaluation and was not admitted to a hospital, the parent/guardian will provide documentation of the evaluation and will provide any necessary recommendations to avoid a future crisis.

COOPERATIVE ENDEAVOR/LAW ENFORCEMENT

It is the policy of JCFA to provide a safe school environment for students and employees. Therefore, there exists a cooperative endeavor among these agencies: law enforcement, juvenile justice, the district attorney, parish administration, human services authority, and JCFA. The goal of the cooperative endeavor is to keep the schools in the parish safe from drugs, weapons, and criminal acts of personal violence.

As soon as a criminal act perpetrated by a student is detected, the appropriate law enforcement agency shall be called. The responding deputy or police officer will come to the school, arrest the student if the investigation warrants, and secure the evidence. Initial notification of the parent/legal guardian of the student's arrest will be made by a school official. The school official will instruct the parent/legal guardian that the student has been arrested and taken to the appropriate detention center. The student will not be released from detention until a hearing on the matter is held before a judge in the appropriate court.

BOARD OF GOVERNANCE MEETINGS

Board of Governance meetings are scheduled for six times a year. The calendar for meetings is available on www.JCFA.co

JCFA BOARD OF GOVERNANCE MEMBERS

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LaPorte Sehrt Romig Hand

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Ralph Wall- Vice Chair,
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Millie Harris
JCFA Executive Director
504-296-0987

David Magee – Chair,
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