



InspireNOLA Charter Schools  
2023-2024  
Student & Family Handbook

*The student handbook is subject to changes.  
The current copy is posted on [www.inspirenolacharterschools.org](http://www.inspirenolacharterschools.org).*



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# InspireNOLA Charter Schools

## Mission

- To transform and inspire an educational movement where all students will fulfill one of the 3 E's (enrollment, enlistment, employment) and become successful citizens in their community.

## Values

- Inspiration: We exist to inspire the children of our city through education to maximize their potential and transform society.
- Aspiration: The school day does not end at 3:00 for InspireNOLA staff. We are continuously striving to make sure every child is successful.
- Dedication: We are committed to helping all of our children bring their dreams to fruition.

# General Policies and Procedures

## Admission and Enrollment

### Admission Requirements

All InspireNOLA schools participate in EnrollNOLA, the New Orleans Public Schools Common Application Process (NCAP), the city's common application and enrollment system (formally referred to as "OneApp"). InspireNOLA follows the calendar and policies of EnrollNOLA as they relate to application, admission, readmission, and transfer of students. For more information, please visit [www.nolapublicschools.com](http://www.nolapublicschools.com) or [www.enrollnolaps.com](http://www.enrollnolaps.com).

### Documents for Registration

As per policy, all InspireNOLA schools require documentation in order for a student to register at an InspireNOLA school (once the student has been placed at or admitted to the school through the EnrollNOLA process). To complete registration, a student's parent or guardian must provide copies of the following documentation:

- Birth certificate
- Immunization records
- Final report card
- Test scores
- Parent/guardian identification
- Proof of residence (*see below for additional information on proof of residency*)
- Transcript from previous high (*if applicable and enrolling in high school*)
- Social security card (optional)
- Individual Education Plan (IEP) or 504 Plan (if applicable)

A student may lose their seat at an InspireNOLA school if they do not submit all required documentation by the registration deadline, as established by EnrollNOLA. If documents are not available, parent/guardian should consult with the identified McKinney Vento liaison at the school site.

### Proof of Residence Requirements

When a student initial registers at an InspireNOLA school or if a student's residence changes, the parent/guardian is responsible for providing three (3) forms of proof of residence for the new address. Acceptable forms include: lease or rental agreement; a cable, internet service, telephone, Sewage and Water Board, or Entergy bill; LA state ID card or driver's license, and payroll check stub with home address.

InspireNOLA reserves the right to request proof of residence documentation at any time. In the case that InspireNOLA or an InspireNOLA school requests proof of residence, the parent or guardian must provide two (2) forms of proof of residence (acceptable forms are listed above) within five (5) business days. If the parent/guardian fails to do so, the student may be unenrolled from the InspireNOLA school at that time.

All students attending InspireNOLA schools are required to reside in Orleans Parish.

## Attendance

### Compulsory School Attendance

Beginning in the 2022-2023 school year, the state of Louisiana requires that all children who are five years old by September 30<sup>th</sup> of the calendar year in which the school year begins until their eighteenth birthday must attend a public school, private school, or must participate in an approved home study program. Any student above the compulsory attendance age who has excessive absences may be dropped from school with the SBLC (school building level committee) recommendation.

Please note below the Compulsory Attendance Law which all InspireNOLA schools are mandated to follow:

- A. Attendance Requirements –State law and school board policy require that elementary students (K – 8<sup>th</sup>) be present a minimum of 63, 320 minutes per academic year. For Secondary students (grades 9-12), when awarding credit based on instructional time, InspireNOLA schools will provide a minimum of 7,965 instructional minutes for one Carnegie credit, and students shall be in attendance for a minimum of 7, 515 minutes. In order to grant a one-half Carnegie credit, LEAs shall provide a minimum of 3,983 instructional minutes, and students shall be in attendance for a minimum of 3,758. (LA Bulletin 741)
- B. Penalties – Section 221 of Title 17 of the LA Revised Statutes states that the responsibility of a child’s school attendance is placed with the child’s parent or legal guardian. This responsibility includes awakening the child in sufficient time each morning and ensuring that the child, in fact, arrives at school at the appointed time. Any parent, guardian, or tutor found to be in violation of the compulsory school attendance law may be fined not more than two hundred-fifty dollars (\$250.00) and/or sentenced to thirty (30) days in jail or both. If a child is absent or tardy five (5) days from school, parents and/or child may be referred to the Municipal Court or Families In Need of Services (FINS) or Youth Opportunity Center (YOC).

Students are expected to be in school each day. **Absent students cannot participate in athletic practices or games the day of the event/activity.** Dated, original notes from a parent or doctor must be submitted to the homeroom teacher (K-8) or 2<sup>nd</sup> period teacher (9-12) within a one-week period (5 business days) following the absence.

Only absences that have been verified by the school social worker or designee are considered excused according to state law attendance requirements.

### Types of Absences

1. Excused absences are the following:
  - o Personal physical or emotional illness as verified by a state-licensed physician;
  - o Extended hospital stay as verified by a state-licensed physician;
  - o Extended recuperation from an accident as verified by a state-licensed physician;
  - o Observation of a recognized holiday of the student's own faith with documentation provided;

- Visitation with a parent who is a member of the US Armed forces or National Guard and such parent has been called to duty for or is on leave from deployment to combat (these absences should not exceed 5 days per school year);
- Travel for educational purposes, including college and university visits, with the approval of the School Leader (Verification of the educational experience must be submitted upon return to school.);
- Death in the immediate family with documentation (these absences should not exceed 3 days);
- National catastrophe or disaster.

Excused absences allow for the student to make up missed assignments and will not be counted against students in determining whether a student meets attendance requirements.

2. Unexcused absences are absences where verifiable documentation is not provided, the note is provided outside of the specified required time, or fail to meet the criteria as excused. These absences count against the student when determining whether the student meets attendance requirements.

Students attending school-sponsored activities/field trips are considered to be present at school.

### Attendance Requirements for Promotion

Students with more than 10 absences per year may be considered for retention.

### Tardiness

Students arriving to school after the morning tardy bell will be considered tardy to school. Elementary school students arriving to school 10 minutes after the tardy bell and high school students arriving to school 15 minutes after the tardy bell must be accompanied by a parent/guardian regardless of reason to be checked in by office personnel. Tardy students will receive appropriate disciplinary action for repeated tardiness which can result in referral to Municipal or Juvenile court.

### Early Dismissal and Check-Out

*An early dismissal or check-out from a school day is also considered an absence in the classes missed.* Early dismissal or check-out from school requires that the legal parent/guardian be present and provide a current form of legal identification at the time of the early dismissal or check out. Parent/legal guardian/designee must be listed on the student's emergency card.

### Withdrawal

InspireNOLA kindly requests that parents/guardians inform the school secretary, data manager, and/or counselor at least one week prior to moving of transferring from the school, or as soon as possible. The parent must sign several forms before the withdrawal procedure can be finalized, and all financial and material obligations to the school must be resolved before the withdrawal will be completed. Please allow 48-72 hours to process withdrawal paperwork. A student who seeks re-admittance to the school must go through the OneApp central enrollment system process.

### Breakfast and Lunch

A breakfast and lunch program is available to all students each day. Breakfast and lunch will be served at



no charge to all students, as all InspireNOLA schools have been selected to participate in the USDA Community Eligibility Provision Program (CEP).

Special meals will be provided at no extra charge to students with dietary restrictions as documented by a doctor.

The breakfast and lunch programs are available to everyone regardless of race, color, national origin, age, sex, or disability.

## Communication

### Contact Information

Parents/guardians are responsible for annually providing current and up-to-date contact information for the student. Each summer before a new school year begins, parents/guardians will be sent a form on which to update their contact information, and then return to school.

In the case that phone numbers or address change during the year, the parent/guardian must complete an enrollment card/form to provide current contact information. In addition to phone numbers and address for the parent/guardian, emergency contact information must be provided for at least two other individuals who may be contacted in case of an emergency. All authorized contacts to whom the school is permitted to release the student to during or after the school day must also be indicated.

### Emergency School Closing

Emergencies, including severe weather and other external factors, may occur throughout the school year. In extreme cases, InspireNOLA may deem it necessary for school facilities to close, as to ensure the safety and wellbeing of students and staff. In the event that school closure is necessary, InspireNOLA will alert parents via School Messenger phone calls, as well as posts over local radio and/or television stations, the InspireNOLA website ([www.inspirenolacharterschools.org](http://www.inspirenolacharterschools.org)) and on all InspireNOLA social media channels.

If students are on campus and an emergency school closure is deemed necessary, parents will be notified via School Messenger. InspireNOLA will also post immediate closure announcements on the InspireNOLA website and social media channels and the InspireNOLA mobile app.

## Communication Devices

### Cell Phone Policy

Students may use the designated office telephone with permission. Cellular phone usage is not permitted during an instructional period, unless permitted by the school principal (i.e. innovation Wednesday), including during the lunch period. Student cell phones that are seen will enact the School-wide Discipline Policy that enforces a consequence ladder with each offense. These include verbal warning, student-parent conference, afterschool detention, Saturday detention, in-school suspension, out-of-school suspension, and expulsion. Discipline policies regarding communication devices will be enforced.

If a student chooses to bring their electronic device to school, the electronic device must be stored in a secure location. Students shall be personally and solely responsible for the security of their electronic devices. InspireNOLA shall not assume any responsibility for theft, loss, or damage of an electronic device or unauthorized usage of any kind on the electronic device.

Should it be determined that a student's cell phone contains material subject to criminal laws, school

personnel shall confiscate the phone and notify law enforcement.

### Communication Devices During Testing

The possession of electronic devices is strictly prohibited during testing situations or other forms of student assessment. School personnel may collect such devices before students are administered an assessment. (The electronic device will be returned to the student after the assessment has concluded.) If a student is found in possession of an electronic device during an assessment, the assessment will cease, the device will be confiscated, and the student's assessment may be invalidated. Additional disciplinary action may be taken by the school administration.

### Other Electronic Telecommunication Devices

Electronic telecommunication devices are not limited solely to cell phones; any device that has the capacity to electronically transmit or exchange data, including cellular watches. All electronic devices that have telecommunication ability are subject to the policies and consequences in place for cell phones (i.e. Apple Watches, tablets, etc.).

### Damage to School Property

It is the policy of InspireNOLA Charter Schools that a student found guilty or responsible for damage or loss to any property belonging to InspireNOLA Charter Schools, a school, or a school employee shall be held accountable for making restitution for said damage. Any student who is suspended for such act shall not be re-admitted until arrangements for payment in full have been made for said damage.

### Emergency Situations

#### Emergency Contacts

It is the policy of InspireNOLA Charter Schools that upon registration and every year thereafter, the parent/guardian will submit emergency contacts for each student who attends an InspireNOLA school. It is the responsibility of the parent/guardian to notify the school if emergency contacts changes occur during the school year.

#### Evacuation of Building

Procedures for quick and orderly evacuation of school buildings have been established and are posted in classrooms and other rooms.

Alternate off campus re-unification locations may be used. Notification to students' parents/guardians will be completed by phone, text, and/or email to the parent/guardian and/or emergency contact information provided during registration and/or annual information updates.

Students are to familiarize themselves with procedures for evacuation and other emergency situations, and to obey instructions of teachers and staff in all situations. Because the orderly and rapid evacuation of building in an emergency is a serious and urgent matter, student misbehavior will be not tolerated and may result in disciplinary action.

### Grievances

InspireNOLA encourages students and parents/guardians to discuss their concerns and complaints through an informal conference with the appropriate teacher, staff member, assistant principal, or other school personnel. Concerns should be expressed as soon as possible to allow early resolution with the parties involved.

In the case that the student or parent/guardian is not satisfied with the outcome of the informal conference, the student or parent may initiate the formal process. At this time, they may submit a formal grievance in writing to the principal. The formal written grievance must be submitted to the School Leader within ten (10) days of the incident or matter. The School Leader will then look into the grievance and claims, determine the appropriate action, notify the person submitting the grievance in writing.

In the case that the student or parent/guardian is not satisfied with the outcome of the formal grievance result as resolved by the principal, they may submit a formal appeal in writing. The formal written appeal must be submitted to the InspireNOLA Central Office within three (3) days of receiving notification of the resolution from the principal. A member of the InspireNOLA Central Office team will determine the appropriate action and notify the person submitting the appeal in writing.

In the case that the student or parent/guardian is not satisfied with the outcome of the formal grievance result as resolved by the InspireNOLA Central Office, they may submit a second formal appeal in writing to the Chief Executive Officer. The second formal written appeal must be submitted to the CEO within three (3) days of receiving notification of the resolution from the InspireNOLA Central Office. The CEO will determine the appropriate action and notify the person submitting the appeal in writing. The determination of the Chief Executive Officer is final.

If InspireNOLA or its associated schools – through its Title I Programming – is not providing services in accordance with state and federal regulations, a parent may file a complaint in accordance with the Louisiana Handbook for School Administrators, which is available online at: <http://www.doe.louisiana.gov/osr/lac/28v115/28v115.doc>. Parents may also request a copy of this bulletin by calling the department's toll free number at 1-877-453-2721.

### Immunization Records

As per Louisiana Law R.S. 17:170, each person entering any school (including elementary and secondary schools) within the state for the first time the time of registration or entry shall present satisfactory evidence of immunity to or immunization against vaccine-preventable diseases according to a schedule approved by the office of public health, Department of Health and Hospitals, or shall present evidence of an immunization program in progress.

The schedule shall include but not be limited to measles, mumps, rubella, diphtheria, tetanus, whooping cough, poliomyelitis, and hemophilic influenza Type B invasive infections. The schedule may provide specific requirements based on age, grade in school, or type of school. At its own discretion and with the approval of the office of public health, InspireNOLA may require immunizations or proof of immunity more extensive than required by the schedule approved by the office of public health.

A student transferring from another school system in or out of the state shall submit either a certificate of immunization or a letter from his personal physician or a public health clinic indicating immunizations against the diseases in the schedule approved by the office of public health having been performed, or a statement that such immunizations are in progress.

If booster immunizations for the diseases enumerated in the schedule approved by the office of public health are advised by that office, such booster immunizations shall be administered before the student may enter an InspireNOLA school.

In the event of an outbreak of a vaccine-preventable disease at an InspireNOLA school, the School Principal or InspireNOLA CEO (or his/her designee) are empowered, upon the recommendation of the office of public health, to exclude from attendance unimmunized students until the appropriate disease incubation period has expired or the unimmunized person presents evidence of immunization.

## Medication

### General Policy

A student who is taking prescribed medication during the school day must have authorized medication administration information on file in the office and with the school nurse. The form outlines the process for dispensing medication that parents and student's physician must complete, sign, and return to the school before any prescribed medication may be administered to a student while on school campus.

Students should never be in possession of medication of any kind. Asthma medication may be carried by the student with written documentation from the physician and on file with the school nurse. School nurses or trained school employees are allowed to administer auto-injectable epinephrine to a student who the school nurse or trained school employee, in good faith, believes is having an anaphylactic reaction whether or not such student has a prescription for epinephrine. Breathe sprays/sheets, scented lotions, and colognes pose a health threat and are not permitted at school.

### Epi-Pen Policy

Pursuant to ensuring the health and safety of students, a school nurse or trained school employee may administer auto-injectable epinephrine, as defined in RS 17:436.1 subparagraph (J)(4)(a) to a student who the school nurse or trained school employee, in good faith, professionally believes is having an anaphylactic reaction, whether or not such student has a prescription for epinephrine.

At least one employee at each school shall receive training from a licensed medical professional in the administration of auto-injectable epinephrine. The school nurse or trained employee may administer the auto-injectable epinephrine to respond to a student's anaphylactic reaction, under a standing protocol from a physician licensed to practice medicine in the state.

Each public elementary and secondary school may maintain a supply of auto-injectable epinephrine at the school in a locked, secure, and easily accessible location. A licensed physician may prescribe epinephrine auto-injectors in the name of the school system or the individual school to be maintained for use when deemed necessary pursuant to the provisions of this policy.

### Non-Discrimination Policy

All InspireNOLA schools admit students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the school. InspireNOLA schools do not discriminate on the basis of race, color, national origin, or ethnic origin in its educational policies, admission policies, and athletic and other school-administered/sanctioned programs.

### Parent's Bill of Rights

This bill acknowledges that parental involvement is a significant factor in supporting student achievement and access to information helps to foster that involvement. Under Louisiana law (LA Rev Stat §17:406.9 [2021] ), parents are afforded certain rights to ensure they are full partners in their child's educational experience. Parents have the right to:

- To examine textbooks, curriculum, and other materials used in your child’s classroom.
- To inspect child’s school records and receive a child’s education records within 10 business days of the request.
- To be notified when medical services are offered.
- To be notified of criminal action taken against your child or by your child.
- That the school shall not discriminate against your child based on sincerely held religious beliefs of the child’s family.
- To receive written notice and the option to opt-out of surveys asking certain questions regarding the student’s sexual experiences or beliefs, family beliefs, morality, religion or political affiliation, or the student’s or family members health or psychological problems
- To access the final school calendar at least 30 days prior to the beginning of the school year.
- To view a complete listing of all school fees and the purpose of each.
- To view any school uniform requirements on the school’s website.
- To be promptly informed if your child is at risk of not being promoted to the next grade level.

### Parents Right to Know Information

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children’s education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (“eligible student”). When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student (“eligible student”). The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99.

Every *Student Succeeds Act (ESSA)* was passed by the U.S. Congress late last year and signed into law on December 10, 2015. The *ESSA* replaces the *No Child Left Behind Act (NCLB)* and is the latest reauthorization of the *Elementary and Secondary Education Act (ESEA)*.

Under the *ESSA*, all schools receiving Title I funds must inform parents of their right to ask schools about the professional qualifications of their child’s teachers and paraprofessionals. All InspireNOLA schools receive Title I funding and we are happy to share this information with you upon your request.

Specifically, you may request the following:

1. Whether the teacher has met Louisiana teacher certification requirements for the grade level and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under an emergency or other provisional status through which Washington qualifications or certification criteria have been waived.
3. The college major and any graduate certification or degree held by the teacher.
4. Whether the student is provided services by paraprofessionals, and if so, their qualifications.

We at InspireNOLA are extremely proud of the quality of the teaching staff at all of our schools. All of our core content teachers have college degrees and many have advanced degrees. In addition, every teacher continues learning through professional development activities and our teachers are evaluated each year to ensure their teaching skills remain at the highest possible level.

If you would like to receive this information, please contact the InspireNOLA Human Resources Department at (504) 227-3057 or [hr@inspirenolaschools.org](mailto:hr@inspirenolaschools.org).

## Protection of Employees

Any individual, including any parent/guardian of a student attending an InspireNOLA school, who physically assaults or threatens harm to any teacher, staff member, or employee of InspireNOLA will not be allowed to enter the campus of any InspireNOLA school without prior approval from the School Principal or InspireNOLA CEO.

## Searches

It is the policy of InspireNOLA Charter Schools to reserve the right to inspect all school property at any time for weapons, drugs, alcohol, stolen goods, or other materials or objects, the possession of which is in a violation of the Louisiana state, Orleans parish, or InspireNOLA policy when articulable facts lead to reasonable belief that the items sought will be found. InspireNOLA property shall include, but is not limited to, building, desks, lockers, area, computer, and grounds.

InspireNOLA shall authorized searches of student and non-students and of any bags, purses, containers, etc., that they bring on to InspireNOLA property or to school-sponsored activities if suspected of any objects that could potentially cause harm and danger to others or themselves. These searches may include the use of hand-held or stationary metal detectors.

## Student Fees

InspireNOLA schools do not have any required student fees. InspireNOLA schools do not charge fees as a condition of or requirement before enrolling in the school, as all students who are placed as per the EnrollNOLA/OneApp process are admitted to the school. InspireNOLA schools do charge fees for specific items, events, or activities that are optional and applicable to the student enrolled.

## Student Privacy

### Family Educational Rights and Privacy Act (FERPA) and Directory Information

The Family Educational Rights and Privacy Act (FERPA) is a federal privacy law that gives parents certain protections regarding their children's education records, such as report cards, transcripts, disciplinary records, contact and family information, and class schedules. According to FERPA, parents and eligible students have the right to:

- Inspect and review the student's education records;
- Seek amendment of the student's education records that are believed to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
- Consent to the disclosure of personally identifiable information, except to the extent that FERPA and the school board authorize disclosure without consent (see below for further information);
- File with the United States Department of Education a complaint concerning alleged failures by the InspireNOLA Charter Schools Board to comply with FERPA.

### Disclosure without Consent

Under FERPA, InspireNOLA may disclose information from a student's education records without the written consent of the parent or eligible student, when the disclosure meets any of the conditions set forth by FERPA, and in accordance with State law. This includes, but are not limited to:

- A school official having access to student records is:
  - A person employed by InspireNOLA in an administrative, supervisory, academic, research, or support staff position, including health and medical staff;
  - A person appointed or elected to the InspireNOLA Board;
  - A person employed or under contract with the Board to perform a special task for the

Board.

- A school official has a legitimate educational interest to access student records if the official is:
  - Performing a task that is specified in his or her position description or contract agreement;
  - Performing a task related to a student's education;
  - Providing a service or benefit related to the student or student's family, such as health care, counseling, job placement, or financial aid;
  - Maintaining the safety and security of InspireNOLA property or school grounds; and/or
  - Performing other duties of legitimate educational interest as determined by InspireNOLA's CEO or his designee on a case-by-case basis.
- Disclosures to officials of another school, school system, or post-secondary education institution where the student seeks or intends to enroll will be made without any notification to the parent or student. The transfer of student records may include information on the date of any expulsion and the reason(s) for which the student was expelled.
- InspireNOLA may disclose education records or information from education records, without the consent of a parent or guardian who is the subject of the records, to the State and local law enforcement officials and other officials within the juvenile system in accordance with the law.

**FERPA** allows schools to disclose information from a student's education record, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest
- Other schools to which a student is transferring
- Specified officials for audit or evaluation purposes
- Appropriate parties in connection with financial aid to a student
- Organizations conducting certain studies for, or on behalf of, the school
- Accrediting organizations
- Appropriate officials in cases of health and safety emergencies
- State and local authorities, within a juvenile justice system, pursuant to specific state law
- To comply with a judicial order or lawfully issued subpoena

All students are required to have a parent/guardian complete the Notification of Rights under the Family Educational Rights and Privacy Act (FERPA) and Student Directory Information Opt Out Form during the initial registration process. (The Notification of Rights under the Family Educational Rights and Privacy Act [FERPA] and Student Directory Information Opt Out Form can also be found in appendix.)

### Transfer of Personally Identifiable Student Information

Due to the increasing awareness and concern about the commercial and criminal use of student information, the Louisiana Legislature now requires both the state Department of Education and Orleans Parish School Board to provide accurate information of various transfers of student information. Please visit <https://www.louisianabelieves.com/resources/library/data-center/protecting-student-privacy> for more information. To determine what constitutes personally identifiable student information, please see La. R.S. 17:3914(B)(1) (a-c).

### Procedure for Inspection of Records

To inspect student records, requests must be made in writing to the School Data Manager. If additional assistance is needed, an additional request may be made in writing to InspireNOLA Charter Schools.

Requests should be addressed to Custodian of Student Records; InspireNOLA Charter Schools, 2401 Westbend Pkwy, Suite 4040, New Orleans, LA 70114.

### Amendment to Records

If, upon inspection of a student's records, a parent, legal guardian, or eligible student believes that the education records contain information that is inaccurate, misleading, or otherwise in violation of the student's rights of privacy, an amendment to the record may be requested by submitting the requested amendment in writing to Chief Executive Officer; InspireNOLA Charter Schools, 2401 Westbend Pkwy, Suite 4040, New Orleans, LA 70114. Any disagreement or amendment will be attempted to be resolved informally, when possible, through the Chief Executive Officer of his designee. Only the Chief Executive Officer of his designee may authorize an amendment to the education records of a student. If an amendment is not granted, the parent/guardian/eligible student may, within 30 days of the mailing of the notification, request a hearing. The hearing request must be made in writing to the CEO and mailed to the InspireNOLA office address located above. If a hearing is granted, the decision made at such hearing by the CEO or his designee will be final.

## Technology

### Electronic Communication

In addition, InspireNOLA provides age and grade appropriate classroom instruction regarding Internet and cell phone safety. This instruction shall include, but is not limited to: (1) safe and responsible use of social networking websites, chat rooms, electronic mail, bulletin boards, instant messaging, and other means of electronic communication; (2) risk of transmitting private personal information; (3) recognizing, avoiding, and reporting solicitations by sexual predator; (4) recognizing and reporting illegal activities and communications; (5) recognizing and reporting harassment and cyberbullying; (6) recognizing and avoiding unsolicited or deceptive communications; and (7) copyright laws on written materials, photographs, music, and video.

### Electronic Communication Between Students

Communication between students must be appropriate and in accordance with all applicable state and federal laws. If any form of inappropriate communication occurs between students electronically, which includes sharing of information and/or communication via writing, images, signals, sounds, recordings, data, or intelligence of any kind that is transmitted or shared on any device or means, InspireNOLA will take appropriate action. Inappropriate communication between students may include but is not limited to communication that may be viewed as bullying, derogatory, threatening, harassing, sexual, lewd, discriminatory, or suggestive in nature. In the case that inappropriate or unlawful communication is suspected, InspireNOLA will initiate a full investigation and will involve law enforcement, if/when appropriate.

### Electronic Communication Between Staff and Students/Parents

Communication between students and parents with InspireNOLA staff must be appropriate and in accordance with all applicable state and federal laws. All communication, whether in writing, orally, or electronically, is expected to be professional, deemed reasonable and acceptable by any outside person, and limited to information that is school-related. Improper or inappropriate communication between InspireNOLA employees and students and parents may include, but is not limited to, communication that may be viewed as derogatory, threatening, harassing, sexual, lewd, discriminatory, or suggestive in nature, regardless of who initiates the communication.

Any electronic communication between InspireNOLA staff members and students (whether via



InspireNOLA-provided or personal hardware or account) are considered InspireNOLA work produce and subject to public records. This includes sharing of information and/or communication via writing, images, signals, sounds, recordings, data, or intelligence of any kind that is transmitted or shared, including in physical or electronic form. As such, if InspireNOLA employees use a personal cell phone or personal email address to communicate with students or parents, the employee implicitly agrees to provide InspireNOLA access to the cell phone or emails if and/or when InspireNOLA requests to do so.

### School-Provided Technology

InspireNOLA recognizes the importance of technology and the educational benefits available through the appropriate use of technology. As such, computer labs, tablets, and laptop computer carts will be used to support and enhance the educational program. An “Acceptable Use Policy” must be on file before a student may access these resources. (See appendix for the Acceptable Use Policy.)

### Translation/Interpretation Services

InspireNOLA Charter Schools has policies and procedures in place to ensure that lack of English language skills will not be a barrier to admission or participation in the educational or extracurricular programming of the school. Written translations and oral interpretations are available for InspireNOLA students and their families.

Please contact the following individuals for translation services:

- Spanish: Yecenia Lopez, [yecenia.lopez@inspirenolaschools.org](mailto:yecenia.lopez@inspirenolaschools.org) or 504-373-6274
- Vietnamese: Thuyvan Vu, [thuyvan.vu@inspirenolaschools.org](mailto:thuyvan.vu@inspirenolaschools.org) or 504-372-2646

### Transportation

All InspireNOLA schools provide free transportation to and from school to any student living in Orleans Parish more than one mile from their school. Provided transportation mainly consists of yellow school buses.

All students who ride InspireNOLA-provided bus transportation must adhere to the following rules:

1. Stay seated when the bus is moving.
2. Keep your hands, feet, elbows, knees, books, pencils, and other objects to yourself.
3. Keep your voice low. If your voice can be recognized, you are too loud.
4. Nothing goes outside the windows, including arms, hands, feet, head, or any other body part.
5. No teasing or name-calling.
6. No fighting or horseplay.
7. No eating or drinking on the bus.
8. Follow the bus driver’s directions.
9. The following are not allowed on the bus: tobacco, matches, cigarette lighters, obscene language, obscene gestures, alcohol, drugs, pets, insects, or other animals, glass objects, weapons.
10. Student may only ride assigned bus. If route change is needed, the parent/guardian must contact their school’s operations manager to request a bus route or pickup/drop-off stop change. (Please note that changes are not immediate and will take time to process.)

Students who do not follow transportation rules will be issued consequence(s) that are appropriate to the severity of the offense. Consequences may include, but are not limited to:

- o Verbal warning from the driver
- o Driver referral to school administration, who will then conduct a parent phone call

- Driver referral to school administration, who will then conduct a parent conference
- Loss of bus privilege (duration is dependent upon the severity and frequency of the inappropriate behavior)
- Afterschool detention and/or Saturday School
- In- and/or out-of-school suspension
- Expulsion

A legal parent/guardian/designee must be at the bus stop with students under 2<sup>nd</sup> grade and scholars with a disability who receive door-to-door services. Complaints regarding transportation or the bus driver should be communicated to the InspireNOLA Central Office; complaints will then be directed to the appropriate personnel and entity.

No one is allowed access to board the school bus, an unauthorized boarder is anyone other than a student, First Student employee or school/ district administration. Parents are never allowed to board a bus for any reason.

### Truancy

As per Louisiana law R.S. 17:233, any student who is a juvenile (between the ages of 7 and 18) and who is habitually absent from school or is habitually tardy is considered truant.

A student shall be considered truant when 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.

### Uniform Policy

The specific school uniform policy for each InspireNOLA school is available on the school website and from the school office.

- Shirts: All students are required to wear the school uniform shirt, embroidered with the official school logo. Shirt tails are to be tucked in and may not be worn outside of the pants.
- Bottoms: Pants are to be dress, non-denim, uniform type slacks. Pants are to be the appropriate size for the students, must fit properly at the waist, and may be neither too tight nor too baggy. Bell-bottom, cargo, corduroy, patch-pocketed or jean type pants are not allowed as part of the uniform. Pants are to be hemmed (shoe-top length) and have no frayed edges or cut bottoms.
- Undershirt: Only plain white undershirts may be worn underneath uniform shirts
- Belts: Traditional solid black uniform belt
- Socks: Solid white crew socks
- Shoes: Black, closed-toe tennis shoes are required. Additional colors are allowed on the black enclosed tennis. Black and white saddle oxfords may be worn by female high school students.
- Outerwear: In cold weather, students may wear the school sweatshirt or jacket over their uniform shirt. No other outerwear may be worn when inside the building.
- Accessories: Hats, caps, hoods, bandanas, handkerchiefs, visors, hair curlers, gloves, headdress, and sunglasses (unless prescribed by a physician) may NOT be worn in the building or in class during the regular school day. Excessive jewelry or jewelry including hoop and dangling earrings may not be worn. Stud type earrings are allowed.
- Bookbags: High School students are only allowed to bring and/or carry mesh or clear book bags with them to and at school. Mesh book bags are available for purchase from the school front office. Elementary grades (PK-8) are allowed to wear colorful book bags. Student in grades PK-8

- are not required to wear mesh or clear book bags.
- o Student IDs: To ensure student safety and campus security, students will wear IDs daily while on the campus. Failure to wear ID will result in a detention. The cost of a replacement ID will be \$10.00.

The School Principal, in cooperation with the sponsor, coach, or other person in charge of an extracurricular activity, may regulate the dress and grooming of students who participate in the activity. Students, who violate dress and grooming standards established for such an activity, may be removed or excluded from the activity for a period determined by the School Principal or sponsor.

The School Principal has the authority to allow all or part of the student body to vary from dress code and establish a particular mode of attire for special occasion days or for a particular school-sponsored or school-related activities (i.e. Spirit Fridays).

### Visitor Policy

For the safety and security of the educational environment at InspireNOLA, all visitors must first stop at the security desk and/or front office before proceeding to any other area of the building. All visitors must sign in the visitor log when they arrive and must sign out when they leave. In addition, visitors are required to always wear a visitor's badge while in the building.

Visitors are allowed on campus at the discretion of the school leader and InspireNOLA reserves the legal right to limit or prohibit individuals on campus who harass, threaten, harm, or disrupt the safety and peace of the education environment.

### Volunteers and Chaperones

Volunteers and chaperones must be cleared through the InspireNOLA Human Resources (HR) office and a background check with the Orleans Parish Sheriff's Office if applicable. InspireNOLA covers the full cost of the background check and no money should be collected from the volunteer or chaperone.

Anyone that is not a full-time InspireNOLA employee that will have any interaction with students has the opportunity to potentially be alone with students must have a background check. This includes but is not limited to: field trip chaperones; part-time athletics coaches or trainers; assistant band directors or support; extracurricular or club ongoing volunteer; tutors; and community members who routinely volunteer in our schools.

To obtain a background check, the individual should contact the school secretary during the month prior to the expected event or when the interaction with students will begin. The school secretary will provide the individual with all forms; the individual should complete all forms and submit to the school secretary. The school secretary will then submit the completed forms to the InspireNOLA Human Resources office. A member of the HR team will contact the school to alert them when the chaperone/volunteer should report to the Sheriff's Office to complete their background check; the school secretary will then inform the individual. Human Resources will also inform the school when the background check results have been received by the HR office.

Individuals should be aware at times it can take up to 2 weeks for background check results to be received. Therefore, the individual should submit the background check application the month prior to the volunteer or chaperones expected event. For example, if the individual is interested in chaperoning a November 1<sup>st</sup> event, the fully completed background check paperwork and forms must be submitted to HR no later than October 1<sup>st</sup>. However, please do not submit a background application more than 60 days

prior to the event.

This is an annual process. If the individual completed an OPSO background check for the 2022-2023 school year, they must once again be re-screened for the 2023-2024 school year.

## Academics & Athletics

### Advanced Placement

High school students may take Advanced Placement (AP) courses that are offered by the school. Upon completion of the AP course, students take an AP exam in May that is administered through the College Board. Depending on the score earned by the student and the specific requirements of the college or university, the student may earn college credit or advanced placement. Please check with the high school counselor to determine which AP courses are offered at each school.

### Athletic Event Conduct

InspireNOLA is proud to offer a variety of athletic events that students may participate in and that students, families, and community members may attend. The following expectations regarding the conduct of participants and spectators at athletic events are to ensure the safety and enjoyment of all parties.

The following are prohibited from any and all individuals who attend InspireNOLA athletic events:

- Fighting
- Damage to public or private property
- Throwing of objects
- Using or displaying obscenities
- Harassment of participants, game officials, or spectators
- Entering restricted areas without authorization
- Consuming or possessing any alcoholic beverages
- Using or possessing unlawful drugs or any weapons that may be injurious to self or others

### English as a Second Language

Students whose primary language is not English will receive support services from an (ELL) ESL teacher. The (ELL) ESL teacher will service the students on a regular basis and work on current class work, and will work together with the regular education teacher to provide support and grades for the student.

All InspireNOLA schools offer language assistance services in person and over the phone. If in need of additional translation services, please contact the school leader. Additionally, important documents and parent communications will be translated before being mailed home or sent home with students. All students are required to have an up-to-date Home Language Survey completed during the initial registration process. (The Home Language Survey can be found in appendix.)

### Extra-curricular Participation and Eligibility

InspireNOLA recognizes that in order to develop well-rounded individuals, our students must have the opportunity to participate in extra-curricular activities. Service clubs provide leadership opportunities for our students while instilling in them the desire and the need for helping others. Academic clubs seek to extend the classroom curriculum in areas of interest to the students. Performing groups encourage our students to explore and develop their creative talents.

InspireNOLA also offers a full range of athletic opportunities for our students.

All students are encouraged to participate in at least one activity. However, each student's primary responsibility is to perform to the best of his/her ability academically. Participation in extra-curricular activities begin in the classroom. Absent students may not participate on days they are absent from school activities or events occurring during their suspension period. Students suspended or excluded from school due to behavioral concerns cannot participate in extracurricular activities. Participation in athletics, clubs, and other organizations is a privilege, and not a right.

A designated staff member monitors all students involved in extracurricular activities weekly for their current grades. Any students in these groups who have a D or F will have an action plan that must be completed before they can be cleared for full participation.

- Students who have a D in a class will be required to attend 45 minutes of tutoring or study hall prior to attending practice. They may still participate in practice and games/events, as long as they complete the required amount of tutoring.
- Any student with an F on their current grades will NOT be allowed to participate in any practice or game/event until that F has been raised and removed from their grades. These students must still attend tutoring.
- The staff member who is monitoring the grades will communicate with affected students and sponsors the academics status of students who are not meeting grade requirements.

## Field Trips

Field trips are taken to enrich the curriculum. Classes periodically visit educational destinations. Permission slips are sent home prior to each trip indicating date, amount, and special information. All due dates and timelines will be strictly enforced. Students not adhering to the timelines – or the student code of conduct – will require a legal parent or guardian to accompany the student.

## Gifted and Talented

A Gifted and/or Talented performs at or exhibits the potential for performing at a noticeably high level of achievement when compared to their peers in the same age group, grade level, etc. These scholars exhibit high performance capability in an intellectual area or excels in a specific field, such as, music, theater and art.

InspireNOLA's Gifted and Talented Program's goal is to seek, identify and provide advanced learners with the appropriate classroom instruction and services to fulfill their fullest potential. These scholars require instruction beyond what is required in a general education setting.

Admission into Gifted and/or Talented classes is limited to those students who have been evaluated and meet the requirements for gifted as defined by the State of Louisiana. For more information, please visit <https://www.louisianabelieves.com/academics/gifted-and-talented-students>.

## Grading Policy

### Grading Scale

InspireNOLA Charter Schools shall use the following uniform grading system for students enrolled in all grades 1-12 for which letter grades are used. This grading scale shall also apply for advanced course work, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors. Kindergarten will receive a standards-based report card graded using the scale below.

1-12 Grading Scale		
Grade	Percentage	Quality Points
A	100-93	4.0
B	92-85	3.0
C	84-75	2.0
D	74-67	1.0
F	**66-59	0.0

Kindergarten Grading Scale	
4	scholar exceeds expectation
3	scholar meets expectation
2	scholar is progressing towards expectation
1	scholar has not yet met expectation

GPA Scale (9-12)		
Grade	Regular Courses	Honors, Gifted, & AP Courses
A	4.0	5.0
B	3.0	4.0
C	2.0	3.0
D	1.0	2.0
F	0.0	0.0

Citizenship Grading Scale	
O	Outstanding
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

### Coursework Grading Grades 1 – 8

Teachers should share a syllabus that outlines the work of the course and the grading requirements with each pupil and parent during the first week of classes each year or semester with appropriate follow-up reminders. The syllabus should give parents and pupils a clear definition of what the pupil must accomplish and show how the grade will be earned over the duration of the course.

Individual students' grades and averages are expressed as alphabetical grades. Numerical grades are converted to alphabetical grades for placement on the official documents: Roll Book and PowerSchool (which will print onto report cards). Please see grading scale for conversion of percentage to letter.

The following grading category weights are to be followed:

#### Alice Harte, Andrew H. Wilson, Dwight D. Eisenhower, & Pierre A. Capdau S.T.E.A.M. Schools:

- 30% Daily Assignments (Do Now, Performance Tasks, Exit Tickets)
- 35% Weekly Quizzes/Weekly Tests/Major Projects (teacher-made assessments)
- 25% Quarterly Exams (interim/teacher-made quarterly exam)
- 10% Daily Homework and Class Participation

After a student returns to school from an absence, he/she has the same number of days as the absence to make-up missed work for full credit. It is the student's responsibility to obtain any make-up work from his/her teacher. Extra credit will be offered at the teacher's discretion. \*\*All students who score an F on any exam, assessment, or class assignment, will be provided an additional opportunity to *retake or redo* the assessment or assignment within (10) academic school days. After 10 days from the date of the assessment or assignment has past, student will earn initial grade (i.e., 0-66).

### Coursework Grading Scale for Grades 9 – 12

Teachers should share a syllabus that outlines the work of the course and the grading requirements with each pupil and parent during the first week of classes each year or semester with appropriate follow-up reminders. The syllabus should give parents and pupils a clear definition of what the pupil must

accomplish and show how the grade will be earned over the duration of the course.

Individual students' grades and averages are expressed as alphabetical grades. Numerical grades are converted to alphabetical grades for placement on the official documents: Roll Book and PowerSchool (which will print onto report cards). Please see grading scale for conversion of percentage to letter.

The following grading category weights are to be followed:

- 40% Major Assignments – minimum of four grades plus midterm (tests, lab reports, projects, papers, performances, midterm –weighted as two tests)
- 40% Minor Assignments – minimum of 25 grades (homework, classwork, do now, exit ticket, quizzes, mini-projects, lab components, short writing assignments)
- 20% Final Exam (includes EOC as the final exam in applicable courses)

The following grading category weights are to be followed 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:

- 45% Major Assignments – minimum of four grades plus midterm (tests, lab reports, projects, papers, performances, midterm –weighted as two tests)
- 50% Minor Assignments – minimum of 25 grades (homework, classwork, do now, exit ticket, quizzes, mini-projects, lab components, short writing assignments)
- 5% Final Exam (includes EOC as the final exam in applicable courses)

After a student returns to school from an absence, he/she has the same number of days as the absence to make-up missed work for full credit. It is the student's responsibility to obtain any make-up work from his/her teacher. Extra credit will be offered at the teacher's discretion.

## Graduation/Senior Information

### Graduation Participation

Graduation is a joyous occasion that celebrates the accomplishments of students who have fulfilled all requirements. In order to participate in a school's graduation ceremony, students must meet all graduation requirements set forth by the Board of Elementary and Secondary Education, which includes, but is not limited to, passing all required courses and meeting all End-of-Course/LEAP 2025 requirements. Details on Louisiana graduation requirements may found at <https://www.louisianabelieves.com/courses/graduation-requirements>.

### TOPS

In order for a student to qualify for college benefits through the Louisiana Taylor Opportunity Program for Students (TOPS), specific requirements as set by the Louisiana Office of Student Financial Assistance (LOSFA) must be met. Parent and guardians should consult the TOPS website (<https://www.osfa.la.gov/tops>) for requirements, specific information, and potential changes to the program.

## Homebound Services

Homebound instruction shall be provided by a properly certified teacher on the eleventh school day following an absence of more than 10 consecutive school days for a qualifying illness.

Homebound instruction, at a minimum, shall be provided in the core academic subjects:

- a. English;
- b. mathematics;
- c. science; and
- d. social studies.

A minimum of four hours of homebound instruction shall be provided per week, unless the student's health as determined by a physician requires less. Consideration shall be given to the individual need for services beyond the core academic subjects for students with disabilities.

Homebound services may be provided via a consultative model (properly certified regular or special education teacher when appropriate, consults with the homebound teacher delivering instruction) for students needing such services less than 20 days during a school year.

The proper form for homebound services may be obtained from the school nurse.

## Homeless/Transitional Students (Mc Kinney-Vento)

Each school receiving homeless/transitional student(s) will enroll the student(s) immediately after receiving proper documentation from EnrollNOLA. The school will direct the family to the onsite McKinney – Vento Program Liaison who will assist with additional services and procedures. Identified families will remain confidential. An assessment/evaluation will be completed annually.

### DEFINITION OF HOMELESS CHILDREN AND YOUTH

The term 'homeless children and youths' means individuals who lack a fixed, regular, and adequate nighttime residence.

It includes children and youth who:

- Are temporarily sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Are living in motels, hotels, or camping grounds due to the lack of alternative adequate accommodations
- Are living in emergency shelters
- Are abandoned in hospitals
- Have a nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation s for human beings
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Are runaway children or children who are abandoned
- Pursuant to the McKinney-Vento Act, unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian.

Eligibility status is determined in cooperation with parents or in the case of unaccompanied youth, by the school-Site McKinney-Vento Liaison (MVL) and the Local Educational Agency (LEA) McKinney-Vento (MVL) Liaison.

Families in Transition (children and youth) and Unaccompanied youth will be enrolled immediately (pursuant to OneApp Guidelines), even if they lack immunizations and/or records ordinarily required for



enrollment. Documents and records that cannot be used for enrollment delays include but are not limited to:

- A. Transcripts/school records
- B. Immunization, health, medical records
- C. Birth certificates
- D. Proof of residency
- E. Proof of guardianship

## Placement and Promotion

InspireNOLA policy regarding placement and promotion of students can be found in the InspireNOLA Pupil Progression Plan, which may be viewed at [www.inspirenolacharterschools.org](http://www.inspirenolacharterschools.org).

## Plagiarism

Plagiarism is the act of taking the words of another person and using them as one's own. This includes copying words or ideas from a book, magazine or other print source, downloading material from the Internet and copying work from another student. In the last case, both the student who does the copying and the student who allows the copying are equally guilty. If plagiarism occurs, disciplinary action that is commensurate to the action, severity, and intent will be issued.

## Pupil Progression Plan

InspireNOLA Charter Schools' Pupil Progression Plan (PPP) contains a full description of the academic and promotional policies for all InspireNOLA schools. This handbook contains many, but not all, of the policies contained in the PPP. If you would like to view the InspireNOLA PPP, it is available online at [www.inspirenolacharterschools.org](http://www.inspirenolacharterschools.org).

## Special Education

Under the Individuals with Disabilities Education Act (IDEA), every child with a disability is entitled to a Free Appropriate Public Education (FAPE). The IDEA emphasizes special education and related services, which should be designed to meet a child's "unique needs and prepare them for further education, employment, and independent living." Major principals of IDEA focus on students' rights and the responsibilities of schools to children with disabilities. The principles of FAPE includes Appropriate Evaluations, IEPs, Least Restrictive Environments, PR Parent Participation and Procedure Safeguards.

All students identified by an Individual Education Plan (IEP) receive special education services that are appropriate to their evaluation and IEP.

For more information regarding Parent/Student Rights in Identification, Evaluation, and Placement according to Section 504 of the Rehabilitation Act of 1973 & Title II of the American Disabilities Act of 1990, please refer to "Your Child's Rights: 6 Principles of IDEA" in the appendix.

## Discipline

### Behavior Infractions and Offenses

Students who do not follow the school's rules and expectations will receive consequences appropriate to the severity of their infractions. The following pages list examples of infractions and appropriate responses for school officials to take. Discipline incidents will be classified as Level 1, Level 2, and Level 3 Infractions.

**Level 1 Infractions:** *Non-Suspendable Offenses* Discipline incidents that can be handled by the teacher and do not warrant a discipline referral to the principal or designee. Any behavior that is of low-level intensity, passive in nature and/or of a non-threatening manner is a Level 1 Infraction. Level 1 infractions are incidents that occur in school buildings or grounds, or at school activities, that are the responsibility of the teacher or principal to address through corrective strategies. A student may not be given an out-of-school suspension for Level 1 infractions.

- 1.01 Boarding and de-boarding school transportation at incorrect stop
- 1.02 Horseplay
- 1.03 Entering an off-limits or restricted area
- 1.04 Habitual tardiness and/or absenteeism
- 1.05 Eating/drinking during prohibited times
- 1.06 Skipping class/school
- 1.07 Dress code violation
- 1.08 Not having proper materials or supplies for class
- 1.09 Not participating in class
- 1.10 Not wearing required clothing for physical education class
- 1.11 Littering
- 1.12 Failing to do or complete homework
- 1.13 ID violation (if applicable)
- 1.14 Making an unfounded charge against authority
- 1.15 Refusing to sit in assigned seat
- 1.16 Engaging in inappropriate public displays of affection (holding hands, kissing, hugging, etc.)
- 1.17 Talking in class at inappropriate times
- 1.18 Any other infraction that the principal or designee deems similar in severity to other level 1 infractions

**Level 2 Infractions:** *Suspendable Offenses* Discipline incidents that interfere with anyone's safety and learning, are of a threatening or harmful nature, legal violations and warrant administrative interventions. Such behaviors should be considered Level 2 Infractions. Level 2 infractions are incidents that occur in school buildings or grounds or at school activities that threaten safety or interfere with learning. A student may be given an out-of-school suspension for Level 2 infractions; however, schools should use the corrective strategies whenever possible. A Disciplinary Conference with the Orleans Parish Student Hearing Officer is also a possible corrective strategy for Level 2 offenses when prior interventions at the school site have not resulted in positive change.

- 2.01 Intentionally or habitually failing to attend detention or inschool suspension
- 2.02 Possessing or using tobacco and/or possession of a lighter
- 2.03 Using or possessing alcohol
- 2.04 Leaving school bus without permission
- 2.05 Using objects dangerously or inappropriately to harm others or damage property
- 2.06 Vandalism to school property or school bus
- 2.07 Leaving school and/or classroom without permission
- 2.08 Gambling
- 2.09 Extortion (blackmail, etc.)
- 2.10 Willful disobedience to authority figures that substantially interferes with the learning of others or threatens the safety of others
- 2.11 Using profanity and/or obscene language
- 2.12 Instigating or participating in fights (one-on-one or groups)
- 2.13 Bullying\*

- 2.14 Causing a false fire alarm
- 2.15 Intentionally causing a major, unnecessary disturbance in classroom/school campus
- 2.16 Improper use of a cell phone and/or electronic devices
- 2.17 Inappropriate bodily contact or harassment
- 2.18 Improper use of computer: Viewing obscene, pornographic, violent, or sexually harassing material; or information on manufacturing of weapons
- 2.19 Forging a signature on documentation required by the school, cheating, or lying to school personnel about academic matters
- 2.20 Habitual level 1 behaviors
- 2.21 Any other infraction that the principal deems to be similar in severity to other level 2 infraction

**Level 3 Infractions:** *Expellable Offenses* Discipline incidents that severely interfere with anyone’s safety and learning, are of a threatening or harmful nature, are legal violations and warrant immediate response from administration, crisis team, entire staff, and/or community support are Level 3 Infractions. Expellable offenses are incidents that occur on school property or grounds, on school transportation, or at school activities that severely interfere with anyone’s safety and learning, are of a threatening or harmful nature, and/or are legal violations. All expulsion recommendations are at the discretion of the school. Students cannot, under any circumstances, be recommended for expulsion for disrespect or willful disobedience, uniform violations, or repeated suspensions for violations not listed in expellable offenses.

Please note that there are three tiers of Level 3 Infractions, as detailed in the Level 3 section. Because every behavior infraction cannot be listed in advance, school principals may decide if an unlisted infraction is a Level 1 or Level 2 offense. Students may only be expelled for infractions that are described in Level 3.

### **Level 3 Tier One Offenses**

*Tier One Offenses: Expellable for up to Two Semesters*

- Distributing, selling, giving, or loaning any controlled dangerous substance governed by the Uniform Controlled Dangerous Substance Law, or any prescription drug
- Carrying, possessing, or using a firearm, knife with a blade of two inches or longer, or any other instrument the purpose of which is lethal force
- Sexual assault and other sexual acts where one party is nonconsenting
- Intentional battery or assault on any individual using a weapon or which causes serious, documentable injury that necessitates medical care
- Engaging in student-initiated intentional physical altercation with a member of the school staff
- Assault or threat with a weapon

### **Level 3 Tier Two Offenses**

*Tier Two Offenses: Expellable for up to One Semester*

- Possessing any controlled dangerous substance governed by the Uniform Controlled Dangerous Substance Law, or any prescription drug, or unmarked medication
- Possession or use of any implement/substance with the ability to seriously harm another person
- Robbery of an individual on school property or at any activity of which the school has jurisdiction
- Unauthorized entry of school property, or any space which the school has jurisdiction, with evidence of theft or vandalism
- Engaging in consensual sexual acts on school property or at any activity of which the school has jurisdiction
- Engaging in nonconsensual exposure of body parts in a sexual manner to another
- Assault (threat) of an individual with a dangerous substance or implement
- Propping open external facing doors
- Inviting or bringing non-students or unpermitted students onto campus

- Theft of school property or the personal property of individuals valued at \$500 or more on the school property or at any other activity over which the school has jurisdiction.

### Level 3 Tier Three Offenses

*Tier Three Offenses: Expellable for up to One Semester*

- Well-documented and on-going commission of serious acts that threaten the safety of others
- Well-documented and on-going behaviors that threaten, intimidate, or bully another individual, including the use of any electronic device to threaten, intimidate, or bully
- Sharing sexually explicit material, including through the use of an electronic device
- Theft of school property or the personal property of individuals valued at less than \$500 on the school property or at any other activity of which the school has jurisdiction
- Being under the influence of any controlled dangerous substance governed by the Uniform Controlled Dangerous Substance Law, or any prescription drug not prescribed to the accused student, or any chemical substance that affects the central nervous system and produces stimulant, depressant, euphoric, or hallucinogenic effects to the mind or body

### Corrective Strategies and Interventions

Multiple corrective strategies may be used to address problematic behavior before a suspension, depending on the individual student's needs. For some students, including those with disabilities, this may include conducting or revising the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).

*Corrective strategies for infractions* may include but are not limited to:

- Creation of a Behavior Improvement Plan(BIP)
- School-to-Home Communication System
- Personalized Behavior contract that includes expected student behavior, incentives for demonstrating expected behavior, and consequences for infractions
- Positive Behavior Intervention Support (PBIS)Systems
- Saturday School
- Loss of privileges
- Referral to the Response to Intervention (RTI) team
- Referral to school social worker or school counselor
- Intensive social skills teaching
- School bus suspension (if applicable)
- Contact and/or conference with parent/guardian
- Check-In/Check-Out Process
- After-school or lunch detention
- In-School Suspension
- Intensive academic support
- Self-management program
- Multi-agency collaboration

A principal may also suspend a student for some Level 3 infractions if the school believes a suspension would be more appropriate than a recommendation for expulsion. Some drug and weapon related offenses require an expulsion;

### *Level 3 Tier One Interventions*

The duration of each expulsion will be determined by the Student Hearing Office at the conclusion of the hearing, in accordance with the facts at hand, district policy, all relevant laws and regulations, and the guidelines below. For a student who commits a Tier One offense or a second Tier Two offense and is found guilty, the consequences range as follows:

- Removal to an alternative school or program for up to two semesters plus the remainder of the current semester
- Homebound services or virtual option provided by the sending school for a length of time agreed upon at the hearing
- Probation at the sending school for up to two semesters plus the remainder of the current

semester where the student can be sent to an alternative school by committing another Tier One or Two offense

- Referral to an outside program (i.e. substance abuse counseling) where the student can be sent to an alternative school by failing to comply with the terms of the referral
- A Disciplinary Conference held with the Student Hearing Office

### *Level 3 Tier Two Interventions*

The duration of each expulsion will be determined by the Student Hearing Office at the conclusion of the hearing, in accordance with the facts at hand, district policy, all relevant laws and regulations, and the guidelines below. For a student who commits a Tier Two offense or a second Tier Three offense and is found guilty, the consequences range as follows:

- Removal to an alternative school or program for one semester, plus the remainder of the current semester
  - Homebound services or virtual option provided by the sending school for a length of time agreed upon at the hearing
  - Probation at the sending school for up to one semester plus the remainder of the current semester
  - Referral to an outside program (i.e. substance abuse counseling) where the student can be sent to an alternative school by failing to comply with the terms of the referral
  - A Disciplinary Conference held with the Student Hearing Office
  - Commission of a second Tier Two offense makes a student eligible for the range of Tier One intervention

### *Level 3 Tier Three Interventions*

For a student who commits a Tier Three offense and is found guilty, the consequences range as follows:

- A Disciplinary Conference held with the Student Hearing Office
- Referral to an outside program (i.e. substance abuse counseling)
- Commission of a second Tier Three offense makes a student eligible for the range of Tier Two interventions

### *Detention Procedures*

Afterschool Detentions may be given by teachers or administrators for disciplinary infractions. When a student receives a detention for not adhering to character values, he/she/their must make arrangements for transportation. Students who fail to report to a detention or receive excessive detentions will be subject to ISS or suspension. If a parent has a question about detention, please contact school administration.

### *Suspension Procedures*

Suspension is defined as the loss of privileges to any and all school activities for the duration of the suspension period.

Suspensions shall be preceded by an informal conference conducted by the Dean of Students or his/her designee between the student, and, when practical, the teacher, supervisor or school employee who referred the student. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her; he/she shall be given the opportunity to present his/her version and evidence in support of his/her defense.

- At the time of the suspension, the Dean of Students or his/her designee shall contact the parent/guardian by telephone or in person. The parent/ guardian shall then be officially notified of the reason(s) for suspension, the length of suspension, and the date and time when the student may return to school via the school's Suspension Form, which goes home with the student.
- Parents have a right to file an appeal to a suspension, within five (5) days, in writing, with the School Leader. The School Leader or his/her designee will determine whether to uphold, reverse, or modify the decision to suspend the student. Decisions of the School Leader may be appealed in writing to InspireNOLA Charter Schools within five (5) days.

### Expulsion Procedures

InspireNOLA leaders cannot expel a student; leaders can recommend a student for expulsion. If a school leader recommends a student for expulsion, the student will be suspended pending a hearing for a recommendation for expulsion. The student will then have the expulsion hearing, during which the Student Hearing Office will determine if the recommendation will be upheld, reversed, or modified.

Expulsion is defined as the complete denial of all school services until the end of the school year.

- The student is entitled to a hearing to determine whether the student should be expelled. The Student Hearing Office of the Orleans Parish School Board shall hold the hearing within ten (10) school days after the principal or his/her designee determines that an act for which the consequences may be expulsion has occurred.
- The student or parent/guardian is entitled to file an appeal of the expulsion. The Student Hearing Office will hear the appeal. The Student Hearing Office will determine whether to uphold, reverse, or modify the decision to expel the student.

More information on processes and procedures of and contact information for the Student Hearing Office can be found here: [2022-2023 SY Student Hearing Office Manual for Disciplinary Procedures - C. Version Dated 8-1-22.pdf](#)

### Discipline Procedures for Students with Disabilities

#### Discipline

If a school has documented reasons to believe that keeping a student in his/her current school is substantially likely to result in injury to the student or to others, the school should request an emergency hearing to ask a hearing officer to transfer the student to an IAES for up to 45 school days. The student remains in the IAES pending the decision of the hearing officer or until the expiration of the 45 day or code violation time period (If less than 45 school days), whichever occurs first, unless the parent and school personnel agree otherwise.

The School's Manifestation Determination Review (MDR) Committee must determine whether the behavior is related or not related to the student's disability. At least one person on the committee must know the student and one other must be knowledgeable of the student's disability. The parents/guardians must be notified of the review and at least three documented attempts to reach the parents/guardians must have been made by the school to include them in the meeting. If the parents/guardians do not respond or participate, documentation of their absence must be included. The MDR Committee reviews all relevant information in the student's file, including the IEP in making the determination.

## Reporting Illegal Activities

- Nothing in this handbook prohibits school personnel from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability.
- School personnel reporting a crime committed by a student with a disability must ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the agency reports the crime. Records must be transmitted only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act.

## Seclusion and Restraint Procedures

### *Notification Requirements*

Families must be notified within 24 hours if physical restraint/holding skills or seclusion is used on their child. Date, time, method and person contacting the guardian must also be documented (form for documentation included in Appendix). Copies of documentation should be signed by the person completing form and the School Leader. Copies of documentation must be sent within 24 hours of action to the parent/guardian, Chairperson, Network Personnel (and if the student has an exceptionality), and School Leader.

### *Training Requirements*

All school administrators and behavior facilitators are required to be trained in the network-approved safety training program. InspireNOLA's approved safety training program is Non-Violent Crisis Intervention (NCI) Program by Crisis Prevention Institute (CPI). Social workers, teachers, related service providers, nurses, paraprofessionals, school bus drivers, bus attendants, cafeteria workers, custodians, and other school system personnel will be trained on an as needed basis.

### *Physical Restraint Guideline*

Physical restraint/holding is permitted only under the following conditions:

1. If the student's behavior presents a threat of imminent risk of harm to self or others.
2. As a last resort to protect the safety of self and others.
3. In a manner that causes NO PHYSICAL INJURY to the student.
4. Results in the least possible discomfort to the student.
5. Does not interfere in any way with a student's breathing or ability to communicate with others.
6. Does not involve the use of any form of mechanical restraint.
7. The student is not physically restrained/held in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.
8. Applied only in a manner that is directly proportional to the circumstances and to the student's size, age, and severity of behavior.
9. When school administration and Non-Violent Crisis Intervention (NCI) Team determine that physical restraint/hold is not effective, the student's parent/guardians will be notified. School administration will determine the appropriate action (e.g., contact Sheriff's Department, Emergency Medical Services).

Physical restraint/hold is prohibited:

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

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

#### *Monitoring & Documentation*

Physical restraint/holding require monitoring, documentation, and analysis of data collected:

1. Continuous monitoring.
2. Documentation every five (5) minutes (with adjustments made accordingly).
3. Student is released/removed as soon as the reasons for the action have subsided.
4. Parent/guardian, Director of Special Education (if student with exceptionality (and Leader notified in writing (Restraint/Holding/Seclusion Report forms in Attachments).
  - a. Within 24 hours of EACH incident of seclusion/restraint/holding
  - b. Reason for seclusion/restraint/holding
  - c. Description of procedures used
  - d. Length of time of seclusion/restraint/holding
  - e. Names and titles of school employees involved
5. Person/Employee who used seclusion/restraint/holding shall complete Seclusion/Restraint/Holding Report Form for each incident of restraint/seclusion/and holding.
6. Documentation of incidents of seclusion and/or holding shall be reviewed at least once every three (3) weeks for students whose challenging behavior continues or escalates.
7. When student is involved in three (3) incidents in a single school year, convene the IEP team to review and revise the student's behavior intervention plan to include appropriate and necessary behavioral supports.

Seclusion data must be analyzed at least annually. These procedures should be reviewed and revised as necessary during the interim period to ensure appropriateness and effectiveness.

It is recommended that data will be used to track the number of incidents of seclusion by student, staff, and type of incidents; and other factors, such as precipitating events and other observable factors.

#### *Physical restraint documentation*

If a student in your school becomes a danger to themselves or others AND is restrained by one or more staff members for any amount of time, you must complete InspireNOLA's Physical Restraints Form.

Follow these steps after an incident involving a physical restraint is resolved:

1. Notify the parent(s)/guardian(s) of the student who was restrained on the same day that the incident occurred.
2. Document the incident using the Physical Restraints Documentation Form within 48 hours
  - a. Ask all participants and witnesses to review the documentation form and sign page 2.
  - b. Meet as a school leadership team with the participants/ witnesses to the incident and debrief what occurred. Determine as a group if procedures were followed according to CPI training standards and network policy.
  - c. Ask members to sign off on the conclusions of the debrief meeting. Participants that disagree may submit a separate statement regarding their conclusions.
3. A copy of the completed form with original signatures must be kept on file in the school director or principal's office.
4. A scanned copy of the completed form must also be sent to the Exceptional Student Support Team within 48 hours.
5. If a student has an IEP, a copy of the form should be given to the Special Education Reporting System (SERS) Coordinator who will enter it in SER.



## Additional Discipline Information

### Bullying

InspireNOLA Charter Schools believes that all students have a right to a safe and health school environment. We promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Such behaviors include, but are not limited to direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation.

InspireNOLA Charter Schools is committed to maintaining a safe, orderly, civil and positive learning environment so that no student feels bullied, threatened, or harassed while in school or participating in school-related activities. Students and their parents/guardians shall be notified that the school, school bus, and all other school environments are to be safe and secure for all. Therefore, all statements or actions of bullying, hazing, or similar behavior such as threatening or harassment, made on campus, at school sponsored activities or events, on school buses, at school bus stops, and on the way to and from school shall not be tolerated. Even if made in a joking manner, these statements or actions of bullying, hazing, or similar behavior towards other students, school personnel, or school property shall be unacceptable.

- Any student who engages in bullying will be subject to disciplinary action up to and including expulsion. A student may also face disciplinary action that includes: loss of privileges; reassignment of seats in the classroom, schedule, cafeteria, or school bus; detention; in-school suspension; out-of-school suspension; and/or expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complaint student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting with the school principal, the student or the parent of the student should contact the local superintendent or his/her designee.
- InspireNOLA prohibits retaliatory behavior against any complainant or any participant in the complaint process.
- If necessary, counseling and other interventions will also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

This policy applies to students on school grounds, while travel on a school bus to and from school, or a school-sponsored activity, and during a school-sponsored activity. Students, parents/guardians, and other school personnel may report incidents of bullying to an administrator, teacher, counselor, or other staff member orally or in writing.

More information regarding bullying and the bullying hotline can be found here: <https://opsb.us/report-bullying/>.

# Title IX Policy on Sexual Harassment, Discrimination, and Misconduct

## InspireNOLA Notice Regarding Title IX Amended Regulations

### Introduction

Title IX states “[n]o Person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance.” 20 U.S.C. § 1681(a)

InspireNOLA does not discriminate on the basis of sex in the education program or activity that it operates, and InspireNOLA is required by Title IX, as amended, not to discriminate in such a manner.

Title IX was originally enacted in 1972. Amended regulations addressing student and employee sexual harassment under Title IX were issued on May 6, 2020 and became effective as of August 14, 2020. The amended regulations define student and employee sexual harassment under Title IX and establish procedures to respond to an allegation of Title IX sexual harassment. InspireNOLA is updating its policies implementing the amended regulations. Below is a summary of these amendments/updated policies.

This Notice explains how to report a complaint of sexual harassment, the steps InspireNOLA takes to investigate the complaint, the decision making process, and the appeal process.

Questions regarding Title IX may be referred to the U. S. Department of Education, Office of Civil of Civil Rights (OCR) or to InspireNOLA’s Title IX Coordinator, Candice Frazier at phone number: 504-227-3057 or email: [Candice.frazier@inspirenolaschools.org](mailto:Candice.frazier@inspirenolaschools.org).

### **I. NOTIFICATION REGARDING REPORTING ALLEGATIONS OF SEXUAL HARRASSMENT**

To all students, parents or legal guardians, employees, and applicants for employment:

InspireNOLA’s Title IX Personnel Team consists of the following individuals:

#### **Title IX Coordinator**

Candice Frazier  
2401 Westbend Parkway, Suite 4040  
New Orleans, LA 70114  
[Candice.frazier@inspirenolaschools.org](mailto:Candice.frazier@inspirenolaschools.org)  
(504) 227-3055

#### **Title IX Investigator**

Latoye Brown  
2401 Westbend Parkway, Suite 4040  
New Orleans, LA 70114  
[Latoye.brown@inspirenolaschools.org](mailto:Latoye.brown@inspirenolaschools.org)  
(504) 227-3057

#### **Title IX Decision-Maker**

Wylene Sorapuru  
2401 Westbend Parkway, Suite 4040

New Orleans, LA 70114  
[Wylene.sorapuru@inspirenolaschools.org](mailto:Wylene.sorapuru@inspirenolaschools.org)  
(504) 227-3057

**Title IX Appeal Person**

Jamar McKneely  
2401 Westbend Parkway, Suite 4040  
New Orleans, LA 70114  
[Jamar.mckneely@inspirenolaschools.org](mailto:Jamar.mckneely@inspirenolaschools.org)  
(504) 227-3057

The Title IX Coordinator is the person authorized by InspireNOLA to coordinate its Title IX compliance program. Any person may report sex discrimination, including sex harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, or e-mail, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. InspireNOLA employee who knows or learns information concerning conduct related to sexual harassment or allegations of sexual harassment should immediately notify the Title IX Coordinator.

Reports may be made at any time (including during non-business hours) by using the Title IX Coordinator's telephone number or email address, or by mail to the Title IX Coordinator's office address, listed above. Inquiries about the application of Title IX may be directed to the Title IX Coordinator or to the Assistant Secretary of Education at the United States Department of Education, or both.

**II. DEFINITIONS UNDER TITLE IX**

"Actual knowledge" is present when the Title IX Coordinator, any official with authority to institute corrective measures, or ANY EMPLOYEE (excluding respondent) of InspireNOLA has notice or receives a report or information or learns of sexual harassment or allegations of sexual harassment. Any employee with actual knowledge of sexual harassment or allegations of sexual harassment is required to make a report to the Title IX Coordinator.

"Complainant" means the individual who is alleged to be the victim of conduct that could constitute sexual harassment. A person may be a complainant even when no report is filed and no grievance is pending. At the time of filing, the complainant must be participating in or attempting to participate in the educational program or activity of InspireNOLA.

"Decision-maker" means the persons tasked with the following: 1) the responsibility of making initial determinations or responsibility (also referred to as the "initial decision-maker" or 2) the responsibility to decide any appeal (also referred to as the "appeal decision-maker") in formal complaints of sexual harassment in the Title IX grievance process.

"Deliberate indifference" is when InspireNOLA's response is clearly unreasonable in light of known circumstances.

"Determination regarding responsibility" is the formal conclusion of the initial decision-maker on each allegation of sexual harassment as to whether the respondent did or did not engage in the alleged conduct constituting sexual harassment.

“Education program or activity” includes any location, event or circumstance over which InspireNOLA exercised substantial control over both the respondent and the context in which the harassment occurs.

“Formal complaint” is a document filed by a complainant, the complainant’s parent/guardian, or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that InspireNOLA investigate the allegations.

“Respondent” means the individual who has been reported to be the perpetrator of the conduct that could constitute sexual harassment. A person may be a respondent even when no report is filed and no grievance is pending.

“Sexual harassment” - Conduct “on the basis of sex” that meets one or more of the following:

1. An employee of InspireNOLA conditioning the provision of an aid, benefit or service of [Name of School/Recipient] on an individual’s participation in unwelcome sexual conduct (quid pro quo sexual harassment);
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to InspireNOLA’s education program or activity;
3. “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v) means an offense classified as a forcible or non-forcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
4. “Domestic violence” as defined in 34 U.S.C. 12291(a)(8). “Domestic violence” includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction;
5. “Dating violence” as defined in 34 U.S.C. 12291(a)(10). “Dating violence” means violence committed by a person- (a) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) the length of the relationship; (ii) the type of relationship; (iii) the frequency of interaction between the persons involved in the relationship; or
6. “Stalking” as defined in 34 U.S.C. 12291(a)(30). “Stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to- (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress.

“Supportive measures” are non-disciplinary, non-punitive, individualized services offered as appropriate, as reasonably available, and without fee or charge to a complainant or a respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures should be designed to restore or preserve equal access to the educational program or activity without unreasonably burdening the other party. Examples of supportive measures include, but are not limited to, counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, increased monitoring or supervision, mutual contact restrictions between the parties, etc.

### III. REPORTS OF SEXUAL HARASSMENT

Any person may report sex discrimination, including sex harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, by email, or by any other means that results in InspireNOLA's Title IX Coordinator receiving the person's verbal or written report. Any InspireNOLA employee who knows or learns information concerning conduct related to sexual harassment or allegations of sexual harassment should immediately notify InspireNOLA's Title IX Coordinator. Failure to report will subject the employee to discipline up to and including termination.

InspireNOLA shall follow all state laws regarding reporting allegations of criminal misconduct (i.e., sexual assault on a student) and all state laws and regulations regarding mandatory reporting.

### IV. RESPONSE TO NOTICE OF SEXUAL HARASSMENT

InspireNOLA has specific obligations in responding to the notice of sexual harassment. Each of the procedural requirements set forth in the amended regulations are to ensure a fair process for both parties. InspireNOLA must respond promptly to actual knowledge of sexual harassment in an education program or activity and respond in a manner that is not deliberately indifferent. InspireNOLA must treat complainants and respondents equitably by offering supportive measures to a complainant and following a grievance process before imposing any disciplinary sanctions on a respondent.

**A. Complainant.** The Title IX Coordinator will contact the complainant promptly (even if a formal complaint has not been filed) to:

1. discuss the availability of supportive measures;
2. consider the complainant's wishes regarding supportive measures;
3. inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
4. explain the process for filing a formal complaint.

The process for filing a formal complaint is described below in the section of the policy entitled "Formal Complaint Process."

**B. Respondent.** The Title IX Coordinator's response to the respondent will also protect the respondent's due process rights so as not to impact the respondent's access to education prior to the grievance process and a determination regarding responsibility. However, the regulations permit InspireNOLA to immediately remove a respondent from the education program or activity on an emergency basis if InspireNOLA conducts an individualized safety and risk analysis and determines that an emergency removal is necessary to protect any student or other individual from an immediate threat to physical health or safety. This provision shall not be construed to modify any rights under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act or regulations promulgated thereunder. An employee respondent may also be placed on administrative leave when a formal complaint has been filed. In either instance, InspireNOLA must provide respondent with notice and an opportunity to challenge the decision immediately after removal.

### V. FORMAL COMPLAINT PROCESS

#### A. Basic Elements of Grievance Process

The following are all components of InspireNOLA's grievance process:

1. Treat complainants and respondents equitably by providing remedies to a complainant after a determination of responsibility for sexual harassment has been made against a respondent, and by following this grievance process before imposing any disciplinary sanctions or other actions that are not supportive measures against a respondent. Remedies must be designed to restore or preserve

- equal access to the InspireNOLA's education program or activity. Remedies may include supportive measures but may also include disciplinary action against respondent.
2. Provide an objective evaluation of all available evidence without making credibility determinations based on a party's status as complainant, respondent, or witness.
  3. The Title IX Coordinator, investigator, decision-maker, or any person designated to facilitate an informal process must not have a conflict of interest or bias for or against complainant or respondent. Training is provided for these individuals on definition of sexual harassment, scope of InspireNOLA's program or activity, how to conduct an investigation and grievance process, hearings, the use of any technology to be used at hearings, appeals and informal processes. Investigators are trained on how to prepare an investigation report. Decision-makers are trained on issues of evidence and questioning.
  4. There is a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility has been made at the conclusion of the grievance process.
  5. InspireNOLA will provide reasonably prompt time frames for completing the grievance process, including a process for temporary delays or limited extension of time frames for good cause such as law enforcement involvement, absence of a witness, party, etc. with written notice to both parties explaining the reasons for the delay.
  6. Identify possible disciplinary sanctions and remedies that may be implemented. Remedies may include disciplinary action up to and including suspension or termination of employment (if an employee) and suspension or expulsion (if a student).
  7. InspireNOLA has adopted the preponderance of the evidence standard to determine responsibility.
  8. Provide procedures and permissible reasons for appeal by a respondent or a complainant.
  9. Provide a description of the range of supportive measures available to complainants and respondents.
  10. Disallow evidence or questions that constitute or seek legally privileged information, unless the privilege is waived.

### **C. Written Notice**

InspireNOLA provides a written notice to all known parties upon receipt of a formal complaint. The Notice shall be sent to the parties contemporaneously. The Notice includes all of the following:

1. Notice of the grievance process, including any informal resolution process;
2. Notice of the allegations potentially constituting sexual harassment as defined in Title IX with sufficient details (names, dates, conduct, location, etc.) to allow the respondent to prepare a response before any initial interview;
3. A statement that the respondent is presumed not responsible for the conduct and responsibility will be determined at conclusion of grievance process;
4. Notice of the parties' right to have an advisor (may be an attorney) and to inspect and review evidence, and that
5. The code of conduct prohibits knowingly making false statements or providing false information in the grievance process.

If a formal complaint is initiated (1) without knowledge of the respondent's identity or (2) by the Title IX coordinator without knowledge of the complainant's identity, and the identity of the complainant and/or respondent is later discovered through the Title IX investigation, InspireNOLA shall provide an additional, updated Notice to all parties.

### **C. Dismissal of Formal Complaint**

1. A complaint must be dismissed if the allegations do not constitute sexual harassment as defined even if proved, did not occur in the InspireNOLA's program or activity, or did not occur against a person in the United States.
2. A complaint may be dismissed if complainant notifies the Title IX Coordinator at any time that they wish to withdraw the complaint or an allegation, if the respondent's enrollment or employment ends, or if specific circumstances prevent InspireNOLA from gathering evidence (e.g. passage of several years between complaint and alleged conduct, non-cooperation of complainant, etc.).
3. Notice of dismissal must be provided to both parties, including the reasons for dismissal.

### **D. Consolidation of Complaints**

Where allegations arise out of the same facts or circumstances, formal complaints can be consolidated against more than one respondent, by more than one complainant against one or more respondents, or by one party against another party.

### **E. Investigation**

InspireNOLA's investigative process:

1. Ensures that the burden of proof and gathering evidence rests on InspireNOLA rather than the parties (note: certain treatment records cannot be obtained without voluntary, written consent; also parent consent may be sought under FERPA if applicable);
2. Provides an equal opportunity for the party to present witnesses and evidence;
3. Does not restrict either party's ability to discuss the allegations or gather and present evidence;
4. Provides the same opportunity to have others present during interviews or other proceedings, including an advisor (who may be an attorney) and ensures that any restrictions on advisor participation apply equally to both parties;
5. Provides written notice to a party who is invited or expected to attend and includes, the date, time, participants, purpose, and location of any investigative interview or other meeting with enough time to allow the party to prepare to participate;
6. Provides both parties and their advisors, if any, an equal opportunity to review all evidence that is directly related to the allegations in the formal complaint, including evidence on which InspireNOLA does not intend to rely and any exculpatory or inculpatory evidence from any source. This evidence must be provided prior to the completion of the final investigative report and in time to give the parties at least 10 days to submit a written response, which investigator must consider before completing the investigation report; and
7. Includes preparation of a written investigation report that fairly summarizes the relevant evidence; report will be provided to the parties and their advisors at least 10 days before a determination of responsibility for review and written response.

### **F. Hearings and Written Questions**

No hearing is required in K-12 educational institutions. School officials may determine that hearings will be held in certain circumstances, and under such circumstances written notice to the parties will be provided. With or without a hearing, after InspireNOLA has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker must provide each party the

opportunity to submit written, relevant questions that the party wants asked of another party or witness, provide each party with the answers, and provide for limited follow-up questions. The recent amendments to Title IX provide restrictions, with limited exceptions, on certain types of questions related to the complainant. If the decision-maker determines that any submitted questions shall be omitted as irrelevant, the decision-maker will provide written notice and explanation as to why such question(s) were omitted.

#### **G. Determination of Responsibility**

The decision-maker cannot be the investigator or the Title IX Coordinator. The decision-maker issues a written determination of responsibility that:

1. Identifies the allegations that potentially constitute sexual harassment as defined in the amendments;
2. Describes InspireNOLA's procedural steps taken from the receipt of the complaint to the determination;
3. Includes findings of fact supporting the determination;
4. Includes conclusions regarding application of the code of conduct to the facts;
5. Includes a statement of, and a rationale for, the result as to each allegation, including a determination of responsibility, any disciplinary sanctions imposed upon the respondent, and whether remedies to restore or preserve equal access to InspireNOLA's education program or activity will be provided to the complainant; and
6. Includes procedures for appeals.

#### **H. Appeals**

1. Both parties have the right to appeal a determination of responsibility and InspireNOLA's dismissal of a complaint or any allegations for the following reasons:
  - a. A procedural irregularity that affected the outcome;
  - b. New evidence that was not reasonably available at the time of the determination regarding responsibility and could affect the outcome; or
  - c. Conflict of interest on the part of the Title IX Coordinator, investigator, or decision-maker that affected the outcome
2. InspireNOLA will ensure that written notice is provided to both parties of the appeal and provide both parties an equal opportunity to submit a written statement in support of, or challenging, the determination.
3. A written decision of the appeal will be provided to both parties simultaneously.
4. The decision-maker for the appeal (the appeal decision-maker) cannot be the Title IX Coordinator, the investigator or the initial decision-maker.

#### **I. Informal Resolution**

At any point during the formal complaint process, InspireNOLA may offer to facilitate an informal process that does not require a full investigation as long as both parties receive written notice of their rights and the parties provide written, voluntary consent. InspireNOLA cannot require the waiver of the right to an investigation and adjudication of formal complaints as a condition of employment or continuing employment of an employee, or enrollment or continuing enrollment of a student. InspireNOLA cannot offer to facilitate an informal resolution process unless a formal complaint has been filed. InspireNOLA cannot offer informal resolution in the context of a complaint alleging that an employee harassed a student. At any point prior to agreeing to an informal final resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.



## VI. RECORD KEEPING

A. InspireNOLA must keep records related to reports of sexual harassment for a minimum of seven (7) years, including investigation records, disciplinary sanctions, remedies, appeals and records of any action taken, including supportive measures or the complainant's decision not to file a formal complaint under Title IX.

B. Records should reflect that InspireNOLA's response was not deliberately indifferent and that measures were taken to restore or preserve equal access to the education program or activity.

C. If InspireNOLA does not provide a complainant with supportive measures, it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

D. InspireNOLA must also retain for seven (7) years any materials used to train Title IX Coordinators, investigators, decision-makers and any employee designated to facilitate an informal process.

E. InspireNOLA must post training materials on its website.

## VII. RETALIATION

A. Retaliation is prohibited against any person for the purpose of interfering with Title IX rights or because the person participated, or refused to participate, in any manner in a proceeding under Title IX regulations.

B. Complaints of retaliation may be reported and filed under the Title IX grievance process.

C. InspireNOLA must keep confidential the identity of a person who complains of or reports sexual harassment, including parties and witnesses, except as permitted by law to carry out the purpose of the regulations with regard to conducting an investigation into the complaint.

## Section 504, Title II, and Age Act Grievance Procedures

Grievance procedures for formal, written grievances by complainants who are considering bringing a formal grievance may at any time meet with the InspireNOLA Coordinator, who ensures the rights of employees, students, and third parties under Section 504, Title II, and Age Act protections. The designated Coordinator, who will discuss the matter and describe the formal grievance process, can be reached in person or through the submission of a written grievance at:

Candice Frazier – Section 504, Title II, and Age Act Coordinator  
Executive Director of Human Capital  
2401 Westbend Pkwy, Suite 4040  
New Orleans, LA 70114  
(504) 227-3057 or [Candice.Frazier@inspirenolaschools.org](mailto:Candice.Frazier@inspirenolaschools.org)

a. A formal grievance process is initiated when a complainant submits a written statement to the InspireNOLA Coordinator alleging discrimination or harassment on the basis of race, color, national origin, sex, disability, religion, sexual orientation, gender identity, gender expression, age, or any retaliation for exercising rights relevant to Section 504, Title II, and/or the Age Act. In the statement, the complainant is encouraged to request any relief sought from InspireNOLA. Prompt submission of formal grievances is encouraged.

b. The InspireNOLA Coordinator will consider the written grievance, and may dismiss the grievance without further process or review if the InspireNOLA Coordinator determines that the grievance on its face is outside the scope of these grievance procedures. Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and the school will take actions necessary to prevent such retaliation.

c. If the grievance is not dismissed, the InspireNOLA Coordinator will interview the individual who submitted the written statement. Depending on the circumstances, the InspireNOLA Coordinator may also interview others with relevant knowledge, review documentary materials, and take any other appropriate action to gather and consider information relevant to the grievance through a thorough and impartial investigation process. The InspireNOLA Coordinator will also make reasonable effort to interview the alleged discriminator(s)/harasser(s), if such persons are identified by the complainant or by other gathered evidence. Additionally, the complainant and any alleged discriminator(s)/harasser(s) identified will be notified that they may present witnesses and evidence to the InspireNOLA Coordinator. The investigation shall be carried on discreetly, maintaining confidentiality insofar as reasonably possible while conducting an effective investigation.

d. The InspireNOLA Coordinator will determine whether the complainant was subjected to discrimination or harassment under any InspireNOLA program or activity, using a preponderance of the evidence standard. During this process, the InspireNOLA Coordinator will prepare a written report setting forth findings, conclusions, and actions to be taken, if any, with all involved parties.

e. While the time it may take to investigate and resolve a grievance will depend on a variety of factors, including the nature and scope of the allegations, the InspireNOLA Coordinator will seek to resolve the grievance within 60 working days of receipt of the grievance. Within this timeframe, the investigation of the grievance will be completed by day 45 of the outlined process, and both parties involved will receive a response regarding the outcome of the complaint by day 60 of the outlined process. Throughout the process, the InspireNOLA Coordinator will keep the participants informed of the status of the investigation.

f. Upon resolution of the grievance by the InspireNOLA Coordinator, all parties will be made aware of the outcome through written notification. A complainant or respondent (respondent defined as the individual alleged to have engaged in the discriminatory conduct) who is dissatisfied with the final decision of the Coordinator has the right to appeal the decision. An appeal can be filed within 15 working days after receiving written notice of the investigation's outcome. If an appeal is filed, both parties will receive the results of the appeal by day 30 from the date that the appeal was filed. Appeals will be handled using the above outlined grievance procedures, and the point of contact to appeal a decision is:

Jamar McKneely-Chief Executive Officer  
c/o Latoye Brown Chief of Strategy & Advancement  
2401 Westbend Pkwy, Suite 4040  
New Orleans, LA 70114  
[Latoye.Brown@inspirenolaschools.org](mailto:Latoye.Brown@inspirenolaschools.org)

g. If any investigation determines that discrimination or harassment occurred, the school will take steps to address the problem and prevent its recurrence.

## Contacting InspireNOLA Charter Schools

Address: 2401 Westbend Pkwy  
Suite 4040  
New Orleans, LA 70119

Phone: (504) 227-3057

Fax: (504) 227-3099

Website: [www.inspirenolaschools.org](http://www.inspirenolaschools.org)

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## SCHOOL PARENT COMPACT

Dear Parents/Guardians,

InspireNOLA students participating in the Title I, Part A program, their families, and school staff agree that this compact outlines how parents, staff, and students share the responsibility for academic achievement. The compact outlines how InspireNOLA schools and families build and develop a partnership that helps children achieve and succeed.

### InspireNOLA schools will:

- Provide a high-quality effective learning environment that is safe and that enables the student to meet the State's student academic achievement standards
- Provide ongoing two-way communication between teachers and parents through parent-teacher-student conferences and frequent reports to parents
- Provide reasonable access to staff through scheduled parent-teacher conferences
- Provide opportunities for parents to volunteer and participate at their child's school and observe classroom activities when necessary
- Provide a mutually respectful relationship between all parties (students, parents, teachers, and volunteers)

### Parents will:

- Support my child's learning by ensuring that he/she has proper rest and nutrition and attends school on time and on a regular basis
- Support my child's learning by reading with him/her
- Help set a positive tone for learning with my child
- Strive to make positive use of my time with my child
- Participate in decisions relating to the education of my child through a mutually respectful relationship with school staff
- Develop and maintain a mutually respectful relationship between all parties (students, parents, teachers, and volunteers)
- Provide quiet space and time for homework completion at home
- Support my child's class/school (i.e. helping in class/school, volunteering in my child's school, communicating with my child's teachers, attending school events when possible, etc.)

**Students will:**

- Proudly follow the behavioral expectations taught at our school
- Ask questions when I am not sure about a lesson or an assignment
- Make good choices like paying attention in class, staying on task, doing my best, and working hard at my schoolwork
- Be the very best student that I can be each and every day

**Please sign and date below to acknowledge that you have reviewed and agree to this School-Parent Compact. Once signed, please return this form to your child’s teacher. We look forward to our school-parent partnership!**

Child’s Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Homeroom Teacher’s Name: \_\_\_\_\_

Parent/Guardian’s Name:(printed) \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of School Representative: \_\_\_\_\_ Date: \_\_\_\_\_

**PLEASE RETURN THIS PAGE TO YOUR CHILD’S HOMEROOM TEACHER AS SOON AS POSSIBLE.**