



**Academic and Residential Life
Handbook**

2023-2024

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Dear Thrive Academy students and family members,

Welcome to a new school year! We are incredibly grateful that you have chosen to entrust us with your most precious gift – your child. We, the Thrive Academy faculty and staff, promise to strive to be worthy of the trust you have placed in us.

Boarding school creates a unique bond between the faculty/staff and the students/families we serve. We rely and depend on each other in ways that traditional schools do not – and because of this trust – we reap benefits that other schools do not. This relationship is often simultaneously deeply challenging and extraordinarily rewarding.

As a unique school type, we have rules and regulations in place that most traditional schools do not. Similarly, we offer student opportunities that many schools cannot. Our team works hard each year to present you with the most complete explanation of programming, rules, guidelines and regulations in the form of this handbook. We hope you and your family take some time to become familiar with all our policies – as there are probably some you haven't seen in your previous schools. Our goal is to always provide you with the most up to date information possible. As our school has continued to grow, we continue to find new and better ways of approaching issues, refine our language and make our policies grow with our students. For this reason, we hope you understand that this handbook is a living document and is updated frequently. Any changes that are made will be sent home to you as soon as possible.

Ultimately, we know it is a great honor that you have entrusted us with not only the education of your child, but their residential care and safety as well. Our goal is to be the partner you need us to be so we, as a team, can help your child become the best possible version of themselves. Please do not hesitate to reach out to myself or any member of our team if there is ever anything we can do to assist you.

We are so thankful to have you as a part of our Thrive family,

Sincerely,

Paul Sampson
Superintendent

Vision Statement

We create a space that eliminates the obstacles so students can achieve what the world thought was impossible.

Mission Statement

Thrive Academy's mission is to revolutionize education by giving students a chance to overcome their obstacles and become the best version of themselves. By blending school and home we create a continuum of learning that allows graduates to become multifaceted citizens who thrive in all aspects of life. We measure our success not by the number of students who walk across the stage on graduation day, but by how prepared they are to be successful the day after.

School Creed

I am the

Best version of myself

Unique in ways that make me amazing; I

Love my community and

Lead by example; I am

Dedicated and determined to

Overcome all obstacles; I am

Growing everyday because I am

Strong and resilient

We are Thrive Bulldogs

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Thrive Academy Core Values

Compassion

Endurance

Partnership

Independence

Ownership

Section 1: General Information

1.1 - About Thrive Academy

Thrive Academy is a public, tuition-free, boarding school for students in grades 7 through 12. Thrive is a state authorized school overseen by a legislatively appointed board. Although Thrive Academy is located in Baton Rouge, **it does not report to the East Baton Rouge Parish School Board.**

Thrive Academy's five-day boarding program (the "Residential Program") requires that enrolled students arrive at school on Sunday evenings and depart on Friday at the conclusion of the academic day (with the exception of holidays and other school closings). The Residential Program focuses on creating independent young adults. Thrive residential life is highly structured, allowing students to feel secure in their surroundings and concentrate on their education. In the afternoons, students engage in a variety of physical activities, arts programs and tutoring sessions. In the evenings, students work together to run their household, performing everyday activities such as cooking, cleaning, laundry, and budgeting. Thrive's Residential Program is explained further in the "Residential Life" section of this Student Handbook.

Thrive Academy is governed by the Board of Directors (the "Board of Directors"). Names of the individual Directors on the Board, the Board meeting schedule, minutes from previous meetings and agendas for upcoming meetings can be found on Thrive's website at <http://thrivebr.org/board/>.

1.2 – Visitor Policy

No person is permitted on the grounds of Thrive or in any school building, residence hall, or any other school facility as a visitor without authorization from the appropriate Thrive official. Violators of this Visitor Policy are subject to fines up to two hundred fifty dollars (\$250) or imprisonment up to thirty (30) days, or both, in accordance with state law. La. R.S. 17:416.10.

The term "visitor" means any person except: an employee of Thrive or individual acting on behalf of Thrive; a member of the Board of Directors; or a student enrolled at Thrive. Visitors on a student's Approved Visitor List must use the finger print scanner at the front desk to check -in and verify their identity before access to a student will be given. If a visitor is not a parent, guardian, or an individual listed on a student's Approved Visitor List and seeks to see a particular student, written permission for the individual to be added to the student's Approved Visitor List is required before they will be allowed access to the student. In an emergency, only the Executive Director may give permission for someone not on a student's Approved Visitor List to have access to the student.

In the case of officials from any governmental or social service agency, access to students will be granted so long as such contact is permitted by law. Should an official wish to speak with a

student without Thrive first contacting a parent, they must present legal documentation asserting their right to do so.

All visitors must first report to the Main Office to obtain a visitor's badge that shall be visible at all times while the visitor remains on the school premises. Obtaining a visitors badge requires individuals to present a valid form of identification which will be checked against a sex offender database. Any individual who is a sex offender shall not be permitted access to Thrive's campus for any reason.

Classroom visits by parents, guardians, or other authorized individuals are generally allowed with permission from and must be scheduled with the Principal. Classroom visit times are specific and established to preserve the teaching-learning environment and to promote academic decorum and a focus on academic excellence consistent with the mission of Thrive.

School faculty and staff are also always happy to meet with parents or guardians, however, Thrive requests that such meetings be scheduled in advance to ensure that all needed staff can be made available. Due to the 24 hour nature of the school, Thrive makes no guarantee that the requested staff member can be made available unless an appointment has been made.

Residential Hall visits by parents, guardians, or other authorized individuals are generally allowed with permission from the Director of Residential Life.

All parents and visitors are expected to contribute to the environment of Thrive during their visit and may be asked to leave if they are disruptive in any way. This includes but is not limited to engaging with other students in inappropriate ways, being physically, verbally or emotionally abusive, appearing intoxicated, damaging the entrance and exit gates in any way or carrying any type of weapon. Should there be any incident that requires a DCFS report, one will be filled in accordance with state law. Should the actions of any parent or guardian appear to threaten the safety of students or staff, the police will be immediately called and the school and dorm will be placed on lock down until they arrive. Should any visitor – including parents – violate Thrive's visitor policy, they may be banned from campus. Once banned from campus, a parent will still be allowed to meet with Thrive staff as needed to discuss their child – but only after scheduling an appointment in advance and if Thrive staff chooses, the appointment will take place in the presence of law enforcement.

Please follow-up with the Principal or Director of Residential Life to schedule your visit.

1.3 Unique Statutory Mission of Thrive Academy

The Louisiana Constitution, Article 8, Preamble dealing with education, states: "The goal of the public educational system is to provide learning environments and experiences, at all stages of human development that are humane, just, and designed to promote excellence in order that every individual may be afforded an equal opportunity to develop to his full potential."

Thus, the goal of the public educational system in Louisiana is to provide learning environments and experiences in order that every individual may be afforded an equal opportunity to develop his/her full potential. In other words, the goal is for the public schools to provide positive learning environments and experiences so that every individual student is given an equal opportunity to use that environment and those experiences to develop his/her full potential. The state provides the opportunity; the individual decides to what degree that opportunity will be utilized to help develop his/her full potential.

The statute creating Thrive Academy, *R.S. 17:1971*, states: "It is the intent of the legislature to establish an independent, residential school as a pilot school certain at-risk students in grades six through twelve with the express purpose of providing a more challenging educational experience to develop students to their full potential through high expectations, personal support, and educationally enriching activities." The key phrases of legislative intent that differentiates Thrive Academy from any and all other public schools in the state are:

". . . For certain at-risk students," implies a **screening** process and thereby indicates that it is a **privilege** and not a **right** for a student to attend Thrive Academy. Life may afford one a privilege and to accept this privilege, one may lose other rights.

"...to develop students to their full potential." Thus, the standard for Thrive Academy is not the standard of the Louisiana Constitution for public schools in general. The Constitution requires that public school students be **". . . afforded an equal opportunity [for the individual] to develop to his full potential;"** but the statute creating Thrive Academy states that the **school is to develop "such children to their full potential."** Therefore, Thrive Academy, must reserve unto itself the right to determine the academic schedule each student will follow while attending the school.

The "express purpose" of Legislative intent is to hold Thrive Academy to a different standard than other public schools in the state when educating that insular and discrete group of at-risk children the school was founded to serve.

In partial fulfillment of its ethical and fiduciary responsibilities to achieve its unique mission, the Board of Directors has approved this *2022 - 2023 Academic and Residential Life Handbook* for the Thrive Academy. In approving the handbook, the Board has considered the special legislative mandate for Thrive Academy, the definition of at-risk students as applied to Thrive Academy, the school's preamble and mission statement, and, the definition of socialization as defined herein for the insular and discrete group that Thrive Academy is commissioned to serve.

DISCLAIMER: As established by the Louisiana Legislature, Thrive Academy functions as an independent, residential public school with a unique residential program. As such, Thrive

Academy was established for those students who unilaterally elect to apply for admission to the school and, if selected for admission, voluntarily withdraw from the educational programs and services available to them in their respective city or parish school systems, in favor of participation in the academic and socialization opportunities embedded into the living/learning environment at Thrive Academy. Because of its independent structure and unconventional establishment, Thrive Academy does not seek, and is not authorized, to replicate programs and services that may be available to students in the school systems where they reside.

1.4 - Enrollment at Thrive Academy

As indicated by the school's unique mission, admission to Thrive Academy is a privilege and not a right. Admission is based on meeting the at-risk characteristics defined in the legislation and a students' desire to be at Thrive. Further, admission is only for one year at a time and is dependent on several factors including satisfactory academic and socio-emotional progress. Thrive Academy reserves the right to withdraw a student's admission at any time, if it is deemed the school is not the right fit for the child. Additionally, while Thrive Academy does not discriminate based on medical history, the school does require that parents/guardians disclose all past physical and mental health issues when applying for admission and reserves the right to revoke a student's admission if conditions are not disclosed.

When determining admission for Thrive, the admissions staff takes into account

- 1) A students at-risk factors
- 2) A students desire to be at Thrive
- 3) A families desire for their student to be at Thrive

These factors are scored based on a rubric. After being scored, spots are filled by gender and available bed space, beginning with the highest score. Students who do not qualify for a spot immediately are placed on the waiting list in order of their score. Throughout the year, as additional students apply, they are scored by the same process and added to the waiting list – first by score and then by date of application. Because Thrive Academy uses a scored based admission system, the waiting list does not follow a first-come-first-serve basis. In general, if a family withdraws from Thrive Academy, they will not be readmitted at a later date. The Superintendent has the discretion to make case-by-case exceptions to this rule.

1.5 - FERPA

The Family Educational Rights and Privacy Act (FERPA) governs the privacy rights and protections applicable to a student's educational records. The administration, faculty, staff, agents and contractors of Thrive take seriously their collective responsibility to protect the privacy of each student's personally identifiable educational record maintained by Thrive. Such rights to privacy are not unlimited, however, and Thrive reserves its authority to disclose personally identifiable student information in accordance with the exceptions provided under FERPA, as more fully described below:

Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within forty-five (45) days of the written request. Parents/guardians or eligible students should submit to the Superintendent a written request that identifies the record(s) they wish to inspect. The Superintendent will arrange for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student’s education records that the parent/guardian or eligible student believes are inaccurate or misleading or otherwise in violation of the student’s privacy rights under FERPA. Parents/guardians or eligible students may ask Thrive to amend a record that they believe is inaccurate or misleading. They shall write to the Superintendent, clearly identify the part of the record they want changed, and specify why they believe the record should be changed. If Thrive decides not to amend the record as requested by the parent/guardian or eligible student, Thrive will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/guardian or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Thrive as administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Thrive Board of Directors; a person or company with whom Thrive has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary, admissions, or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. Upon request, Thrive discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Thrive to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office

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

1.6 – Custodial Arrangement Policy

Enrollment at Thrive requires that the custodial parent(s), guardian, or grandparent awarded custody be a resident of Louisiana at the time of the student's acceptance. If the parent(s), guardian, or grandparent awarded custody is unable to establish residency, then the student will be dismissed from school.

If the student does not live with both parents, the appropriate paperwork (i.e. custody decrees, guardianship papers, etc.) is required to be on file with the office at the time of enrollment or during the school year when there is a change in status.

If a student has a living arrangement in which they do not reside with both parents who have legal custody and there is no custody agreement in place – Thrive Academy will require that the parents both sign an agreement that states which parent will have the power to make educational decisions for the child.

If a parent misleads Thrive Academy about the current custody situation or is found not to be the legal guardian of the student – Thrive reserves the right to withdraw the student's acceptance.

It is the responsibility of the custodial parent(s), guardian, or grandparent awarded custody to inform Thrive as to whether non-custodial parent(s) and/or stepparent(s) and/or co-tutor(s) may provide permissions, verify permissions, and/or sign out the student. Any such authorizations must be provided in writing and must be renewed at least annually.

1.7 – School Jurisdiction and Readmission to Campus

Once a Thrive student is signed out and goes home or to another destination approved by the parent/guardian, and thereby leaves Thrive's jurisdiction and control. Thrive shall not be responsible for the student's own negligence and/or personal safety. This includes students who leave campus with written permission of a parent/guardian to go to a job. The student shall be under the school's jurisdiction only after he/she has returned to campus. Additionally, if a student violates school policy and chooses to leave campus without staff and parents' permission, they are no longer considered to be under Thrive's jurisdiction. When returning to campus the following procedures must be followed:

- The main office opens to accept students returning to campus at **7:15 am**, students will not be able to sign back onto campus before this time. If a parent brings a student back to campus after 7:15 am that student needs to have already been given breakfast.
- Between the hours of 7:15AM-8:00PM parents/guardians must escort students to the front office to be readmitted and must sign students back onto campus using the fingerprint scan system.

- Arrivals or departures after 8:00PM are generally not permitted, however, in case of emergency or extenuating circumstance please contact the Director of Residential Life to make arrangements.
- On Sunday, students will not be allowed to sign in before 5:00pm or after 8:00pm.
- If students take dual enrollment class on the campus of another institution including but not limited to Baton Rouge Community College, River Parishes Community College or ABC Pelican, they shall not be considered under Thrive's jurisdiction while on those campuses. Thrive does not provide the same level of supervision on those campuses that is provided on the Thrive campus. All events or incidents that take place while on those campuses are the sole responsibility of the student, their parent/guardian and the institution.

Even while under the jurisdiction of the parent/guardian, all policies, procedures, and standards detailed in this Student Handbook regarding a student's appropriate/acceptable social and moral behavior shall be applicable as long as the student is considered enrolled in Thrive. A student's enrollment period begins upon Thrive's receipt of the "Handbook Acknowledgment Form", which officially enrolls a student through each year's re-admission and, ultimately, graduation. Students who fail to follow the policies detailed in this Student Handbook while under the jurisdiction of the parent/guardian may come for review under Thrive's discipline policies.

1.8 - Transportation Policy

Thrive provides transportation services to students to school on Sunday evenings and home on Friday at the conclusion of the academic day (with the exception of holidays and other school closings). Transportation times will depend on where the student lives. Because there are obstacles that can prevent scheduled drop-off /pick-up times, a two hour window should be allowed. If a student misses the bus, it is the responsibility of the parent/guardian to get the student to and/or from school. If the student has a change in bus drop-off or pick-up location, Thrive must receive a written communication from the student's parent/guardian detailing this change within 24 hours before the change is to occur. All transportation communication must be sent to the Transportation Department at transportation@thrivebr.org. Students who live outside the Baton Rouge area may be asked to meet their transportation at a central pick-up/drop off location to streamline the transportation process. Transportation may be provided through hired vehicles and drivers or by Thrive staff driving Thrive vehicles.

1.9 – Non-Discrimination Policy

It is the policy of Thrive to provide equality of opportunity in its programs and activities. Applicants for admission, students, parents and guardians of students are hereby notified that Thrive does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Thrive has established procedures to address concerns regarding the school's non-discrimination policies. The following individual has been designated to respond to inquiries and to coordinate Thrive's efforts to comply with the laws and regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act:

Leslie Austin, Director of Human Resources

E-mail: laustin@thrivebr.org

Any person who is unable to resolve concerns or issues or has a grievance relating to the non-discrimination policies and procedures established by Thrive may contact the following to file a claim or complaint:

Office for Civil Rights (Dallas Office)
U.S. Department of Education
1999 Bryan Street, Suite 1620
Dallas, Texas 75201-6810
Telephone: 214-661-9600
FAX: 214-661-9587; TDD: 877-521-2172
E-mail: OCR.Dallas@ed.gov

Thrive's Title IX Coordinator
Leslie Austin
2585 Brightside Dr.
Baton Rouge, LA 70820
Telephone: 225-367-6855 E-
mail: laustin@thrivebr.org

Section 2: Trauma-Informed Behavior Policy

2.1 Trauma-Informed Behavior Policy Overview

Thrive believes a student's academic achievement is tied directly to the student's environment and school climate. Thrive also believes that most student behavior is influenced by past experience and that helping students learn to manage their behavior for all situations is equally as important as academics.

Thrive's Trauma-Informed Behavior Policy was created to support students in recognizing their own triggers, helping them evaluate how to react behavioral to all situations and supporting them as they learn and grow in their personal behavioral control. It was not designed to be – and will not be punitive. This means there will be times where students and families may feel that there has not been “justice” in a behavioral situation. This is because our world has been framed to think only of punishment for misbehavior – and not learning. Thrive does not subscribe to this philosophy – and it is important that all students and families understand that before enrolling in Thrive. All steps taken after a behavior issue are designed to help the student make a different choice the next time – not necessarily to punish a student. Additionally, because each student is unique – each student will be treated as an individual. This means that there will be different treatment for different students depending on each students individual needs.

It is important to understand this philosophy up front because it is not typical for a school. Parents, families and students are expected to understand and support this philosophy – even when it is challenging. Specific potential areas of issues that we want to be up front about are:

- Different students may have different behavior plans after behavior incidents. Your child may not receive the same behavior plan as another child who demonstrated a similar behavior.
- Thrive Academy will not share information about other students behavior plans with non - related parents/families (the only exception being that if specific details are required to ensure their child's safety).
- Thrive Academy tries very hard not to remove students from the learning environment. This means that at times, parents/families may feel frustrated that students with consistent behavior issues remain on campus.

2.2 – Student Code of Conduct

The following Code of Conduct outlines student behaviors that will not be tolerated. This list is not exclusive and only provides examples of misbehaviors.

Infraction	Explanation	Consequence
Littering	Leaving trash of any kind in common spaces including but not limited to pencil shavings, used paper, food or other trash.	<ul style="list-style-type: none"> • Student must clean area • Referred to Reflection Room if student refuses
Non-physical unsportsmanlike conduct	When playing games or group activities of any kind, student speaks negatively of their own or the opposing team. Examples include threatening to quit if losing, making fun of the other team while winning or yelling at team members.	<ul style="list-style-type: none"> • Required to apologize to other participants • Referred to Reflection Room if student refuses
Accidental profanity	This is profanity that slips out and was not directed at anyone, often the result of being surprised.	<ul style="list-style-type: none"> • Required to apologize and explain why the space was not the appropriate place for that language • Referred to Reflection Room if student refuses
Uncooperative behavior and willful disobedience	Student refuses to do what an adult asks at first.	<ul style="list-style-type: none"> • Adults to give student 2 opportunities to comply • Referred to Reflection Room if student refuses
Abusive Language	This includes unkind words of any type such as: bald-headed, stank breath, ___-tail, etc.; name calling and labeling	<ul style="list-style-type: none"> • Note made in bullying log • Referred to Reflection Room if student refuses • May earn additional consequences based on severity
Put-downs and teasing	Habitual teasing of a student will not be tolerated and will not be tolerated.	<ul style="list-style-type: none"> • Note made in bullying log. • If pattern is established, student will have a bullying meeting • Referred to Reflection Room if student refuses
Talking back	This is a response from a student to a staff member that is disrespectful. Examples may include: 'get out of my face', 'I hate this ___', 'this is stupid', or any point blank refusal.	<ul style="list-style-type: none"> • If staff member feels it is not disruptive, student is permitted the opportunity to apologize and reset in the classroom • If the student cannot be redirected, referred to Reflection Room • Restorative justice with adult
Disrupting the environment around them	Talking, screaming, making noise, or taking any action that is not in line with the setting. This may include singing and whistling in class, beating on the table at dinner, making noise during study hours or distracting other students from chores.	<ul style="list-style-type: none"> • If the student cannot be redirected or behavior escalates, referred to Reflection Room • Restorative justice with adult • Apology to class/unit
Running inside	Running in the building is a danger to the runner and those around them.	<ul style="list-style-type: none"> • Student must stop, return to where they began running and walk back • If student does not comply, see willful disobedience

Dishonesty	Misleading adults or peers – either by telling outright lies or lies of omission.	<ul style="list-style-type: none"> • Referred to Reflection Room • Student must apologize and correct the lie to all involved
Refusing to participate in learning activities	This includes class activities as well as after school programming and learning opportunities.	<ul style="list-style-type: none"> • If the student cannot be redirected, referred to Reflection Room • Restorative justice with adult
Purposefully damaging material	Examples include writing in textbooks, removing keys from computer keyboards, taking apart computer mice, destroying Expo markers or breaking pencils.	<ul style="list-style-type: none"> • Referred to Reflection Room • Student and family will be required to pay for items per handbook
Sleeping during work time	Cannot keep eyes open; physically asleep	<ul style="list-style-type: none"> • If student cannot stay awake refer Reflection Room for assessment
Intentional Profanity	This is profanity that is targeted at a specific person.	<ul style="list-style-type: none"> • Required to apologize AND • Referred to Reflection Room if student refuses to apologize
Talking about peers negatively behind their back	This may be in verbal or written form with proof	<ul style="list-style-type: none"> • Restorative Justice Circle • Referred to Reflection Room
Spitting as assault	This includes spitting as a means to assault	Any of the following depending on severity <ul style="list-style-type: none"> ○ In School Suspension ○ After School Suspension ○ Combined Suspension ○ Out of School Suspension
Throwing objects	With malicious intent or harming someone	Any of the following depending on severity <ul style="list-style-type: none"> ○ Reflection Room Assignment ○ In School Suspension ○ After School Suspension ○ Combined Suspension ○ Out of School Suspension
Cheating or copying another student's homework or class assignments	This includes only homework or class assignments.	<ul style="list-style-type: none"> • Both students will receive a 0 on the assignment • Referred to Reflection Room
Gambling	Students bet or throw dice using objects, Thrive money, or any other type of non-United States legal currency.	<ul style="list-style-type: none"> • Referred to Reflection Room • May include additional steps depending on severity
Refusal to complete chore	This includes all chores listed on chore chart, student rooms, classrooms or any other space a student was assign by an adult to clean.	<ul style="list-style-type: none"> • If the student cannot be redirected, referred to Reflection Room • Restorative justice with adult
Violating student privacy	This includes things such as entering another student's room without permission or reading another student's written work or mail.	<ul style="list-style-type: none"> • Restorative Justice Circle • Referred to Reflection Room
Instigating a fight	Student is the main cause of a fight between other students, even if they don't directly participate.	Any of the following depending on severity <ul style="list-style-type: none"> ○ Reflection Room Assignment ○ In School Suspension ○ After School Suspension

		<ul style="list-style-type: none"> ○ Combined Suspension
Earbuds in inappropriate spaces/hallways	Intentionally wearing earbuds or headphones in/on ears when not allowed and refusal to correct action	<ul style="list-style-type: none"> ● Item will be confiscated until the end of the current semester ● May include referral to reflection room
Tardies	Late to class or programming/but less than 5 minutes	<ul style="list-style-type: none"> ● Referral to Reflection Room ● On 6th tardy – In School Suspension
Vandalism or Destruction	Causing permanent or significant damage to school property, including graffiti of any kind, whether intentional or unintentional	<ul style="list-style-type: none"> ● Referred to Reflection Room ● Student and family will be required to pay for items per handbook
Possession of stolen property or goods	Students are in possession of anything that does not belong to them, including food.	<ul style="list-style-type: none"> ● Restorative Justice Circle ● Referred to Reflection Room
Cutting Class/ Out of Area	Student walks out of classroom or residential space without permission and it is not a part of their behavior plan	<p>Any of the following depending on severity</p> <ul style="list-style-type: none"> ○ Reflection Room Assignment ○ In School Suspension ○ After School Suspension ○ Out of School Suspension ○ Mandatory Withdrawal
School Representation	Wearing of Thrive Academy attire while committing a crime. Acts in person or online which do not align with Thrive Academy values or portrays the school in a negative light. Includes but not limited to spreading falsehoods, posing with guns, narcotics or posting or sharing images or videos that portray the school in a negative light.	<p>Any of the following depending on severity</p> <ul style="list-style-type: none"> ○ Reflection Room Assignment ○ In School Suspension ○ After School Suspension ○ Combined Suspension ○ Out of School Suspension ○ Mandatory Withdraw ○ Expulsion
Dating Violence	The physical, sexual, psychological, or emotional violence within a dating relationship, including stalking. It can occur in person electronically and might occur between current or former dating partner.	<p>Any of the following depending on severity</p> <ul style="list-style-type: none"> ○ Out of School Suspension ○ Mandatory Withdraw ○ Expulsion ○ Referral to law enforcement
Inappropriate sexual behavior	Includes suggestive, graphic, offensive gestures and vocabulary – oral or written. Also includes sexual acts taking place between consenting students.	<p>Any of the following depending on severity</p> <ul style="list-style-type: none"> ○ Reflection Room Assignment ○ In School Suspension ○ After School Suspension ○ Combined Suspension ○ Out of School Suspension ○ Mandatory Withdraw ○ Expulsion ○ Referral to law enforcement

Sexual harassment	Unwelcome verbal, nonverbal, and/or physical sexual advances or requests for sexual favors or other conduct of a sexual nature that creates a hostile and intimidating environment that interferes with a student's performance in academic or non-academic settings. Sexual harassment may involve behavior of a person of either sex against a person of the opposite or same sex. (See "Sexual Harassment Policy" section)	Any of the following depending on severity <ul style="list-style-type: none"> ○ In School Suspension ○ After School Suspension ○ Combined Suspension ○ Out of School Suspension ○ Mandatory Withdraw ○ Expulsion ○ Referral to law enforcement
Sexual assault	Sexual intercourse or attempted intercourse that is perpetrated against the will of another; or forcibly or against the person's will where the victim is incapable of giving consent because of his/her temporary or permanent mental or physical incapacity (or because of his/her youth).	Any of the following depending on severity <ul style="list-style-type: none"> ○ Expulsion ○ Referral to law enforcement
Bullying or teasing	Prolonged, violent, or threatening teasing and taunting, harassment and/or bullying. Also includes creating social media spam pages	Any of the following depending on severity <ul style="list-style-type: none"> ○ In School Suspension ○ After School Suspension ○ Combined Suspension ○ Out of School Suspension ○ Mandatory Withdraw ○ Expulsion ○ Referral to law enforcement
Fights, horse-playing, hazing and acts of physical violence	The level of severity and number of students involved will be taken into consideration when determining consequences. This includes play fighting and horseplay.	Any of the following depending on severity <ul style="list-style-type: none"> ○ In School Suspension ○ After School Suspension ○ Combined Suspension ○ Out of School Suspension ○ Mandatory Withdraw ○ Expulsion ○ Referral to law enforcement
Physical attack of a staff member	Any physical attack on a staff member	Any of the following depending on severity <ul style="list-style-type: none"> ○ Mandatory Withdraw ○ Expulsion ○ Referral to law enforcement
Verbal or physical threats	Against a student, adult or the school– may be in written or oral form. This includes any electronic messages – even those made outside of school.	Any of the following depending on severity <ul style="list-style-type: none"> ○ After School Suspension ○ Combined Suspension ○ Out of School Suspension ○ Mandatory Withdraw ○ Expulsion ○ Referral to law enforcement

Unsupervised and non-allowed movement between spaces/skipping class	This includes moving between floors after lights-out, leaving the unit or classroom.	Any of the following depending on severity <ul style="list-style-type: none"> ○ After School Suspension ○ Combined Suspension ○ Out of School Suspension ○ Mandatory Withdraw ○ Expulsion ○ Referral to law enforcement for assistance finding the student
Leaving the campus without permission	Leaving Thrive Academy's campus or the campus of a partner school without permission.	Immediate expulsion or mandatory withdrawal
Reckless endangerment of self or others	Examples may include the inappropriate use of medication or chemicals, pushing someone into danger, smothering, drowning, etc. These infractions will be evaluated on a case-by-case basis.	Any of the following depending on severity <ul style="list-style-type: none"> ○ After School Suspension ○ Combined Suspension ○ Out of School Suspension ○ Mandatory Withdraw ○ Expulsion ○ Referral to law enforcement
Possession of drugs/drug paraphernalia, alcohol, or tobacco.	Having drugs, alcohol, or tobacco with no evidence of use (not smoked or unopened bottle). This applies if they are in the possession of the student in question – even if they do not belong to that student.	Any of the following depending on severity <ul style="list-style-type: none"> ○ Combined Suspension ○ Out of School Suspension ○ Mandatory Withdraw ○ Expulsion ○ Referral to law enforcement
Use of drugs, alcohol, or tobacco	Possessing drugs, alcohol, or tobacco with evidence of use (half smoked, open bottle) or being caught using any of the above substances. This applies if they are in the possession of the student in question – even if they do not belong to that student.	Any of the following depending on severity <ul style="list-style-type: none"> ○ Out of School Suspension ○ Mandatory Withdraw ○ Expulsion ○ Substance cessation classes ○ Referral to law enforcement
Sale of drugs, alcohol, or tobacco	Exchanging anything for drugs, alcohol, or tobacco.	Any of the following depending on severity <ul style="list-style-type: none"> ○ Mandatory Withdraw ○ Expulsion ○ Referral to law enforcement
Arson, false alarms, and/or bomb threats	This includes starting a fire, pulling the fire alarm, or making bomb threats.	Any of the following depending on severity <ul style="list-style-type: none"> ○ Combined Suspension ○ Out of School Suspension ○ Mandatory Withdraw ○ Expulsion ○ Referral to law enforcement
Any unlawful conduct	Louisiana law will govern.	Any of the following depending on severity <ul style="list-style-type: none"> ○ After School Suspension ○ Combined Suspension ○ Out of School Suspension ○ Mandatory Withdraw ○ Expulsion ○ Referral to law enforcement

Possession of weapons or ANY object intended to cause bodily harm	Intention of use is not considered. If a student is in possession of any weapon, it is an automatic expulsion.	Immediate expulsion or mandatory withdraw
Possessing a cell phone on campus without being in the cell phone program	Students are not allowed to have cell phones on campus unless they are in the cell phone program.	Cell phone is confiscated until the end of the year.

2.3 – Trauma-Informed Systems Definitions

Thrive Academy’s Trauma-Informed Behavior System is unique – and as such includes systems and structures that families may not be familiar with.

Trauma-Informed: Trauma-Informed means approaching each student with an understanding that their behavior and coping mechanisms are developed based on past experiences that we

May not always be aware of. While they are still growing and learning, a Trauma-Informed approach seeks to support them in changing behaviors rather applying solely punitive consequences.

Self-Regulation: Self-regulation is the way by which human beings are able to process their emotional reactions to situations.

Deregulation: Deregulation describes the state a student is in when they are unable to control their emotional responses.

School Service Activity: Depending on their actions and the effect they have on others – students may be required to complete a school service activity which includes tasks that give back to the school.

Reflection Room: The reflection room is the space where students go to complete their reflection room assignments, spend in school suspension or go when they choose not to participate in activities they had signed up for previously. This is a silent room where students work independently, supervised by a staff member.

Reflection Room Assignment(s): Each reflection room assignment is designed to take roughly 1 hour to complete. The assignments involve students copying an article or essay on a specific topic and answering questions on that topic. The assignment topic is generally aligned to the students misbehavior. Students may be assigned 1 or multiple assignments in the reflection room depending on their behavior.

In-School Suspension: Students in in-school suspension spend their entire day (including lunch) in the Reflection Room working on their class assignments. In-School Suspension is utilized when a student’s behavior has become too distracting to the others in the classroom environment.

After School Suspension: This is a space most akin to being grounded in a traditional home setting. Thrive Academy has 4 specialized after-school-suspension rooms. Each after-school-suspension room includes a private bathroom, desk and bedroom. Students are assigned after school suspensions when they need time and space away from other students. Living in a dorm community can be overwhelming and when a student is deregulated – can also be unsafe. The after school suspension rooms provide a safe way for students to be removed from their peers – but still stay on campus. After school suspension begins at 3:30 (the conclusion of the school

day) and ends the next day at 6:30am (when students return to their dorm to get ready for the day). The doors in after school suspension are only locked from the outside – students always have free egress out – although there are consequences for students who refuse their after school suspension. Students are not actively supervised (an adult does not have eyes on them at all times) in the after school suspension rooms, however, they are checked on throughout the day/evening and are always able to ask for assistance if they are in distress.

Combined Suspension: A combined suspension is an in-school-suspension and an after-school suspension back to back.

Safe Room: The Safe Room is an isolation and suicide safe space where students who are dangerously deregulated can go while additional help is on the way. This space is only used when students are an **active** threat to themselves or others and is only meant to be used for as long as it take for additional help to arrive. The additional help may be a family member, other staff member or emergency personnel. The safe room is **never** used as a consequence for behavior. A staff member is also always with a student who is in the safe room. Depending on the students behavior, they may wait outside the door if the student is agitated by the presence of an adult or if the students behavior presents a threat to the adult.

Out of School Suspension: Out of school suspensions are used when a student cannot safely be on campus or has refused all on campus options. Students who received out of school suspensions are required to be picked up by a parent or other adult within 3 hours of the family be notified of the suspension. Failure to comply with this rule may lead to a student being asked to withdraw.

*Exceptions will be made for families who live more than 2 hours away

Mandatory Withdraw: As a unique school type, Thrive Academy may require a student to withdraw if it has become clear that a boarding school is not the right fit for them – but their behavior does not require an expulsion.

Expulsion: Expulsion is used only when a student demonstrates such dangerous behavior that they cannot be allowed to continue living in a dorm community. Expulsion is limited to a specific list of behaviors. Students who are expelled from Thrive Academy are able to enroll in their local school (in line with the school districts policies).

2.4 – Tiered Support

Thrive Academy does not believe that any student is the same and therefore differentiates behavior support for students based on their needs.

Tier 1:

Student Behaviors include one or more of the following	Interventions Provided
<ul style="list-style-type: none"> • Occasional minor misbehavior • Occasional conflict with others • Occasional conflict with staff 	<ul style="list-style-type: none"> • Access to Self-Reg lab if needed. If used more than twice per month, refer for evaluation for tier increase. • Traditional consequences

Tier 2:

Student Behaviors include one or more of the following	Interventions Provided
<ul style="list-style-type: none"> • Consistent (weekly) minor misbehavior including talking in class, being off task • Can be redirected by the adult in the room with relative ease • Minor behavioral health disorder that does not have a major impact on interactions with other (mild anxiety or depression) 	<ul style="list-style-type: none"> • Access to Self-Reg lab if needed. If used more than five times per month, refer for evaluation for tier increase. • Traditional consequences • Occasional individualized incentives • Individualized behavioral health support

Tier 3:

Student Behaviors include one or more of the following	Interventions Provided
<ul style="list-style-type: none"> • Major disruption (must be removed) 1-3 times per month • Major disrespect to adult (refusing to comply and having to be removed) 1-3 times per month • Major bullying issue – consistently (more than twice per month) in the middle of drama • Major behavioral health disorder (self harm, major depressive episodes, manageable ODD and bipolar) 	<ul style="list-style-type: none"> • Full team behavior plan • Automatic weekly review in SOC meetings • Weekly check-ins with adults • Individualized incentives • Mostly traditional consequences with a few alterations • Behavioral health requirement • Individualized regulation plan

Tier 4:

Student Behaviors include one or more of the following	Interventions Provided
<ul style="list-style-type: none"> • Major disruption (must be removed) weekly • Major disrespect to adult (refusing to comply and having to be removed) weekly • Major bullying issue – consistently (more than five time per month) in the middle of drama • Major behavioral health disorder (extreme self harm, hallucinations, ODD, challenging bipolar) 	<ul style="list-style-type: none"> • Full team behavior plan • Automatic weekly review in SOC meetings • Daily or every other day check-ins with adults • Individualized incentives • Individualized consequences • Behavioral health requirement • Individualized regulation plan • Plan for options outside of Thrive as needed

2.5 – Positive Support

Thrive gives students positive supports through a variety of incentives through the year including but not limited to: Student of the Week, Student of the Month, field trips, prize story visits and food parties.

2.6 – Mandatory Withdrawal and Expulsion

As a residential setting, Thrive may not be the right environment for all students. In order for students to be successful at Thrive and not present a danger to themselves or others – students must meet certain behavior expectations. If these expectations are not met, students may be asked to withdraw or be expelled from Thrive’s campus. Please keep in mind that in keeping with its unique purpose set forth in legislation, Thrive’s expulsion policies may be different than those normally experienced in traditional public schools. Additionally, please note that expulsion from Thrive simply means that a student returns to their home school district.

Withdraw Pending Disciplinary Investigations

Parents/guardians will be notified at the earliest possible opportunity when a disciplinary investigation has commenced which may result in a mandatory withdrawal or expulsion from school. If a student or parent/guardian chooses to withdrawal before the final placement on disciplinary action, then the right to appeal is forfeited and no further action will be taken by the school.

Mandatory Withdrawal

When a student’s actions and/or behaviors indicate that they are not a good fit for Thrive Academy’s unique mission – but do not rise to the level of not being a good fit for a traditional school, the student will be asked to withdrawal from Thrive Academy rather than being expelled. As indicated in its unique mission and purpose, Thrive Academy reserves the right to revoke admission for a student based on such behaviors that present a unique challenge to a residential school. If a student’s behavior is one that requires mandatory withdrawal, it will be evaluated by a Review Panel made up of 3 members of the leadership team. After reviewing the students behavior and the school policy, they will make the determination that the student is to withdrawal from Thrive and return to their home school or other school of their choice.

Appealing Mandatory Withdrawal

If the decision is upheld by the Review Panel for the student to withdraw from Thrive Academy, a written request for an appeal must be made by the parent/guardian to the Superintendent within two school days. The Superintendent will review the written records of the incident, investigation, and Review Panel findings, as well as the written appeal from the student and parent/guardian as soon as reasonably possible, following this request.

If the parents/guardians are not satisfied with the written decision of the Superintendent, a written request for an appeal must be submitted to the chair of the Board of Directors and copied to the Superintendent within two school days of receipt of the final decision from the Superintendent. The Superintendent within two school days following the receipt of the written parents/guardian request, will send to the chair of the Board of Directors a written report clearly stating the specific reason(s) and the source of the authority to support the decision.

The Appeals Committee of the Board will render a written decision, as soon as reasonably possible, predicated on the written record. Please note – the Thrive Academy Board only meets

4 times each year – and therefore – there may be a considerable wait for the appeal to be heard by the board. The student will remain on out of school suspension until the end of the appeals process.

Expulsion

Expulsion is reserved for the most serious offenses and can exclude the student from attendance at the school permanently. Expulsion may occur due to drug/alcohol related offense, sexual activity on campus, sexual harassment, leaving campus, possession of weapons and incendiary devices or other serious behavior infractions.

Expulsion Process

Depending on the infraction, expulsion proceedings may be recommended or required by law. After the Principal recommends a student for expulsion, a letter will be sent to the parent/guardian explaining the proceedings, the cause and their rights in the process. An expulsion hearing date will be set and a third-party hearing officer will review the case, hear the student and Principal testimony and make a decision. A parent/guardian can appeal the hearing officer's recommendation by providing a request in writing to the Superintendent within 10 days of the expulsion hearing. The Superintendent will then place the item on the agenda for the next board meeting. The vote of the board shall be final.

Recommended Expulsion Hearing

A recommendation for expulsion may include any conduct stated in the previous sections for which the Principal, Director of Residential Life, or designee may suspend the student, place the student into one or both of the on campus suspensions, or recommend expulsion if the conduct is serious or persistent. The Principal or other appropriate administrator makes the disciplinary determination on the basis of the severity of the misconduct and the previous record of behavior.

Any student after being suspended on three (3) occasions for committing any of the offenses enumerated in this Handbook (tardies or dress code violations do not count), during the same school year, may upon committing the fourth such offense be recommended for expulsion from Thrive Academy. The Hearing Officer may determine that a long-term suspension is appropriate instead of an expulsion. Students with disabilities have certain rights which may affect Thrive's suspension and expulsion determinations with regard to placement and site of educational service delivery.

Required Recommended Expulsion Hearing

The following conduct requires the Principal or designee to immediately suspend the student and to recommend expulsion. Upon conclusion of a hearing and upon finding that a student is guilty of conduct warranting expulsion of any of the offenses described in the previous sections or below, the Hearing Officer shall determine whether such student shall be expelled from the school or if other corrective or disciplinary action shall be taken. La. R.S. 17:416(C)(1).

1. Battery, assault on a schoolteacher, instructor, administrator, staff person or employee of the school system. The student shall be immediately removed from the school

premises. The student shall not be readmitted to the school of the assaulted or battered or threatened employee until all hearings and appeals have been exhausted. If found guilty of violating La. R.S. 14:34.3 or 38.2 or both by competent Court or as a result of an expulsion hearing of committing a battery or an assault on any school employee or a threat to harm any school employee, the student shall not be assigned to attend or attend the school to which the assaulted, battered or threatened employee is assigned, unless the school system has no other school of suitable grade level for the pupil to attend.

2. Communicating false information of planned arson or bomb threats.
3. Inciting or participating in a major disturbance on campus.
4. Possession and/or distribution of counterfeit money.
5. Use of any object as a dangerous weapon or possession of a dangerous weapon.
6. Possession or use of explosive devices/fireworks, and/or ammunition or look-alike devices, such as replicas of guns similar in appearance to a real gun.
7. Engaging in conduct that contains the elements of an offense relating to use, possession, delivery to a minor, or possession of paraphernalia used with volatile chemicals.
8. The Principal or designee shall immediately suspend a student who is found carrying or possessing a knife the blade of which equals or exceeds two inches in length. La. R.S. 17:416(B)(1)(b)(ii)(cc).
9. Two (2) or more on one (1) fight or battery.
10. Sexual battery.
11. Hacking" or other use of computers to gain unauthorized access to the School System or other data bases, including student, faculty, or district data files, without permission. In addition to any criminal penalties, students may have their computer privileges suspended.

Required Expulsion

If found guilty by a Hearing Officer, the Hearing Officer may not assign a lesser punishment for the following offenses:

1. Any student, 16 years of age or older, found guilty of possession of, or knowledge of and intentional distribution of, or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on a school bus, or at a school sponsored event following a hearing shall be **expelled from school for a minimum of a period of four complete school semesters**. La. R.S. 17:416(C)(2)(a)(ii). Under the above circumstances, students with disabilities will be disciplined under Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941, et seq.); Title 28, Part XLIII, Bulletin 1706 Subpart 1 - Regulations for Students with Disabilities, Sections 530-537 or Section 504 of the Rehabilitation Act of 1973.
2. Any student who is under 16 years of age and in grades six through twelve and who is found guilty of possession of, or knowledge of and intentional distribution of, or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property, on a school bus or at a school sponsored event following a hearing shall be **expelled from school for a minimum of a period of two complete school semesters**. La. R.S. 17:416 (C)(2)(b)(ii). Under the above circumstances, students with

disabilities will be disciplined under Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941, et seq.); Title 28, Part XLIII, Bulletin 1706 Subpart 1 - Regulations for Students with Disabilities, Sections 530-537 or Section 504 of the Rehabilitation Act of 1973.

3. Any student who is in grades seven through twelve and who is found guilty of being in possession of a firearm on school property, on a school bus, or in actual possession at a school-sponsored event, shall be **expelled from school for a minimum period of four complete school semesters**. The student shall be referred to the district attorney for appropriate action. La. R.S. 17:416(C)(2)(a) (I) and (b)(i) and 20 U.S.C. § 7151. Under the above circumstances, the students with disabilities will be disciplined under Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (La. R.S. 17:1941, et seq.); Title 28, Part XLIII, Bulletin 1706 Subpart 1 – Regulations for Students with Disabilities, Sections 530-537 or Section 504 of the Rehabilitation Act of 1973. See page 54 – Definitions for the term “firearm”.

The District Attorney shall be notified when a student is in possession of drugs, intending to distribute drugs, or distributing drugs in a Drug Free Zone, or is in possession of a knife, firearms or explosives.

Provision of Services During Removal

When a student is expelled or withdrawals from Thrive, they return to their home school district.

2.7 - Transportation Discipline Policy

Students are expected to follow all safety rules while riding the bus or in other transportation, at the risk of suspension from transportation. It is important to remember that any time the driver must remove his/her eyes from the road to address those students who are breaking rules; the entire bus is placed in jeopardy. Therefore Thrive expects its students to:

- Remain in assigned seat
- Sit in the forward and upright position
- Speak in quiet voices with respectful tones and language
- Obey the driver and monitors
- Keep feet out of the aisles
- Refrain from eating or drinking on the bus
- Keep hands and feet to yourself and inside the bus

If any student should choose not to follow the rules, he or she risks being referred for disciplinary action by the bus driver, which can include being suspended from transportation. Thrive will adhere to the bus company's guidelines and discretion. It is the parent's responsibility to get the student to school every Sunday and pick them up on Friday by 2:30pm. If a student is not picked up by 2:30pm; they will be remanded to the custody of social services.

2.8 – Special Education Discipline Procedures

All procedural safeguards afforded regular education students must be extended to students with disabilities and their parents. In addition, discipline procedures for students with disabilities must follow Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941, *et seq.*); Title 28 Part XLIII Bulletin 1706 Subpart A – Regulations for Students with Disabilities, Section 519.

When exclusions of students with disabilities for more than ten (10) consecutive days, or when a pattern of exclusions (suspensions) has occurred, or upon the fourth exclusion (suspension):

1. The student's Special Education teacher must notify the parent of a Discipline Individual Education Program (IEP) meeting. A Discipline Individual Education Program (IEP) meeting must be held to determine if the behavior is a manifestation of the student's disability. The IEP meeting must be appropriately constituted with the following persons: Officially Designated Representative (ODR) – the Principal or designee; the student's Special Education teacher; at least one of the student's Regular Education teachers; the parent, the student, if appropriate; and, any additional persons with knowledge of the student and the disability. (Note: If the parent does not attend the scheduled manifestation determination review (MDR) meeting, the school will reschedule the MDR meeting within (3) school days. If the parent does not attend the rescheduled MDR meeting, the school personnel shall meet without the parent.) If the behavior is a manifestation of the student's disability, the student will not be suspended nor expelled. However, other actions may be taken. If the behavior is NOT a manifestation of the student's disability, the student will follow procedures as a regular student.
2. School personnel may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 days, if the student carries a weapon to school or to a school function; or the student knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
3. A hearing officer may order a change in placement of a student with a disability to an appropriate interim alternative educational setting for not more than 45 days if that hearing officer, in an expedited due process hearing determines that the public agency has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or to others.

EMERGENCY REMOVAL is used only when the student exhibits a substantial danger to himself/herself or others. In no case can this removal last longer than nine (9) school days. During this nine-day period, school officials shall initiate a meeting to review the student's Individual Education Program (IEP), consider an interim placement, or invoke the aid of a State listed Hearing Officer or the courts to remove the allegedly dangerous student from school if they

believe that maintaining the student in the current placement would be substantially likely to result in injury to the student or others.

Definition of a Special Education Student: Any student who is presently identified as exceptional. Any student whom the system has knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred, may assert any protections provided for in IDEA Part 300 Regulations and Louisiana's Regulations for Implementation of the Children with Exceptionalities Act (R.S. 17:1941, *et seq.*); Title 28 Part XLIII Bulletin 1706 Subpart A – Regulations for Students with Disabilities. This does not apply to students identified as gifted or talented.

Section 3: Bullying and Harassment Policy

3.1 Introduction to Bullying and Harassment

Thrive is committed to maintaining a safe and orderly, positive learning environment so that no students feel threatened while at school or participating in school-related activities. All statements or actions of bullying, cyberbullying, intimidating, threatening, harassing and hazing on campus or at school-sponsored activities, on school buses, at school bus stops and in route from home to the bus stop and from their bus stop to home shall not be tolerated and shall be considered unacceptable student behavior. Even if made in a joking manner, these statements or actions threatening other students, school personnel, or school property shall be unacceptable.

All students, teachers and other school employees shall take responsible measures within the scope of their individual authority to prevent violations of this policy.

3.2 – Bullying and Harassment Definitions:

1. Bullying shall mean:

A *pattern* of any one or more of the following:

- a. Gestures, including but not limited to obscene gestures and making faces.
- b. Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious testing, or spreading untrue rumors. Electronic communication includes but is not limited to a communication or image transmitted by e-mail, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, computer, or other electronic device.
- c. Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
- d. Repeatedly and purposefully shunning or excluding from activities.

Where the pattern of behavior as provided above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school-sponsored activity or event.

The pattern of behavior must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

2. Cyber-Bullying shall mean harassment, intimidation, or bullying of a student on school property by another student using a computer, mobile phone, or other interactive or digital technology or harassment, intimidation, or bullying of a student while off school property by another student using any such means when the action or actions are intended to have an effect on the student when the student is on school property.

Cyber-bullying shall result in cancellation of privileges and/or other disciplinary actions up to and including expulsion. Thrive is a place of tolerance and good manners. Students may not use the network or any of Thrive's computer facilities for hate mail, defamatory statements intended to injure or humiliate others by disclosure of personal information (whether true or false), personal attacks on others, and statements expressing animus towards any person or group by reason of race, color, religion, national origin, gender, sexual orientation or disability.

3. Intimidation shall mean to make timid or fearful; intentional unlawful threat by word or act to do violence to the person or property of another person.
4. Hazing shall mean any knowing behavior whether by commission or omission, of any student to encourage, direct, order, or participate in any activity which subjects another student to potential physical, mental, or psychological harm for the purpose of initiation or admission into, affiliation with, continued membership in, or acceptance by existing members of any organization or extracurricular activity at a public elementary or secondary school, whether such behavior is planned or occurs on or off school property, including any school bus and school bus stop. Hazing does not mean any adult-directed and school sanctioned athletic program practice or event or military training program.

Any solicitation to engage in hazing, and the aiding and abetting of another person who engages in hazing shall be prohibited. The consent, stated or implied, of the hazing victim shall not be a defense in determining disciplinary action.

3.3 – Probation Against Bullying

Thrive promotes mutual respect, tolerance, and acceptance among students, staff and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Such behavior includes, but is not limited to direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation. The Thrive Bullying and Harassment Policy includes but is not limited to the following:

- Any student who engages in bullying will be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the Principal or designee.
- Thrive and/or Administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.

- If the complainant student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the Principal, the student or the parent of the student should contact the Executive Director or their designee.
- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

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

3.4 – Disciplinary Actions

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

- Time in the reflection room;
- Loss of a privilege;
- Justice circle;
- Parent conference;
- Reassignment of seats in the classroom, cafeteria or school bus;
- Reassignment of classes;
- In-school suspension;
- Out-of-school suspension;
- Expulsion

Counseling and other interventions may be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying and students who commit an offense of bullying.

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

3.5 Procedures for Intervention

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

- All staff, students, and their parents will receive a copy of the policy prohibiting bullying at the beginning of the school year as part of the student code of conduct.
- The school will keep a report of bullying and the results of an investigation confidential.

- Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.
- Anyone who witnesses or experience bullying is encouraged to report the incident to a school official.

When bullying is reported, the following actions will be taken:

1. *Investigation*

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

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

2. *Notification*

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

3. *Discipline*

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

4. *Follow Up*

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

5. *Documentation*

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

3.6 – Sexual Harassment

It is the policy of Thrive to maintain an academic and work environment free of sexual harassment for students, faculty, and staff. Sexual harassment is contrary to the standards of the Thrive community and is strictly prohibited. It diminishes individual dignity, impedes educational opportunities, and equal access to freedom of academic inquiry. Sexual harassment

in any context is reprehensible and is a matter of particular concern to Thrive's academic community in which students, faculty, and staff must rely on strong bonds of intellectual trust and interdependence. All members of the Thrive family, including faculty, students, and residential and support staff, share in the duty to eliminate sexual harassment in whatever form and wherever it exists.

1. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:
 - a. submission is explicitly or implicitly a condition of employment, education, or participation in any program or event at Thrive; or
 - b. submission is a basis for decisions affecting employment, education, grade, or status at Thrive; or
 - c. such conduct to a reasonable harassed person has the purpose or effect of interfering with an individual's residential, academic, professional, or work performance; or
 - d. such conduct to a reasonable harassed person has the purpose or effect of creating an intimidating, hostile, or offensive employment, educational, or residential environment.
2. Sexual harassment can take the form of oral, written, or electronic communication (e.g., comments, propositions, sexual jokes, innuendoes, insults, or threats), non-verbal communication (e.g., suggestive sounds or gestures), or physical actions (e.g., touching, rubbing, leering, fondling, or coerced sexual relationships).
3. Sexual harassment may occur between faculty and staff members, between students, or between faculty or staff members and students. Sexual harassment may occur between persons of the opposite or the same sex. Sexual harassment may occur between persons of the same or dissimilar positions of power or authority. In any event, all sexual harassment is reprehensible and subject to disciplinary measures.
4. A necessary element of sexual harassment is intent. If a person through inadvertent words or actions of a sexual nature intended to be limited by this policy discomfited another, after being advised that these words or actions are offensive, continuing the objectionable behavior; he or she may be found guilty of sexual harassment. Inadvertence must be judged by the standards of a reasonable person in the same or similar circumstances, and nothing in this section shall be construed as requiring prior notice on the part of the complainant of sexual harassment before a grievance can be filed.

Section 4: Uniform Policy

4.1 – Introduction to the Uniform Policy

Thrive students are expected to maintain the highest standards of cleanliness and professionalism in their dress. Thrive students are expected to dress in uniform at all times during the school day. During after school activities students are expected to dress modestly with respect for the coeducational, residential experience. The following regulations will apply for both male and female students, unless otherwise specified, during school time, school dances, school-sponsored trips, after school activities, and to and from school on the school bus. It is the students' responsibility to become familiar with the contents of this code and follow the rules as stated.

Thrive Academy will always support students by providing uniforms when a family needs them due to financial difficulties. If you/your student need uniform assistance, please reach out to Residential Director – Archie Lee (alee@thrivebr.org). Requests for uniform assistance should be made **before** a student arrives on campus.

Consequences for a failure to follow the uniform policy:

- If a student has the uniform components but refuses to follow the policy, they will receive the consequences for willful disobedience and a parent meeting will be required.
- If a student is not following the uniform policy because they lost or left the components at home, they will be required to call home and will be placed in the reflection room until someone brings the correct components.

*Please note that a student stating that their uniform was “stolen” will not be an acceptable excuse for not having their uniform. Students are expected to look after all their possessions by locking them in their lockers if they feel that is needed.

Our aim is to provide a professional well-rounded education free from distractions and barriers to success. We believe that a dress code is an essential component of our effort to prepare all students for success.

4.2 – The Academy Uniform Policy

The Academy (7th - 9th)

- Grey polo style shirts with logo
- School spirit shirt may be substituted for the polo
- Khaki Bottoms
- Solid, black or brown belts
- Solid color, closed toe, does not go above the ankle
- ID - lanyard/clip: provided by school

4.3 - High School Policy

Sophomores and Juniors

- Hurricane/Forest Green polo style shirts with logo
- School spirit shirt may be substituted for the polo
- Khaki Bottoms
- Solid, black or brown belts
- Solid color, closed toe, does not go above the ankle
- ID - lanyard/clip: provided by school

Seniors

- Black polo style shirts with logo
- School spirit shirt may be substituted for the polo
- Khaki Bottoms
- Solid, black or brown belts
- Solid color, closed toe, does not go above the ankle
- ID - lanyard/clip: provided by school

4.4 - All Student Guidelines

Sweaters and Sweatshirts for Daily Wear:

- Solid black or navy sweatshirt with logo
- Solid black or navy zip jacket with no hood with logo
- Solid black or navy button cardigan with logo
- Thrive Spirit wear

Hair and Personal Grooming:

- All students should wear their hair (both on their head and facial) in an intentional style they are proud of
- Any tattoos with profanity or violent images will be required to be covered
- All students must maintain personal grooming and hygiene – including the use of deodorant, showering regularly and brushing their teeth. If Thrive Academy staff have concerns about a student's hygiene, they will be addressed with the student and family on an individual basis

Prohibited Items:

The following items are not allowed to be worn during the school day:

- Scarves
- Hats
- DuRags
- Shower caps/bonnets
- Large jewelry - earrings should be no bigger than a quarter; one watch/bracelet is acceptable
- Flip Flops
- Sandals

- Slippers
- Hoodies
- Non-Thrive Academy sweatshirts or jackets
- Students may not bring blankets to class

4.5 - After School Guidelines

- All clothes worn after school must be clean, modest, fit properly, and be free of holes, rips, and tears.
- No article of clothes should reveal midriff.
- Shorts must be no higher than 2 inches above the student’s kneecap.
- Jeans, skirts, and dresses are acceptable given that they meet the criteria above.
- Tattoos should be covered at specific afterschool events.
- Pajamas should not be worn out of the unit

The only place that the dress code does not apply is within a student’s dorm room. While in public spaces, including hallways, the dress code must be followed.

The following items are **NOT** allowed to be worn outside of residential buildings after school:

Item	Males	Females
Bottoms	pajama pants pants with holes or tears	shorts/skirts shorter than 3” above knee leggings (unless worn with a dress) tight-fitting clothing see through clothing pajama pants
Tops	clothing displaying any profanity and language, symbols, or gestures that are offensive or sexual in nature	midriffs or short shirts sleeveless shirts low-cut or cleavage bearing tops tight-fitting clothing see through clothing (must have appropriate undershirt) clothing displaying any profanity and language, symbols, or gestures that are offensive or sexual in nature
Miscellaneous	Doo-rags, head wraps, bonnets, shower caps, rollers, etc.	Doo-rags, head wraps, bonnets, shower caps, rollers, etc.

Note: Professional attire is expected during the school day, on school sponsored field trips, and travelling home from Thrive. Casual/Lounge Wear is acceptable during travel to Thrive and after school activities. For special occasions such as dances or family outings students are expected to wear clothes that fit properly and preserve modesty such as jeans, slacks, dresses, skirts, and blouses. For any occasions clothes must be clean and free of holes, rips, or tears.

Section 5: Attendance Policy

5.1 – Introduction to the Attendance Policy

The unique nature of Thrive’s residential program changes the impact attendance will have on daily school functions. Students are expected to reside on campus any time that school is in session and to attend class on time every day. **As Thrive buses only do pick-ups on Sundays – it is critical that all students are on the bus at their appointed time.** Chronic inability to be at school on Sunday evenings will lead to a student being recommended for mandatory withdrawal.

Louisiana law mandates compulsory school attendance. Every parent or legal guardian shall enforce, and be held accountable for, the attendance of their child for every scheduled school day.

5.2 – Different Uses of Attendance

Attendance is used for 2 different purposes:

Attendance for Required Reporting to Truancy

In the state of Louisiana, Truancy (allowing a school age student to miss a certain number of days) is a crime. **Thrive Academy is required to make legal reports to Truancy upon a student’s 5th applicable absence.** Once the report is made, Thrive Academy is required to continue reporting each absence. Based on this report, the local truancy office may press charges against a parent and/or involve the Department of Children and Family Services. After 15 days, Thrive Academy may require a student to withdraw based on attendance.

Attendance for Class Credit and Grade Promotion

In order to receive credit for a class for their high school transcript or as required for grade promotion, students must have a certain number of “instructional minutes” each year.

If a student is not in attendance for these minutes – **they will not receive a credit for the class.**

5.3 – Types of Absences

Non-exempted, Excused Absences:

- Personal or serious family illness documented with a note. Note must be received within 5 days of the students return to be counted as an excused absence.
- Not considered for the purposes of Truancy
- Considered for class credit and grade promotion
- Students are given the chance to make-up the work missed

Exempted, Excused Absences:

- Not considered for the purposes of Truancy
- Not considered for the purposes of credit or grade promotion
- These absences are limited to:

- Extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state
- Extended hospital stay in which a student is absent as verified by a physician or dentist
- Extended recuperation from an accident in which a student is absent as verified by a physician, dentist or nurse practitioner licensed in the state
- Extended contagious disease within a family in which a student is absent as verified by a physician, dentist or nurse practitioner licensed in the state
- Quarantine due to prolonged exposure to or direct contact with a person diagnosed with a contagious, deadly disease, as ordered by state or local health officials
- Observance of special and recognized holidays of the student's own faith
- Visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five school days per school year
- Absences verified and approved by the school principal or designee as stated below:
 - Prior school system-approved travel for education
 - Death in the immediate family (not to exceed one week)
 - Natural catastrophe or disaster

Unexcused Absence:

- Considered for the purposes of Truancy
- Considered for the purposes of credit or grade promotion
- Students are not given the opportunity to make-up work and receive a failing grade for the missed work
- Examples include:
 - Absence for hair or beauty appointments
 - Medical absences without a doctor's note
 - Absences due to missing the bus or transportation issues
 - Absences due to work unless the work is an approved part of the students schedule
 - Absences due to family events or other recreational activities

Suspension:

- Not considered for the purposes of Truancy
- Considered for the purposes of credit or grade promotion
- Student is allowed to make-up work

5.4 – Steps Taken for Unexcused Absences

1st Unexcused Absence – Call home to reiterate the absence policy. If no answer, a letter will be mailed home.

2nd Unexcused Absence - Call home to reiterate the absence policy. If no answer, a letter will be mailed home.

3rd Unexcused Absence – Required parent conference to go over the attendance policy. Parent will be required to sign an acknowledgment of attendance policy. If parent refuses or cannot be reached, a letter will be sent home.

4th Unexcused Absence – Call home to reiterate the absence policy and remind the parent that the next absence is required to be reported to Truancy. If no answer, a letter will be sent.

5th Unexcused Absence – Thrive Academy will make a report to Truancy. Call home to reiterate the absence policy. If no answer, a letter will be sent. Parent conference required.

6th -9th Unexcused Absence – Thrive Academy will report each continued absence to Truancy and call home each time.

10th Unexcused Absence – Thrive Academy will report to Truancy and hold a required parent meeting. At this point, the student will not be promoted to the next grade or allowed to graduate.*

11th-14th Unexcused Absence – Thrive Academy will report each continued absence to Truancy and call home each time.

15th Unexcused Absence – Thrive Academy will require the student to withdraw from the school.

*Students with 10 or more absences will not be promoted to the next grade or allowed to graduate without an SBLC process. In order to qualify for promotion or graduation within this process, students must make up all missing time and complete other requirements. There is no guarantee students with excessive absences will be allowed to be promoted or graduate.

5.5 – Steps Taken for Excused Absences

While Excused Absences are not considered for the purposes of Truancy, they are considered for credit for classes.

Middle School Minutes

- All middle school students are required to be in attendance for 60,120 minutes each year
- If a student is not in attendance for the above minutes, **they will not be promoted to the next grade.**

- Thrive Academy takes tardies into account when calculating minutes

High School Student Carnegie Credits:

- For each Carnegie Credit, students must be in attendance for 7,515 minutes
- For each half Carnegie Credit, students must be in attendance for 3,758 minutes
- With Thrive's schedule, this means students cannot miss more than 5 classes during the course of the semester.
- If students are absent for more than the above minutes – even if those absences are excused – **the student will not receive a credit for that class.**
- Thrive Academy takes tardies into account when calculating minutes

*When a student transfers from a different school, their absences will be taken into account when calculating the minutes of instruction.

The Guidance Counselor will monitor student's minutes for compliance and notify a family in writing if a student becomes off track in their minutes.

5.6 - School Times:

Sunday: Students may be checked in beginning at but not before 5pm on Sunday. All students must be on campus by 8pm on Sunday evening unless prior arrangements have been made with the Director of Residential Life.

Monday-Thursday: Students may not be checked in before 8:30am on school days. If a child arrives on campus prior to 8:30am, the parent is required to wait with them until 7:15am. Students should not be checked out before 3:30pm for anything other than excused absences.

Friday: Students may not be checked in before 8:30am on school days. If a child arrives on campus prior to 8:30am, the parent is required to wait with them until 8:30 am. The school day ends at 2pm on Friday. **To ensure students are in class on Friday, check-outs will not be permitted between 11am-2pm on Fridays.**

Students who are checked out and miss class prior to a school event such as a dance or athletic event – will not be allowed to attend that event.

5.7 – Tardy Policy

Tardy to School or Class

Students who arrive at school after the tardy bell must report to the main office and receive an admit slip. Students will not be admitted to class without an admit slip. Morning tardies begin at 7:30am.

Tardy Disciplinary Steps

Students are considered tardy if they are not in class by the time the class is scheduled to

begin. The only excused tardies to class will be those accompanied by an admit slip from the Main Office.

Unexcused tardies to class will incur the following disciplinary actions:

1st - 3rd tardies - Warning including parent contact on second

4th tardy - one hour detention

8th tardy - two hour detention

12th tardy - In school suspension

*Tardies are counted against a students required minutes for credit.

5.8 – Make-up School Work

If allowed by the absence type, a student is required to take a test as scheduled even if he/she is absent the day before the test, if the teacher announced the test prior to the student's absence. If a test is announced for the first time the day of the student's absence, the student will not be required to take the test upon immediate return.

*It is the student's responsibility to request make-up work and tests. The student will be expected to complete all work within the time limit specified by each teacher. It is **not** the teacher's responsibility to reach out to the student to have them make up the work.

5.9 – Residential Program Absences and Check-outs

The after school program is a critical part of life at Thrive Academy. Parents and guardians always have the right to check their child out – however – excessive check-outs may be an indication that Thrive is not the right place for a student. From time to time, it may be necessary for students to be checked out in the evening for doctor's appointments or other important family events but other than those events, every effort should be made to not check students out.

Students will only be signed out to someone on a students Approved Visitor List. All adults checking out students are required to come into the office and provide a fingerprint scan to the check-in system.

After school check-outs are limited to 4 per semester unless other arrangements are made by the residential staff.

At the 3rd residential check-out, the Residential Director or Designee will contact parent/guardian notifying them of the checkout policy and limits.

At the 4th residential checkout, the following consequences apply:

- 4th residential check-out: Administrative team meeting to determine the cause for excessive checkouts and to create a plan of action around them.

- 5th residential check-out: Student is prohibited from after school activities including athletics.
- 6th residential check-out: Administrative team will review excessive checkouts and determine if mandatory withdrawal from Thrive is necessary.

Section 6: Student and School Property

6.1 – Introduction to Property

Thrive respects the civil rights of the students attending its school and will uphold those rights, but the school also will not tolerate violations of law, school policies, expectations or rules. Searches are used to ensure the safety of ALL individuals on campus. Any staff member or administrator in the school may search any building, desk, locker, area, grounds, or vehicle parked on school property for evidence that the law, a school rule or policy has been violated. Thrive is the exclusive owner/lessee of all buildings and contents (including desks and lockers) and all are subject to be searched. The permission granted to park an automobile or vehicle on any school property constitutes consent of the owner and/or operator to allow a search of the vehicle.

The staff member or administrator may search the person or personal effects of a student when, based on the circumstances at the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, a school rule, or a school policy. Such a search shall be conducted in a manner that is reasonably related to the purpose of the search and not excessively intrusive in light of the age or sex of the student and to the nature of the suspected offense. Random searches with a metal detector of students or their personal effects may be conducted at any time, provided the searches are conducted without deliberate touching of the student. Standards regarding procedures for searching students shall include the following:

6.2 – Personal Searches

- If at all possible, searches of students should be conducted outside the presence of other students.
- Students should be asked to empty all of their pockets before the physical search of a student is conducted.
- If a “pat down” search of a student is to be conducted, that search should be conducted by a teacher or administrator of the same gender if at all possible. The delay in finding a person of the same gender should not create a significant likelihood that the item(s) sought in the search will be altered, destroyed, or disposed of in the meantime.

6.3 – Search Standards

- No action taken pursuant to this policy by any teacher or administrator, employed by Thrive, shall be taken maliciously or with willful and deliberate intent to harass, embarrass, or intimidate any student.
- Specially trained dogs may be used only for searches of lockers, rooms, buildings, and parking lots. A dog may not be used for the search of the person of a student.
- Any prohibited item seized or discovered in any search shall be safeguarded by the Principal or designee and maintained in a secure container. If the item is a firearm, knife, any weapon, or an illegal controlled substance or drug, the Principal or designee

may notify the police and turn over any such items to the police while obtaining a receipt for the transfer of the item to the police.

6.4 – Persons Other Than Students

Any school administrator or teacher may search the person, book bag, briefcase, purse, or other object in possession of any person who is not a student enrolled at the school or a school employee while that person is in any school building or on school grounds. This search may be done randomly with a metal detector. Also, when there is reasonable suspicion that such person has any weapons, illegal drugs, alcohol, stolen goods, or other materials or objects in violation of the school's policy, such persons may be searched.

6.5 – Computer and Internet Usage

Please see the 1:1 Handbook in the Appendix section of this handbook for a complete Computer and Internet usage policy.

6.6 – Damage and Vandalism Policy

Thrive Academy and the Thrive Foundation provide the laptops, dormitory, furniture and all other items on the campus. These items are provided for the students and meant to be enjoyed and used. However, Thrive also expects students to take care of the items provided to them – and if they damage them – to pay for them.

The damage and vandalism policy is as follows:

- Students will be held responsible for their actions regarding destruction or damage to Thrive Foundation property whether occurring through vandalism or lack of due care and attention.
- The Residential Director and Strategic Director shall investigate all incidents of damage and loss of Thrive Foundation property to determine where responsibility lies.
- If a student is found responsible for damage or loss of Thrive Foundation property, the cost of repairing or replacing the property will be charged to the Thrive Academy student through his/her parents/guardian.
- If more than one Thrive Academy student is found responsible, the costs for repair or replacement shall be divided amongst the students.
- Where a Thrive Academy student is found responsible for damage to or theft of Thrive Foundation property, the Residential Director shall:
 - Immediately inform the parents or guardians of the Thrive Academy student involved that the incident has occurred and that they will receive a Thrive Foundation invoice when the costs of repair and/or replacement have been determined
 - Request the Custodial & Maintenance team to complete two (2) vendor quotes and a work order form for the necessary materials, repair and replacement
 - Provide the Strategic Director with the details of the incident, including names and addresses of the student involved and confirmation that parents / guardians have been informed

- Where the costs of repair and, or replacement have been determined, an invoice and incident report form will be sent to parents / guardians by letter via Strategic and Residential Director
- Payment will be due within 14 days of receipt of invoice

Thrive Academy will put interest free payment plans in place for families who are experiencing financial difficulty – however – the expectation of complete payment still exists.

For families who have not paid or begun a payment plan within 14 days of receipt of the invoice, the following consequences apply:

- Student(s) will be assigned on-campus community service
- Student(s) will NOT attend non - academic campus activities
- Student(s) will NOT attend non – academic off campus activities
- Student(s) will NOT participate in athletic events, games, practices, and /or meetings

Sample Pricing for the most commonly damaged items are listed below:

Residential Common Areas (examples)

- Microwave Doors \$100.00
- TVs \$300.00
- Gaming Systems \$400.00
- P – Tech Units \$400.00 (includes pouring air freshening powder or liquid in the unit)
- Windows \$50.00 - \$700.00
- Microwave Plates \$40.00

Student Rooms – (examples)

- In room air conditioning units \$300.00 (includes pouring air freshening powder or liquid in the unit)
- Window Blinds \$25.00
- Bookshelves \$50.00
- Drawers \$100.00
- Closet Doors \$100.00
- Mattresses \$200.00

Section 7: Communication

7.1 – Overview of Student Communication

Thrive promotes and encourages student communication to those outside of the facility; however, Thrive still makes the safety of its students its main priority. Students will be expected to uphold Thrive's Five Core Values and the Student Code of Conduct. Outside communication is to be made only between parent(s) and/or guardian(s), siblings, or others residence of the student's home.

7.2 – Telephone Policy

Students will be allowed to use the school's telephone to make phone calls to family every evening at a designated time. Telephone calls should generally not exceed 15 minutes. In the event of an emergency, exceptions will be made. Please note that Thrive Academy does not monitor the numbers students are calling and is not responsible for students making calls to individuals parents/guardians do not approve of. If a parent/guardian is concerned about who the student may be calling – they may inform Thrive Academy in writing that they do not wish their student to have phone privileges.

If students are overheard abusing telephone privileges, telephone privileges will be decreased, monitored, or taken away entirely. If parents need to speak with their child they may call the main office line. The main office will patch calls through to the dormitory. Students will not be permitted to call home during the school day unless approved by an administrator.

If any individual outside of Thrive Academy (including parents/guardians) is verbally abusive – including but not limited to using profanity or threatening language – the student will no longer be permitted to communicate with that person via phone.

7.3 – Internet and E-mail Policy

Students will be allowed to send and receive e-mails on their Thrive Academy emails during their earned privilege/personal time. Students will not have access to various social networking sites such as Facebook, Tumblr, Instagram, Twitter, et cetera. See "Computer Use Policy" section for guidelines.

7.4 – Student and Staff Relationship

Thrive understands that the relationship Mentors will have with the students will not be typical of the teacher-student relationship. Mentors serve as a mentor for the students and always remain professional and appropriate. Students are never allowed in a Mentor's private room, except for the guidelines outlined in emergency procedures handout. In the event that a student feels he/she has had inappropriate contact with a staff member of Thrive, a written statement from named student and all parties involved will be collected to provide statements. Security camera tapes will be reviewed. If there is any possibility that events transpired, the staff member will be asked to immediately leave campus until a thorough investigation has been completed. Thrive will report findings to Child Protective Services and law enforcement as appropriate. If

allegations are true, Thrive will stand behind the findings and recommendations of Child Protective Services, and staff member will be immediately terminated. If allegations are false, student discipline may be assigned on case-by-case basis and may result in suspension or expulsion.

7.5 – Staff Communication with Families

Thrive will work with families in several ways, including: phone calls, individual conferences, and open house to keep family members up-to-date and informed.

Parents will be invited to participate in a team meeting when a student is struggling with an ongoing issue. Thrive uses this time to troubleshoot problem areas, re-assess student needs, and make plans for the future.

Thrive Academy requires that all parents/guardians keep an up-to-date phone number and email address on file with the school. If a family is experiencing financial difficulty that results in them not having access to a phone or email – they should reach out to a member of the administrative team and an individual communication plan will be developed.

Although, there are specified telephone/communication times, parents/guardians are encouraged to call the front office if there is a family emergency and they wish to speak with a student. It will be the parent/guardian's decision as to whether or not the student needs to be with the family. It is often a relief for students to be able to speak with a sick relative and Thrive will encourage this at the parent or guardian's request.

7.6 – Parental Involvement and Resources

Parental involvement is important to Thrive and essential to the success of your student. Parents will be expected to encourage their student to uphold and practice Thrive's five Core Values at all times. Parents and family are valuable partners in Thrive's mission to provide a challenging and rewarding environment for students to live, learn, and achieve in. Thrive in no way wants to exclude or replace parents/guardians. Thrive understands and appreciates that parents and guardians are entrusting the school with their most prized, precious possession. In addition, Thrive understands that there will be trying times when the student is going to want to leave and when the parents or guardians are going to miss the student and want the student back home. Thrive strongly encourages parents/guardians, in these times, to remember why the student was original enrolled at Thrive.

Thrive holds parent nights during the school year that will allow for families to come and visit the residence hall and school. There will be planned activities for families and students to participate in.

Thrive Academy encourages all parents to participate in Thrive Parent Teacher Association (PTA). The mission of the PTA is to provide a forum for families, administration and educators of Thrive Academy school to collaborate and create a vibrant learning community for all students.

The PTA engages in the following:

- Promoting activities that enhance the joy and well-being of Thrive students and staff in a way that complements and enriches the learning environment;
- Advocating on behalf of students, staff and the school;
- Building community within the school, and enhance the relationship among the school, parents, and the wider community; and encourage the community's investment of time, energy and money into Thrive Academy.

7.7 – Complaints and Grievances

In any situation with as many personalities as a boarding school, there are bound to be issues that come up. Thrive aims to work through any concerns in a respectful and productive manner.

Student Complaints

Students are encouraged to work through any grievances they have with adults in a responsible manner. Thrive considers grievances that do not present a safety issue to be a learning opportunity. If a student has a grievance that involves any kind of physical or sexual violence, it should be immediately reported to the Principal or Director of Residential Life. If the matter is not a threat to immediate safety, students should fill out the **Grievance Form** found in each unit and follow the steps it dictates. If a student or parent has not utilized this form for handling a conflict, an administrator will ask that they do so before taking any further action. If the process has been followed and the student is not satisfied by their interactions with the staff member, they may then bring the form to the ranking administrator. If the matter cannot be resolved by the Principal or Director of Residential List, the student's concern will be escalated to the Executive Director. Once this occurs, a meeting will be scheduled in order to provide the appropriate time and space for the student to present his/her grievance.

Parent Complaints

Parents/Guardians are encouraged to support their student in seeking a resolution to their grievance on their own before involving a parent. The **Grievance Form** found in each classroom and family unit lays out step-by-step instruction for helping a student find a solution to their problem on their own.

If a student has gone through the proper Grievance Form process and the parent/guardian is still not satisfied and would like to speak with a Teacher or a Mentor for any reason they must contact the Administrative Assistant to schedule an appointment. During the instructional day Teachers are responsible for the learning of up to 15 students. In the afternoon and evening hours Mentors are responsible for the development of up to 15 students. Therefore, we must honor their time and responsibility to ensure the safety and wellbeing of all students. By scheduling an appointment, all parties have the opportunity to plan and prepare appropriately in effort to secure positive outcomes for children.

Parents and guardians are encouraged to express any concerns that they may have regarding their student's education, residential living arrangements, and any other aspect of the Thrive experience in the appropriate manner. Thrive will work diligently to resolve all concerns.

In dealing with anyone making a complaint, Thrive has a zero tolerance policy on verbal or physical abuse towards staff. Parents/guardians who abuse the Thrive staff will be banned from campus for anywhere from one week to their student's entire time at Thrive. Abusive behavior includes using profanity towards, screaming at or otherwise threatening any staff member or other person on Thrive's campus. If threats are made against Thrive staff or students, the police will be contacted and the school will be placed on lockdown until they arrive and secure the campus.

Grievance Procedure

If the student complaint process does not apply because the situation involves a dangerous situation – the following process shall take place:

1. Student or Parent/Guardian shall report complaint to Principal or Director of Residential Life. The Principal or Director of Residential Life shall have 48 hours to address the concern and/or suggest a solution.
 - a. If the complaint/issue that needs to be addressed is during the school day, the report should be made to the Principal.
 - b. If the complaint/issue that needs to be addressed is after school, the report should be made to the Director of Residential Life.
2. If not satisfied with the Principle or Director of Residential Life's solution, student or parent/guardian then has the option to report the complaint to the Executive Director. The Executive Director will have 48 hours to address the concern and/or suggest a solution.
3. If not satisfied with the Executive Director's solution, student or parent/guardian may submit a written complaint with the Board of Directors for consideration at its next board meeting. The board meetings take place 4 times each year and the complaint will not be heard until the board meeting. Any decision of the board shall be final.

7.8 – Student Cell Phones

Cell phones are both an ever-present tool in our world and a potentially dangerous item. Possession and use of personal cell phones on Thrive's campus is a privilege and not a right. Thrive's cell phone policy seeks to help students understand how to use cell phones appropriately while simultaneously ensuring students are not growing up too fast.

Under certain circumstances, some students at Thrive are permitted to have a cell phone on campus – however – this is a privilege that can be revoked at any time.

The Academy Student Cell Phone Usage:

Thrive Academy follows the recommendation of the American Academy of Pediatrics (AAP) to limit cell phone time for students. **No Academy Student (those in 7th-9th grade) are**

permitted to have a phone on campus at any time for any reason. If students bring a cell phone to campus, it will be confiscated and not returned until the last day of school. It is the responsibility of the student's family to ensure that the student does not bring their phone to school. Thrive suggests that the student's parent/guardian be in physical possession of the phone before the student returns to school. Even the best students will make every effort to sneak their phone on campus. This policy is non-negotiable. **Thrive is not responsible for any costs resulting from this policy including but not limited to: a families monthly cell phone bill, the phone being lost or stolen while in Thrive's custody or the inability of a student to contact family members over the weekend due to the loss of the phone.**

High School Student Cell Phone Usage:

If a parent has signed a permission slip for a student to have a phone on campus, high school students are permitted to bring cell phones to campus. Thrive reserves the right to revoke this policy at any time during the year for one, several or all students if the cell phones have become an obstacle to the learning or safety environment.

During the school day, students have a "Cell Phone Safe Zone" during their lunch shift. During that time, they may use their cell phones freely. If students are caught using a cell phone any other time during the school day the phone will be taken and only returned at the discretion of the principal. Students who use their phones inappropriately during the school day will also be assigned time in the reflection room. Multiple infractions will lead to escalating consequences and may result in the phone being kept until the end of the year.

Thrive expects students to respect that having a phone on campus is a privilege and to keep that privilege, they must follow clear guidelines. **Any violation of the below the standards of conduct will result in the immediate confiscation of the phone until the end of the school year as well as additional consequences in line with the Student Code of Conduct:**

- Any social media bullying
 - Pretending to be another on social media
 - Logging in under another's name and posting for them
 - Name calling or inappropriate tagging of another student
 - Intentionally posting unflattering photos or videos to hurt another
 - Threatening to fight another
- Any type of pornographic photo or video sharing
 - Taking pictures or video of self or others in any state of undress or lewd position
 - Sharing photos or videos of self or others in any state of undress or lewd position
 - Discussing sexual relationships between students
 - Viewing or sharing any type of pornography
- Violations of personal or private space
 - Taking pictures or video without permission
 - Taking pictures or video of fights, conflicts or other embarrassing moments
 - Recording or photographing another without their awareness
- Violating the school fire wall
 - Any attempt to get around the blocking or white list of off limit sites

Section 8: Residential Life

8.1 - Daily Activities

Morning Routine

It is important that students have sufficient time to transition to consciousness before the start of class. By waking students up an hour before class begins students have ample time to get ready to have a great day. To promote self-sufficiency, students are encouraged to use an alarm clock to help them wake up independently. Mentors will also provide a Wake-Up Call for all students. However, it is the student's responsibility to manage their time in a way that allows them to tend to their hygiene needs, get dresses, and set an intention for the day without missing their 30 minute window for breakfast. Mentors will work with each student to develop a morning routine that meets their needs as well as the unit's needs as it relates to restroom use. Students are responsible for managing their own time. Thrive staff is not responsible if a student is late to class or misses breakfast due to their lack of time management.

Breakfast

Breakfast will be provided for all students between 7:30-8:00am. It is the students' responsibility to clean up and ensure that the kitchen is returned to its clean and tidy condition before reporting to class at 8:30am.

After-School Activities

Students not attending athletic practice will have the opportunity to participate in various activities of their choice throughout the week. These activities will support Thrive students in the development of their interest, skills, gifts, and talents. Students who choose not to participate in their assigned activity taking place after school will be required to go to the reflection room until the activity is over.

Chores

Instilling the character values of respect and responsibility requires diligent effort and attention to detail. As a part of Thrive's Residential Program, students will show respect for their environment by holding themselves and others responsible for the daily cleaning and organizing needs of their home away from home. Thrive's students will learn how to clean up after themselves, share household responsibilities, and maintain a clean and organized living space. In Thrive's work to cultivate self-sufficient students, mastering a set of common household chores is essential. Please note – students are required to do their laundry and specifically prohibited from mixing their laundry with any other student.

Bedtime/Lights Out

Standard bedtime will be 9:00pm nightly for middle school students and 10:30pm for high school students. Students who have difficulty staying awake in class may be given an earlier bedtime.

8.2 - Roommates

Roommates as well as class rosters are determined with great care and attention. The Principal and Director of Residential Life work together to create environments conducive to learning. These decisions are informed by home visits, family communication, and student interviews. It is normal for students to have a hard time adjusting to community living. When challenges regarding a roommate arise an opportunity to learn and grow is created. In these situations, with the support of their Mentor, students will have the chance to apply their conflict resolution, anger management, and coping skills while becoming patient with, and tolerant of, others. Students will be taught conflict resolution, anger management, and coping skills throughout the course of their time at Thrive. In addition, Thrive staff members will be available to assist roommates in working out their differences. The number of students housed in a room will range from 2-3.

8.3 - Locked Spaces

If families desire for personal belongings to be locked up, they must provide their own lock. If a student happens to forget their combination or lose their key, it may be necessary to cut the lock. In cases like this, families are responsible for replacing the severed lock and Thrive is not responsible for reimbursing the family for the destroyed lock. Despite the lock, Thrive retains the right to examine students' possessions at any time if there is a reasonable belief that the student has something they are not supposed to. In this case, students will be given the opportunity to unlock the storage. If they refuse, the lock will be cut and its replacement will be the responsibility of the student's family.

Thrive Academy is not responsible for any items stolen or misplaced. Thrive encourages students not to bring valuable items to campus and to lock their belongings in their lockers.

8.4 - Sunday Searches

Thrive Academy provides a safe environment for our students and staff. In order to help ensure that no unsafe items are brought to campus, Thrive generally follows this Sunday Search Policy. Please note – there are times when bus arrivals and other scheduling challenges make this search impossible.

Expectations:

- All students and their belongings must be searched upon arrival to units.
- Students will be wanded when they enter their unit.
- Students will leave bags and other belongings on the unit cart.
- Students' bags will be returned within 30 minutes of them getting to their units.
- After each student and their belongings are searched, the mentors and students will initial off that the search took place on the weekly student search log.
- If a student checks out after their initial search on Sundays, the student and any additional belongings they bring back will be subject to an additional search.
- If a student checks in during the school day- they will follow the same search procedure administered by the Assistant Principal or the Assistant Principal Designee.

- Outside of normal check in times, the check in procedure will still be followed and will be completed by the Assistant Principal or the Assistant Principal Designee during the school day and the on duty mentor during the residential evening.
- Once a quarter the Supervisor of Residential Staff and/or the School Principal will conduct random observations of the search procedures.

Confiscated Items:

- Any item that is found that is in violation of the student handbook will be immediately confiscated by the staff member conducting the search.
- Items will be directly check in with either the Supervisor of Residential Staff or the School Principal.
- The Supervisor of Residential Staff or the School Principal will be responsible for contacting the parent as well as meeting with the student about the confiscated item and assigning necessary consequences. The items will then be checked in to a designated spot assigned by the Executive Director.

8.5 – Personal Belongings

Students are encouraged to bring personal belongings such as teddy bears, photos, posters, blankets, etc. If these items are inappropriate or offensive they will be prohibited from display.

Students are advised not to bring expensive belongings to Thrive. **Thrive is not responsible for lost or stolen property.** Students are especially discouraged from bringing expensive shoes and electronics to campus. It should be clearly understood that Thrive students are living in a dormitory environment and it is very common for items to be misplaced/lost. Thrive expects its students to be responsible for their belongings and respect the sacrifice that their family made to provide their possessions.

8.6 – Approved and Restricted Personal Items

The following items are approved personal belongings that students are allowed to bring to Thrive. Make sure to keep these items stored in your personal closet or locker. Remember that all items posted on walls or doors will be reviewed by a Thrive staff member to ensure that it does not contain offensive or otherwise inappropriate content.

Encouraged Items

- Photos of family, friends, pets, etc.
- Posters
- Teddy Bears, Dolls, special action figures, baseball cards, and/or other security items
- Hair Products (curling irons, flat irons, hair bows, etc.)
 - *All irons and curlers must be used in designated areas and properly unplugged and stored after usage. Failure to do so will result in the misused items being confiscated for the year.*

The following items are **prohibited** at Thrive. If any of these items are found, they will be confiscated for the year and the appropriate consequential action will be taken.

- Telephone, cell phone, walkie-talkies except for exceptions noted in the cell phone policy section of this handbook
- Video game consoles (Ex: X-box, PS2/PS3, Nintendo, Wii)
- Video games of any type (Ex: computer games, hand-held games, console games) – we provide games for our systems
- TVs
- Non-Thrive computers
- Drug-related paraphernalia (Ex: lighters, glow-lights, pipes, matches, etc.)
- Weapons (Ex: gun, knife, explosive, or any item that could be used as a weapon)
- Electronic Tablets (Ex: iPad, Samsung Galaxy, Kindle, etc.)
- Candles/Lighters
- Any items that generates heat or could be considered a fire hazard
- Drugs, alcohol, tobacco products or paraphernalia
- Pets or animals

8.7 - Inspections

Health and Safety Inspections

A student's personal privacy will be respected within the bounds of law and reason. School officials will not engage in arbitrary invasions of a student's privacy. However, for health, safety, and pedagogical reasons, the faculty, staff, and administration reserve the right to inspect school buildings, rooms (including student rooms), desks, lockers of any student, belongings, or any other area of any school building or school grounds under the jurisdiction of Thrive. These inspections will be based on reasonableness under all circumstances.

Health and Safety Inspections are done to ensure that the residence hall will be safe and free of hazards. Mentors will conduct Health & Safety Inspections every time the residence hall closes for a break, if a Mentor or staff member feels the safety of a student or staff member is at risk, or with probable cause.

Maintenance Inspections

The school reserves the right to inspect all rooms in each residence hall for health, safety, and maintenance reasons. Maintenance inspections will be conducted in a reasonable and uniform manner; such inspections shall be conducted on a periodic basis.

Room Inspections

The general appearance of student rooms will be checked daily. An inspection for general appearance is not a search. Students are responsible for the upkeep of their rooms. Residential Mentors will support students in the effort to maintain a clean, neat, tidy, and orderly living environment.

8.8 – Medication and Medical Visits

Mentors and Thrive staff are trained on the proper administration of medication. Every time over-the-counter medication or prescription medication is administered to a student, it will be documented on that student's medication log.

Over the Counter Medications

Only over the counter medication that is listed on a student's OTC Medication Form may be administered by a Thrive staff member.

Prescription Medication

If a student has a prescription medication that needs to be taken during the week, the parent or legal guardian must deliver it, in the original prescription bottle, directly to the Nurse or an Administrator. Once the prescription is given to the proper authority it will not be returned unless the student discontinues enrollment at Thrive. Students are never allowed to deliver prescription medication to school, nor will they ever be allowed to transport prescription medication home. Parents are responsible for re-filling prescriptions.

Hospital Visits

In the event that a student needs to go to the hospital for an emergency, parents will be notified by the Executive Director, Director of Residential Life or Principal

Doctor Visits

Parents will be responsible for scheduling and taking their children to doctor's visits that come recommended by Thrive's Nurse and staff. In cases of infectious diseases or rashes, students may not be permitted to return without a doctors note.

8.9 – Student Work Policy

Under certain circumstances, 11th and 12th grade students may be permitted to have an off campus job. Permission to have an off campus job is an involved process that requires the student, staff and families to work together to create an individual plan.

General Requirements:

- Student must present a current work permit for the school year and must have it signed by the employer and the principal.
- Must be on track for graduation and not missing any requirements
- Students must have and maintain a minimum 2.5 GPA
- Must maintain passing grades in all classes and not fall behind in any online classes
- Students must provide their own transportation to and from work each day. Students will be allowed to walk if their job is located on Brightside or within a close proximity with approval of the Executive Director and written parental permission. **At no time will a student be taken to or picked up from work by a Thrive Academy staff member.**
- There is no student parking allowed on campus.

Working During the School Day:

- Student must have the same work schedule each day of the semester
- The job must be on a student's schedule and approved as a work-study by the guidance counselor
- The student must meet all the above requirements

Working After School:

- The student may not leave campus until 3:45pm
- Must turn in a weekly schedule to the guidance counselor
- Must be back on campus by 9:30pm

Checking Out:

- Students must have a parent/guardian check them out in the system for work.
- Walkers may sign themselves out if their parent has sent written permission with their weekly schedule

Detention/Academic Probation:

Students have a responsibility to maintain their grades and behavior at all times. Should a student earn detention or academic probation the following consequences will be enforced:

- Any student earning academic probation, will not be permitted to check out for work that week.
- Any student who has earned time in the reflection room that day will not be allowed to leave to go to work.

Loss of Privilege:

The following violations will result in loss of work privilege:

- 4 detentions in one month resulting in a suspension
- Instigating a fight, leading to a suspension
- Receiving 2 suspensions
- Any violation of the aforementioned requirements and policies
- Falsifying any documents presented to school about work or schedule
- Receiving academic probation more than twice in one semester

Section 9: Academic Program

9.1 – Academic Honesty and Integrity

At the heart of an academic community is the firm belief in intellectual honesty and integrity. Students, no matter how young, do their own work; and when they are asked to consider the thoughts of others, they give credit where credit is due.

Thrive expects honesty and integrity from its students in their studies. For the school to be an authentic community of learners and for Thrive's students to become the truly superior students that Thrive wants them to be, it could ask no less. A student's membership in the Thrive community demands that he or she knows and lives up to specific responsibilities.

Although all of Thrive's instructors expect this honesty and integrity from students, they may differ slightly in their specific expectations of their specific students; or one teacher's expectations may even differ slightly from assignment to assignment. For example, sometimes it may be acceptable for students to work together in groups on an out-of-class assignment; other times it may not be. One instructor may allow a student to solicit criticism on an essay from his or her roommate; another may not. Each instructor will define his or her specific expectations. Students need to be certain that they understand their teachers. If a student is having difficulty with an out-of-class assignment on which he or she has been told not to collaborate, the student should not succumb to the temptation of getting help from someone in the residence hall or during study hall, as it will compromise his or her learning and potentially his or her grade.

Some expectations are, of course, constant. Students should do their own work on tests and quizzes. Out-of-class work that a student turns in must be that student's work alone, unless he or she has been given permission to collaborate. When a student uses secondary sources in writing a paper, he or she must reference any use made of those sources. Putting another's idea "in your own words" is just as much plagiarism as is quoting the source word-for-word: both need to be cited. Ignorance is not an excuse for plagiarism. If a student does not understand his or her obligations in documenting sources, he or she should talk with the teacher before proceeding.

9.2 – Academic Probation

In keeping with the academic standards established for and by Thrive, each student is required to maintain passing grades (D/70% or better) or they will be given additional support. Any student with an F in any class will be placed on Academic Probation. While on Academic Probation, students can have increased mandatory study hours during students after school activity time. The teacher of the class the student is failing may also assign additional work to help the student raise their grade. The Academic Probation lasts as long as the student is not receiving a passing grade.

9.3 – Athletic Requirements

For students to participate in Thrive athletic program, they must meet LHSAA requirements:

- First Semester Eligibility: To be eligible for the first semester of the school year, a student shall have earned at least six (6) units from the previous school year, which shall be listed on the student’s transcript and shall have earned at least a “C” average.
- Second Semester Eligibility: To be eligible for the second semester of the school year, a student shall pass any combination of at least six (6) half (.5) units from the first semester.

9.4 – Grading Scale

A	93-100
B	85-92
C	77-84
D	67-74
F	0-66

9.5 - Homework

In Middle School students are not assigned formal homework by their teachers. Instead Thrive works with students on their reading during the evening, expecting that students read at least 30 minutes per night and participate in the accelerated reader program. Students will also practice fluency skills during their evening time.

In High School students are assigned homework by their teachers at the individual teacher discretion. Students will be given readings that they must complete for class the following day. Students will be assigned incomplete class assignments and projects. Students are expected to read for 30 minutes per night and participate in the accelerated reader program.

9.6 – Credit Recovery

If a student earns an “F” in a course they do not receive credit for the course. To help accelerate students who have failed courses, Thrive offers a Credit Recovery program. Students will be scheduled into credit recovery study halls and given assignments, projects and assessments in the course that they failed. Based on this work the students grade in the credit recovery course will be added to their transcript in addition to the F and count toward their graduation requirements.

9.7 – Promotion Requirements

Adopted standards from the Louisiana Board of Elementary and Secondary Education will be followed. For further details see Thrive’s Pupil Progress Plan.

High School Required Promotion Credits:

- 0 Credits- 4.5 Credits- 9th Grade
- 5 Credits- 10.5 Credits- 10th Grade
- 11 Credits- 15.5 Credits- 11th Grade
- 16 Credits and Above- 12th Grade

- *Students must obtain 24 Credits for TOPS University
- *Students must obtain 23 Credits for JUMPSTART

9.8 – Graduation Pathway Requirements

Thrive Academy offers two pathways to graduation for students: Tops University and Jumpstart.

TOPS UNIVERSITY

English-4 Units

- English I or English I Honors*
- English II or English II Honors*
- English III or English III AP
- English IV or English IV AP

Math- 4 Units

- Algebra I or Algebra I Honors*
- Geometry or Geometry Honors*
- Algebra II or Algebra II Honors
- Advanced Math

Science- 4 Units

- Biology I or Biology I Honors*
- Chemistry or Chemistry Honors
- 2 units from:
 - Physical Science
 - Environmental Science
 - Biology II
 - Physics

Social Studies-4 Units

- US History* or US History AP
- Civics
- World Geography
- World History

Foreign Language-2 units of the same Language

- Spanish I, Spanish II
- French I, French II
- ASL I, ASL II

Art-1 Unit

- Digital Media
- Performing Arts: Theater

Health & PE- 2 Units

- PE I (1.0 credit)
- PE II (0.5 credit)
- Health (0.5 credit)
- Athletic PE (0.5 credit)
- Dance (0.5 credit)

Additional Electives-3 Units

- Can be chosen from elective list

Total Credits- 24 Credits

*denotes LEAP 2025 course

TOPS TECH/JUMPSTART

Jumpstart Pathways offered at Thrive Academy
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- | |
|--|
| <ul style="list-style-type: none">• Certified Nursing Assistant• Drafting and Design Technology• Digital Media• Welding• Carpentry |
|--|

English-4 Units

- English I*
- English II*
- 2 units from:
 - English III
 - English IV
 - Technical Writing
 - Business English

Math-4 Units

- Algebra I*
- Geometry*
- 2 Units from
 - Algebra II
 - Advanced Math
 - Business Math
 - Financial Literacy

Science-2 Units

- Biology I*
- 1 unit from
 - Physical Science

- Environmental Science

Social Studies-2 Units

- Civics
- U.S. History*

Health & PE- 2 Units

- PE I (1.0 credit)
- PE II (0.5 credit)
- Health (0.5 credit)

Additional Electives-9 Units

- Must include at least 1 career course
- These electives correspond to the student's Jumpstart pathway
- Student must earn the pathway's required Industry Based Credential(s) (IBS) to fulfill pathway and graduate with a Jumpstart diploma.

9.9 – Non-Academic Graduation Requirements

- All seniors must have complete Individual Graduation Plans with parent signatures.
- All seniors must have complete Free Applications for Federal Student Aid (FASFA)
- All students must take and pass a CPR course
- All seniors must apply to a minimum of 3 colleges or universities or show proof of employment with an Industry Based employer.

9.10 – Report Cards

Report Cards are issued once every 9 weeks. Report cards will go home with students on the bus with students in addition to being mailed. During the quarterly open houses teachers will be available to talk to parents about students' academic performance. Parents may additionally schedule meeting with teachers to discuss students' academic performance.

Appendices

Title 1 School-Parent Compact

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

This school-parent compact is in effect during school year 2020-2021.

School Responsibilities

Thrive will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Providing a small classroom setting and individualized instruction.
 - Providing highly qualified teachers or teachers that are in process of becoming highly qualified.
 - Providing strong data tracking.
 - Providing strong development and curriculum modeling for teachers.
2. Hold parent-teacher conferences throughout the year. Conference appointments can be scheduled at anytime.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - In the form of report cards
 - In the form of emails
 - In the form of individual parent/teacher conferences
 - In the form of teacher calls home
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Parents may request an individual conference with their student's teacher through email or through scheduling by calling the main office.
 - Parents may request to sit in on a teacher class by calling the main office.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

- Parents are always welcome to volunteer in the classrooms, come on field trips, work in the main office, work in the dorms, serve on the PTA, or help implement school wide initiative or events.

Parent Responsibilities:

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Check on academic progress.
- Volunteering in my child's classroom and school in general.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting and supporting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Actively participate in tutoring and ask for help when I needed.
- Read at least 30 minutes every day outside of school time.
- Complete all given assignments.
- Study in the Evening.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school.

Thrive will:

1. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
2. Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
3. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental

involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.

4. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
5. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
6. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
7. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
8. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

(PLEASE NOTE THAT SIGNATURES ARE NOT REQUIRED)

Thrive Academy

2020-2021 Title 1 Parental Involvement Policy

Thrive recognizes that parents are their children's first teachers and that parents function as educators throughout their children's lives. More than thirty years of research show that student academic success and high self-esteem are closely related to parent involvement in education from pre-kindergarten through high school. Children whose families are involved in their education have higher grades and test scores, better attendance, and are more likely to graduate from high school and attend college. In fact, the best predictor of a student's success in school is not income or social status but how much a student's family participates in his or her education.

The administration, faculty and staff of Thrive is committed to establishing programs and practice that create a climate of mutual trust and respect that support substantive parent involvement. At Thrive we also believe that the education of our children is a shared responsibility. Involvement by the school, the family, and the community creates a stronger educational system and improves the quality of life for the students, their families, and the entire Thrive community.

In order to build an effective home-school partnership, Thrive will provide the following:

COMMUNICATION

Clear and consistent communication is the foundation of effective parental involvement. Schools must provide Title I information to parents in an understandable, uniform format. Upon request, information shall be provided in alternative formats, including providing auxiliary aids and giving information in a language which parents can understand.

PROGRAM DEVELOPMENT

Families will be encouraged to become active participants in Title I program planning, decision-making, and activities. Each Title I school will develop with parents, and update annually, a school-level plan for parent involvement. A written copy will be distributed to parents.

PARTNERS IN LEARNING COMPACT

Each child shall have an individually devised partner in learning compact, which designates specific goals and objectives for the child, the school and the parents.

SCHOOL CHOICE

Parents, whose children attend a school that does not meet adequate yearly progress (as measured by the Louisiana Department of Education) within a specified time period, have the option of transferring their children to another designated school within the state.

TEACHER CERTIFICATION

In keeping with the requirements of the 2002 Federal No Child Left Behind Education Act, upon request, schools shall provide parents of children in Title I schools information about the certification status of their children's teachers.

VOLUNTEERING

Schools shall provide opportunities for parents to utilize their skills within and outside the classroom for nurturing their children's academic success.

COORDINATION AND SUPPORT

Program coordination and technical assistance for Title I schools in planning and implementing effective parent involvement activities will be provided through the efforts of the Title I Parental Involvement Coordinator.

Working with school-based personnel, the Community Relations Coordinator will coordinate the use of annual Partners in Learning compacts and other on-going family involvement activities. Additional school-based outreach activities will also be developed and implemented with a focus on increasing active parental involvement in and building on current activities that have been successful.

BUILDING CAPACITY FOR PARENTAL INVOLVEMENT

Activities designed to build the capacity for strong and meaningful parent involvement in Title I schools shall include the use of Home-School Liaisons through the Parent Teacher Organization and the Office of Admissions to foster communication, parent participation on School Improvement Teams, school level Parent Advisory Councils, and opportunities to volunteer.

Parents of Title I students will be provided with timely information about the Title I program and parent involvement requirements for schools under the No Child Left Behind Act of 2001, information about curriculum and proficiency levels students are expected to achieve (Orientation and Quarterly Parent Teacher Conference Meetings) school and individual assessment information and results, including an explanation of those results, and opportunities for regular meetings related to the education of their children.

PARENT INVOLVEMENT ACTIVITIES

Parents will be provided with opportunities to add to their skills so that they may continue to work with their children to improve achievement.

At convenient times, each Title I school will hold at least one parent workshop yearly to address topics of interest to parents.

INTEGRATION WITH OTHER PROGRAMS

THRIVE Academy's Title I Program will coordinate and integrate its parental involvement strategies with those of other local, state and federal programs such as the Big Buddy, Career Compass and LOSFA programs, through regularly scheduled meetings. Community groups will be encouraged to help schools develop and implement programs that promote educational goals and support high academic achievement for all students.

EVALUATION

Assessing the effectiveness of the parental involvement policy in improving the academic quality of the schools served under Title I will be conducted throughout the year with the involvement of parents. Measures will include:

Family Night parent evaluations

Attendance Parent conferences and other parent involvement activities such as efforts coordinated through the Parent Teacher Organization.

Annual program evaluation completed during the spring semester of each school year.

Results of school-based survey "Measure of School, Family, and Community Partnerships" by J.L. Epstein et al., ©2002 Corwin Press, Inc.

Notes:

*The word "parents" is inclusive of adult guardians of children in the school system. In addition, the parental involvement policy underscores the importance of the participation of adult family and community members in students' lives.

**This policy complies with the requirements of the No Child Left Behind Act. NCLB mandates involving parents in developing a parental involvement policy, asking that parents share responsibility for student progress in academic achievement and community involvement. NCLB charges schools with the responsibility of creating programs and resources for effective parental involvement. In addition, this policy is inclusive of the specific responsibilities assigned to Title I schools. Specific policy implementation action steps are identified in Addendum II (Parent Involvement Policy Guidance Document).

***These six categories are based on the six types of parent and family involvement as defined by Dr. Joyce Epstein in *School, Family, and Community Partnerships: Your Handbook for Action*.