



# Student Handbook

## General Information

### In this section you will find:

- Visitor Policy
- FERPA
- Custodial arrangement
- Parent/guardian jurisdiction
- Non-discrimination

### 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 the authority of 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 THRIVE’s Board of Directors; a student enrolled at THRIVE; and a parent, guardian, or other person authorized by a parent or guardian to deliver a student to THRIVE or pick up a student from THRIVE. 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, THRIVE staff will inform that student’s parent or guardian and ask permission before the visitor is permitted to speak to or see the student for the first time. This includes officials from any governmental or social service agency 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. After the contact, , parents/guardians can give verbal permission for the new visitor to be added to the Approved Visitor List. 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. When visiting campus please bring a license or form of government issued ID to verify identity.

Classroom visits by parents, guardians, or other authorized individuals are generally permitted during intervention times. These 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. Parents are welcomed to come and cook with the students or help during study hall. 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 anyway. This includes but is not limited to engaging with other students in inappropriate ways, being physically or emotionally abusive, appearing intoxicated, entering buildings that are not under THRIVEs control, 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. Please follow-up with the Principal or Director of Residential Life and Student Development to schedule your visit.

### 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, and contractees 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 THRIVE executive director a written request that identifies the record(s) they wish to inspect. The executive director 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 executive director, 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**

### **Custodial Arrangement**

Initial enrollment at THRIVE requires that the custodial parent(s), tutor, or grandparent awarded custody be a resident of East Baton Rouge Parish at the time of the student's acceptance. Proof of residency may be required to validate enrollment. If the parent(s), tutor, 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.) must be on file with the office at the time of enrollment or during the school year when there is a change in status.

A student admitted under the premise of residency will be dismissed from the school if at any point in his/her tenure it is discovered that they were not residents at the time of acceptance. If the parent(s), tutor, or grandparent awarded custody moves out of the parish after the student has been accepted, an individual 21 years of age or older who resides in Louisiana and provides proof of residency in the state must be named as the student's provisional custodian in accordance with La. R.S. 9:951-954. The parent(s), tutor, or grandparent awarded custody shall submit to the office, a completed and notarized Provisional Custody by Mandate.

Proof of provisional custodian must be received in the office within (twenty-one) 21 calendar days of the parent(s)' relocation outside of the parish. Also, since the mandate is valid only for the term stated not to exceed one year, and updated mandate may be required.

It is the responsibility of the custodial parent(s), tutor, 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.

### **In Loco Parentis**

THRIVE's faculty and staff has a unique status with the student that is different from faculty and staff in non-residential high schools.

The Louisiana Supreme Court in the *Bradford* case (250 So.2d 375, LA 1971) set the standard of care for children under the supervision of adults in school as *in loco parentis*. Elsewhere, the courts have held that student supervision must be reasonable under the circumstances of each specific situation. Consequently, because THRIVE has greater 'actual custody' of its students (*Jackson v. Colvin*, 732 So.2 50, LA App. 3d Cir, 1998) under current case law it also has greater liability and a duty to protect students from all dangerous, foreseeable acts. Supervision under a duty of care must be reasonable, competent, and commensurate with the activity. After-class activities and field trips must be taken very seriously by faculty and staff assuming a supervisory role. They must uphold and follow applicable requirements in the Academic and Residential Life Handbook, including the "Code of Conduct", and must avoid any action, language, or manner that would lead students to believe they are acting otherwise, e.g., as a friend or companion.

### **Custody vs. Handbook**

Once a THRIVE student goes home or to another destination approved by the parent/guardian, and thereby leaves its custody and control, THRIVE shall not be liable for the student's own negligence and/or personal safety. The student shall be under the school's jurisdiction only after he/she has returned to campus. When returning to campus;

- -between the hours of 7:15AM-3:30PM students must report directly to the front office to sign in with a parent/guardian,
- -between 3:30-4:00PM parent/guardian must contact Mr. Bryce Parmelly to make arrangements to sign in,
- -between the hours of 4:00-8:00PM students must report directly to the front office to sign in with their parent/guardian, and
- -for arrivals after 8:00PM please contact Ms. Maya Bennett to make arrangements to sign in.

*Please note that students will not be allowed to sign in before 5:00PM or after 8:30pm on Sundays nor will they be able to do so before 7:15AM or after 8:30pm Monday-Friday. No student will be allowed to sign in without a parent/guardian.*

Even while under the jurisdiction of the parent/guardian, all policies, procedures, and standards affecting social decorum and more specified in the Handbook shall be applicable as long as a student is considered enrolled in THRIVE. A student's enrollment period is inclusive from the school's receipt of the "Handbook Acceptance Form", which enrolls a student through each year's re-admission and, ultimately, graduation. Students who fail follow policies while under the jurisdiction of the parent/guardian may come for review under THRIVE's discipline policies.

**Non-Discrimination**

It is the policy of the THRIVE to provide equality of opportunity in its programs and activities. Applicants for admission, students, parents and guardians of students are hereby notified that the 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:

Sarah Broome, Founder and Executive Director  
Email: [sbroome@thrivebr.org](mailto:sbroome@thrivebr.org)

Any person who is unable to resolve concerns under the non-discrimination policies and procedures established by THRIVE may contact:

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  
Email: [OCR.Dallas@ed.gov](mailto:OCR.Dallas@ed.gov)

# THRIVE Core Values

## In this section you will find:

- An explanation of THRIVE's Core Values
- The Core Value rubric used to evaluate students

A school's culture significantly underwrites successful student outcomes. Setting, achieving, and maintaining high expectations for a school's culture is never an easy undertaking. Ensuring the long-term impact implied in our mission statement will take careful and deliberate planning at every stage. To realize our transformative vision for students, THRIVE will proactively create and market a school culture that defines, expects, and rewards its five Core Values: **Endurance, Compassion, Independence, Ownership, and Partnership**. These Core Values will be the basis of all THRIVE's cultural programs. Our Core Values are measured on a rubric that students will work within during the school day and residential evening. Students will work with their teachers and residential advisor to digest the rubric, goal set and track their progress.

## Endurance

Our target students face numerous obstacles on their path toward college and career success. Some may come from families mired in cyclical poverty. Others may witness—or personally exhibit—behaviors and mindsets that undermine their accomplishments. Even after students become acclimated to residency at THRIVE, our rigorous curriculum, consistently high expectations for behavior, and the chores that attend daily life in each family unit will create additional challenges. Endurance is the ability to persevere in spite of an obstacle; it is a value that will challenge our students at a variety of levels. Students must demonstrate endurance in their daily assignments and studies, but endurance will also be reflected in their ability to define, own, and relentlessly pursue a long-term vision for college and post-college success. Our messaging to students—through behavior codes, staff modeling, and persistent encouragement—will be predicated on the assumption that endurance is a learned trait and one we intend to foster.

## Compassion

We see compassion as a multi-faceted value. It sets expectations and governs conduct for student actions and interactions at every level. At THRIVE, we will train our students to be compassionate mediators who understand that every behavior has a consequence—and that they can value and uphold behaviors that lead to positive consequences for themselves, their peers, and their community. Every student is capable of adhering to high expectations for behavior, but THRIVE students, in particular, must maintain their confidence in our values even when breaches occur. We see our students intervening when they witness actions and interactions that undermine our culture of achievement or the health of our communities. In concrete terms, we will hear and see them respond to breaches of culture immediately, firmly and respectfully. Compassion will govern these interventions.

## Independence

The ability to be financially and emotionally self-sufficient is a cornerstone of our vision for students. In order to instill this independence, we must set clear benchmarks from the moment our students matriculate. Students, parents, teachers, and administrators will sign contracts that clearly outline expectations. In the classroom setting, students will operate as scholars who choose and own their learning experiences; students will be encouraged to leverage their interests as they choose projects or pursue a variety of service learning opportunities. The nature of life in student residencies—and the obligations and chores associated with maintaining our vision for family units—leaves us uniquely positioned to encourage independence and self-sufficiency outside of the classroom. Each family unit will take care of its own cooking, cleaning, and other household responsibilities, and Residential Advisors will gradually introduce students to, and rotate them among, the tasks needed to maintain a comfortable residence. THRIVE's long-term goals for students—which set a clear timeline for when students graduate from college and how they will pursue employment or continued educational opportunities—appear highly feasible in light of the independent life students will already be leading before they leave our doors.

## Ownership

Just as we expect students to intervene when they witness breaches to our culture of achievement, we see them taking ownership of their actions in a way that leads to positive academic and behavioral outcomes. But this value extends beyond the classroom. Students at THRIVE will be taught to take individual and collective responsibility for the health of their family unit. This will manifest itself in family units that compete for academic success, residencies that reflect vibrant personalities and eclectic interests, and physical fitness. Additionally, THRIVE students will be confident advocates for their own interests and opportunities. Students will develop 5-, 10-, 15- and 20-year plans that set clear goals for their future success; in consultation with a Residential Advisor, they will regularly revise and assess progress toward these goals to ensure that they maintain the connection between daily actions and their long-term vision.

### **Partnership**

The mission of THRIVE states that our graduates will be self-sufficient, but independence is not earned in isolation. Our students will need to seek out strategic partnerships and alliances with peers, teachers, and community members in order to access career pathways, attain leadership opportunities, and become better versions of themselves. Students will understand and be able to articulate that those around them possess unique skills and competencies that can assist them on their path toward self-sufficiency. As a value, partnership operates from the bottom up: students will pair with peers within and without their cohorts to maintain a culture of achievement; students will partner with teachers, Residential Advisors, and administrators to define and assess progress toward academic and behavioral goals; and students will cultivate relationships with community leaders as they pursue service learning projects locally and regionally. A vigorous spirit of teamwork and collective responsibility will blanket our actions and interactions at every level.

## Endurance

Endurance is reflected in a student’s ability to define, own, and relentlessly pursue a long-term vision for college & post-college success despite any obstacles.

Unsatisfactory (1)	Approaching Basic (2)	Basic (3)	Mastery (4)	Advanced (5)
<ul style="list-style-type: none"> <li>• Student completes less than half of the work required</li> <li>• When faced with challenges, student gives up without attempting to find a solution or only making a minimal attempt to do so</li> <li>• Student speaks negatively about self and academic or residential work</li> <li>• Student is unable or unwilling to set tangible, time bound and measurable goals.</li> <li>• Even with support, student cannot meet deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Student completes less than 80% of the work required</li> <li>• When faced with challenges, student initially gives up and only makes an attempt after significant adult intervention or may make several attempts to overcome the challenge that are unsuccessful</li> <li>• Student sets tangible, time bound and measurable goals but only with significant adult support.</li> <li>• Student meets less than 60% of deadlines with intensive support from adults.</li> </ul>	<ul style="list-style-type: none"> <li>• Student completes all work required but may not do any extra when additional learning opportunities are available</li> <li>• When faced with challenges, student eventually finds a productive solution although it may take several attempts or significant support from an adult</li> <li>• Student speaks positively about self and class work although this may not be linked to larger goals or college focus</li> <li>• Student sets tangible, time bound and measurable goals with minimal support of adults</li> <li>• Student meets less more than 80% of deadlines but only with significant adult support.</li> </ul>	<ul style="list-style-type: none"> <li>• Student completes all work and occasionally takes on extra tasks when additional learning opportunities are available</li> <li>• When faced with a challenge, student eventually finds a productive solution with minimal adult support.</li> <li>• Student speaks positively about self and class work and occasionally ties their current achievement to achievement in college and beyond.</li> <li>• Student sets tangible, time bound and measurable goals with no adult support.</li> <li>• Student meets less more than 90% of deadlines with minimal support.</li> </ul>	<ul style="list-style-type: none"> <li>• Student completes all work and actively seeks out additional learning opportunities</li> <li>• When faced with a challenge, student finds a productive solution on the first attempt without adult support</li> <li>• Student speaks positively about self and class work and often ties their current achievement to achievement in college and beyond</li> <li>• Student talks to other students about the importance of never giving up and supports other students in their understand of relentless pursuit</li> <li>• Student sets tangible, time bound and measurable goals with no adult support and provides support for other students.</li> <li>• Student meets less more than 95% of deadlines with no adult support.</li> </ul>

## Compassion

Compassion is reflected in a student’s ability to understand the consequences of behavior and endeavor to make choices that positively impact themselves and their community.

Unsatisfactory (1)	Approaching Basic (2)	Basic (3)	Mastery (4)	Advanced (5)
<ul style="list-style-type: none"> <li>• Student does not consider, respect, or show an understanding for the feelings and concerns of peers, teachers, or RAs.</li> <li>• Student does not reach out to others for assistance with academic or emotional issues.</li> <li>• Student does not try to understand others views or views opposing his/hers.</li> <li>• Student does not forgive others and does not see the importance of forgiveness.</li> <li>• Student does not seek reconciliation with others and does not see the importance of reconciliation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student rarely considers, respects, or shows an understanding for the feelings and concerns of peers, teachers, or RAs.</li> <li>• Student only reaches out to peers, teachers and RAs for assistance with academic or emotional issues if pursued by the opposite party.</li> <li>• Student sometimes tries to understand others views but usually negatively questions them.</li> <li>• Student rarely forgives others and has trouble understanding the importance of forgiveness even with assistance.</li> <li>• Student rarely seeks reconciliation with others and has trouble seeing the importance of reconciliation even with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Student usually has sympathy, understanding and respect for the concerns and feelings of peers, teachers, or RAs.</li> <li>• Student sometimes reaches out to peers, teachers and RAs for assistance with academic or emotional issues but usually needs to be asked by the other person.</li> <li>• Student understands others views.</li> <li>• Student forgives others with some assistance of someone showing the importance of forgiveness.</li> <li>• Student seeks reconciliation with others with assistance of someone showing the importance of reconciliation.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is aware of and concerned for the feelings of peers, teachers, or RAs and deals with them in a kind and sympathetic manner.</li> <li>• Student does not hesitate to reach out to peers, teachers or RAs for assistance with academic or emotional issues.</li> <li>• Student understands and accepts others views and makes adjustments to accommodate when appropriate.</li> <li>• Student forgives others without hesitation or assistance.</li> <li>• Student seeks reconciliation with others without hesitation or assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Student always is aware of and concerned for the feeling of peers, teachers, or RAs, deals with them in a kind and sympathetic manner and shows other students how to do the same.</li> <li>• Student goes out of his/her way to reach out to peers, teachers, and RAs for assistance with academic or emotional issues and looks for others to reach out and help.</li> <li>• Student understands and accepts others views, makes adjustments to accommodate when appropriate, and teaches other students how to do the same.</li> <li>• Student forgives others without hesitation or assistance and demonstrates to others how to forgive.</li> <li>• Student seeks out reconciliation with others without hesitation or assistance and demonstrates to others how it is done.</li> </ul>

## Independence

Independence is reflected in a student's capacity to be responsible for their own actions and consequences.

Unsatisfactory (1)	Approaching Basic (2)	Basic (3)	Mastery (4)	Advanced (5)
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<ul style="list-style-type: none"> <li>• Student does not accept responsibility for own effort, ability, and actions.</li> <li>• Student does not pursue knowledge and/or experiences within course expectations and within campus life.</li> <li>• Student does not demonstrate any effort (doesn't participate) in class or family time.</li> <li>• Student always has to be reminded to stay on-task and is never prepared for class, family time or chores.</li> </ul>	<ul style="list-style-type: none"> <li>• Student accepts minimal responsibility for own effort, ability and actions.</li> <li>• Student pursues knowledge and/or experiences independently within course expectations and within campus life with considerable assistance on the teacher/ RA.</li> <li>• Student demonstrates minimal effort (rarely participates) in class or family time.</li> <li>• Student often has to be reminded to stay on-task and usually comes unprepared for class, family time or chores.</li> </ul>	<ul style="list-style-type: none"> <li>• Student accepts some responsibility for own effort, ability and actions.</li> <li>• Student pursues knowledge and/or experiences independently within course expectations and within campus life with some assistance on the teacher/ RA.</li> <li>• Student demonstrates inconsistent effort (sometimes participates) or requires prompting in class or family time.</li> <li>• Student seldom has to be reminded to stay on-task and seldom comes unprepared for class, family time or chores.</li> </ul>	<ul style="list-style-type: none"> <li>• Student accepts responsibility for own effort, ability and actions.</li> <li>• Student independently pursues knowledge and/or experiences within course expectations and within campus life.</li> <li>• Student demonstrates effort without prompting (often participates) in class and in family time.</li> <li>• Student stays on task and is prepared for class, family time or chores.</li> </ul>	<ul style="list-style-type: none"> <li>• Student accepts complete responsibility for own effort, ability and actions and encourages others to do the same.</li> <li>• Student independently pursues knowledge and/or experiences within course expectations and within campus life and looks beyond for more knowledge.</li> <li>• Student gives maximum effort (participates fully) in class and family time and encourages others to do the same.</li> <li>• Student is always on-task and is prepared for class, family time or chores and encourages other to do the same.</li> </ul>
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## Ownership

Ownership is reflected in a student’s ability to take responsibility for their actions in a way that leads to positive academic and behavioral outcomes.

Unsatisfactory (1)	Approaching Basic (2)	Basic (3)	Mastery (4)	Advanced (5)
<ul style="list-style-type: none"> <li>• Student is not truthful.</li> <li>• Student does not respect the rights of others.</li> <li>• Student does not follow through on tasks and does not accept ownership of behavior.</li> <li>• Student uses cursing, slurs, hate speech and/or disrespectful tone when dealing with adults or peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is truthful when there are no personal consequences.</li> <li>• Student has difficulty respecting the rights of others even with guidance.</li> <li>• Student has difficulty following through on tasks and has difficulty accepting ownership of behavior even with a lot of guidance.</li> <li>• Students sometimes uses cursing, slurs, hate speech, and/or disrespectful tone when dealing with adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Student chooses to tell the truth when asked.</li> <li>• Student recognizes and/or acknowledges the rights of others with guidance.</li> <li>• Student assumes some responsibility for completing assigned tasks and generally accepts ownership of behavior with little guidance.</li> <li>• Student uses appropriate and respectful language when dealing with adults and peers but sometimes slips and uses cursing, slurs, hate speech and/or disrespectful language.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is truthful regardless of the consequences.</li> <li>• Student respects the rights of others with no guidance.</li> <li>• Student completes assigned tasks and accepts ownership of behavior without guidance.</li> <li>• Student uses appropriate and respectful language when dealing with adults or peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Student acts truthfully and encourages others to do the same.</li> <li>• Student respects, protects and defends the rights of others.</li> <li>• Student preservers to achieve beyond what is expected; accepts ownership of behavior and encourages others to do the same.</li> <li>• Student uses appropriate and respectful language when dealing with adults and peers and encourages others to do the same.</li> </ul>

## Partnership

Partnership is demonstrated through alliances with peers, teachers and community members in order to access career pathways and attain leadership opportunities.

Unsatisfactory (1)	Approaching Basic (2)	Basic (3)	Mastery (4)	Advanced (5)
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<ul style="list-style-type: none"> <li>• Student refuses to work in group or is very negative towards group.</li> <li>• Student does not actively participate in campus community and outside community activities.</li> <li>• Student is uninterested in the issues of the campus community as well as local and global issues.</li> <li>• Student engages in behavior that does not cultivate personal and academic honesty and integrity.</li> </ul>	<ul style="list-style-type: none"> <li>• Student has difficulty working in a group and does so only when a grade is involved.</li> <li>• Student somewhat participates in campus community and outside community activities.</li> <li>• Student somewhat models behaviors and skills that are characteristic of a volunteer and participates in campus community and outside community activities when it is required for a class, project or grade.</li> <li>• Student somewhat models academic and personal honesty and is beginning to understand the impact of dishonesty in relationships with peers and community with guidance from teachers/RAs.</li> </ul>	<ul style="list-style-type: none"> <li>• Student participates in a group cooperatively.</li> <li>• Student actively participates in campus community and outside community activities.</li> <li>• Student strives to participate in opportunities to personally give back to campus community and outside community.</li> <li>• Student models academic and personal honesty and helps peers understand the reasoning behind honesty in relationships with peers and community.</li> </ul>	<ul style="list-style-type: none"> <li>• Student participates cooperatively and contributes to achieving group goals.</li> <li>• Student actively participates in campus community and outside community activities and creates opportunities for others to get involved.</li> <li>• Student committed to social change and action on campus and in the greater community.</li> <li>• Student has high expectations for honesty when working with peers and community, allows others to hold him/her accountable for honesty, and helps peers understand the reasoning behind honesty in personal and academic realms.</li> </ul>	<ul style="list-style-type: none"> <li>• Student works collaboratively with group and encourages participation of other group members.</li> <li>• Student actively participates, reflects upon, and understands that acting on one's responsibility to campus and outside communities is essential to a life of active citizenship and leadership.</li> <li>• Student creates a habit of making decisions in the best interest of self, others, and community.</li> <li>• Student reflects upon and integrates the importance of honesty in all academic and personal realms, allows him/her to be held accountable for honesty and holds peers accountable.</li> </ul>
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# Behavior System

## In this section you will find:

- Overview of Student Behavior System
- Student Code of Conduct
- Attendance Policy
- Harassment and Bullying Policy
- Sexual Harassment Policy
- Computer Use Policy
- Dress Code
- Positive Behavior Support System
- The Privilege System
- Suspension and Expulsion Policies

## Overview of Student Behavior System

THRIVE believes that behavior must be taught and monitored just as much as academics. With our unique residential setting some of our rules and consequences are different than a traditional public school. Fundamentally, all rules are in place to keep students safe. While THRIVE desires to work with all students to ensure appropriate behavior, actions which threaten the safety and well-being of the student themselves or others will not be tolerated. In the Code of Conduct, THRIVE has laid out a very clear set of rules based on our Core Values. Students are expected to follow these rules at all times. Students who choose to follow the rules will be rewarded. Students who choose not to follow the rules will be reprimanded and disciplined accordingly.

If students make **positive choices** and follow the rules any or all of the following may happen:

- They receive additional money on their paycheck which can be used to purchase various rewards and toward field trips and dances
- They are able to gain additional privileges for the day or night

If students make **negative choices** and chooses not to follow the rules any or all of the following may happen:

- They lose money on their paycheck
- They lose privileges for the day or night
- They are sent to a Reflection Room
  - o The Reflection is a room set aside for students struggling make positive choices. When sent to the Reflection, students are given their school assignments and/or lines to write. When the assignments are complete, they may bring their work back to the adult who sent them out as a pass back to class or the residential life activity.
- They earn additional service tasks designed to improve our school
  - o Service tasks are meant to repay the school for the student's misbehavior.
  - o They change depending on the current needs of the school, but most will take between 2 and 3 hours to complete
  - o Some examples include:
    - Filing paperwork
    - Cleaning the ground outside
    - Various cleaning projects
- They earn an In-School Suspension
  - o THRIVE aims to keep students in school whenever possible and therefore will use the In-School Suspension option in most cases except when students' safety or unlawful conduct is the issue.
  - o Students will earn an automatic in school suspension for the following: A negative paycheck, horse playing, in proper computer usage, or bringing a call phone to campus.
  - o During the school day, students stay in the In-School Suspension room by themselves all day and complete assignments from teachers.
  - o During the evenings, students stay in the in-school suspension room for the evening. They complete their homework and additional assignments while remaining in the In-School Suspension room. They are not allowed to participate in any of the activities in the evening. Should a student refuse to go to in-school

suspension to the point where they have to be picked up by a parent, the student will earn one day of out of school suspension and once they return, they will complete 2 days of in school suspension.

- Staff will check on the student frequently while they are in the in school suspension room.
  
- They earn an Out-of-School Suspension
  - THRIVE will only use Out-of-School Suspension as a consequence if the student is:
    - a risk to themselves,
    - a risk to others, and/or
    - participating in unlawful conduct.
  - While under Out-of-School Suspension, students will not be allowed on THRIVE's campus for the school day or boarding component.
  - It is the family's responsibility to pick up and bring the student back to campus after the suspension is complete.
  
- They earn an expulsion
  - THRIVE students will only be expelled if the school feels they present a clear and present danger to themselves or others or have engaged in unlawful conduct.
  - When a student is expelled, they will be sent to the East Baton Rouge Expulsion Center. They will not be allowed back on THRIVE's campus for any reason.

## 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 misconduct.

### Level I Infractions

Infraction	Explanation	Consequence
Uncooperative behavior and willful disobedience	Student refuses to do what an adult asks at first. If this continues it may escalate to a Level II Infraction.	<ul style="list-style-type: none"> <li>• Deduct \$5 from pay check</li> <li>• Move to a Level II consequence if behavior continues</li> </ul>
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"> <li>• Deduct \$2 from paycheck</li> <li>• Student will be asked to clean the entire space where they littered, even if they did not create the entire mess</li> </ul>
Abusive Language	This includes unkind words of any type such as: bald-headed, stank breath, _____-tail, etc.	<ul style="list-style-type: none"> <li>• Deduct \$2 for <b>each</b> insult used</li> <li>• Student will apologize to whomever they were speaking</li> </ul>
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"> <li>• Deduct \$2 from paycheck</li> <li>• If it does not disrupt the setting further, student must apologize (for example, taking time to apologize in class would continue to drain learning time however, a student could apologize for disrupting dinner)</li> </ul>
Failure to follow THRIVE's Dress Code	Uniform policy will be strictly enforced during the school day despite any temperature preferences students may have. After school, students must follow the residential dress code.	<ul style="list-style-type: none"> <li>• Deduct \$5 for <b>each</b> dress code infraction</li> <li>• Adult will collect any banned items (such as non-uniform sweatshirts or jewelry) and will return to students on Friday afternoon</li> <li>• Student must immediately correct infraction without debate</li> <li>• Student will earn an automatic detention</li> </ul>
Put-downs and teasing	Habitual teasing of a student will not be tolerated and will be treated as a Level II Infraction. A one-time occurrence such as calling another student stupid will be treated as a Level I Infraction.	<ul style="list-style-type: none"> <li>• Deduct \$5 from paycheck</li> <li>• Student must give a written apology no less than 1 page in length</li> </ul>

Talking back	This is a response from a student to a teacher 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"> <li>• Deduct \$5 from paycheck</li> <li>• If behavior escalates, it becomes a Level II Infraction</li> </ul>
Violating noise level expectations	This is anytime that a student disregards to noise level expectation set forth by the supervising adult i.e. using an outside voice during small group time in class, yelling across the room during study hall, or otherwise using noise to distract from learning or disrupt the group.	<ul style="list-style-type: none"> <li>• Deduct \$2 from paycheck</li> <li>• Move student(s) seat if necessary</li> </ul>
Running inside	Running in the building is a danger to the runner and those around them.	<ul style="list-style-type: none"> <li>• Deduct \$2 from paycheck</li> </ul>
Dishonesty	Misleading adults or peers – either by telling outright lies or lies of omission.	<ul style="list-style-type: none"> <li>• Deduct \$5 from paycheck</li> <li>• If possible, student must make the situation right through honest and true action</li> </ul>
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"> <li>• Deduct \$2-\$5 from paycheck, based on severity</li> <li>• If behavior continues, may move to a Level II Infraction</li> <li>• Additional consequences to the game maybe be applied when appropriate</li> </ul>
Food or drinks outside of meals without permission	Students may only have food in class when allowed by teachers and may never keep food in their dorm room as it is a health hazard.	<ul style="list-style-type: none"> <li>• Deduct \$2 from paycheck</li> <li>• Confiscate and dispose of food</li> </ul>
Balling up or destroying classwork, homework, or any other paperwork provided by THRIVE staff	If student does not rectify the situation, may move to a Level II Infraction.	<ul style="list-style-type: none"> <li>• Deduct \$5 from paycheck</li> <li>• Student must salvage the work and write a note of explanation to the THRIVE staff member involved</li> <li>• Student will complete all work after school.</li> </ul>
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"> <li>• Deduct \$2 from paycheck</li> <li>• If possible, student must correct the situation (erase marks in book, put keyboard back together, etc.)</li> </ul>
Sleeping during work time	This includes sleeping or putting head down during class or study hall.	<ul style="list-style-type: none"> <li>• Deduct \$2 from paycheck</li> <li>• Ask student to stand if behavior continues</li> <li>• Notify Director of Residential Life and Student Development of the behavior which will prompt an early bedtime until behavior subsides</li> </ul>

Spitting	This includes spitting as a means to assault, out of a window, in a receptacle other than a sink or toilet, on the sidewalk, or any other inappropriate place.	<ul style="list-style-type: none"> <li>• Deduct \$5 from paycheck</li> </ul>
Refusing to participate in learning activities	This includes class activities as well as chores and after school programming and learning opportunities.	<ul style="list-style-type: none"> <li>• Deduct \$5 from paycheck</li> <li>• If behavior continues, may escalate to a Level II Infraction</li> </ul>
Being unprepared	Includes failing to bring necessary class materials such as pencils or paper, not having homework completed or returning from the weekend without proper and/or necessary materials.	<ul style="list-style-type: none"> <li>• Deduct \$5 from paycheck</li> <li>• If the work was a missing assignment, student must make it up</li> <li>• Depending on the necessity of the item family's may be contacted to assist</li> </ul>
Possessing a cell phone on campus	Middle school students are not allowed to have cell phones on campus during the school year.	<ul style="list-style-type: none"> <li>• Deduct \$5 from paycheck</li> <li>• THRIVE staff member will confiscate phone and return it on Friday. The phone will ONLY be returned to a parent and will only be returned on Friday.</li> <li>• If THRIVE staff feel there may be something disturbing to the THRIVE environment on the phone, they will review its contents.</li> <li>• If a phone is brought more than once by the same student, it will be confiscated and not returned for the remainder of the semester.</li> </ul>
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"> <li>• Deduct \$2 from paycheck</li> </ul>
Intentional Profanity	This is profanity that is targeted at a specific person.	<ul style="list-style-type: none"> <li>• Deduct \$5 from paycheck</li> </ul>
Violating student privacy	This includes things such as entering another student's room without knocking or reading another student's written work or mail.	<ul style="list-style-type: none"> <li>• Deduct \$5 from paycheck</li> <li>• Student must apologize</li> </ul>
Throwing objects	This includes things thrown in jest with no malicious intent. If a student meant to harm another person, this becomes a Level II Infraction.	<ul style="list-style-type: none"> <li>• Deduct \$5 from paycheck</li> <li>• Student must apologize to anyone hit by the object</li> </ul>
Cheating or copying another student's homework or class assignments	This includes only homework or class assignments. If students are caught cheating on tests or quizzes, it becomes a Level II Infraction	<ul style="list-style-type: none"> <li>• Deduct \$5 from both students</li> <li>• Teacher may assign additional work</li> <li>• Residential Staff will require both students to redo their homework in its entirety</li> </ul>

Being late for class without an excuse	Tardiness remains a Level I Infraction up to 5 minutes. If a student is more than 5 minutes late to class it is considered skipping class and becomes a Level II Infraction	<ul style="list-style-type: none"> <li>• Deduct \$5 from paycheck</li> </ul>
Talking about peers negatively behind their back	This may be in verbal or written form.	<ul style="list-style-type: none"> <li>• Deduct \$5 from paycheck</li> <li>• Student must apologize</li> </ul>
Not taking care of personal space and materials	Includes having a messy dorm room, backpack, notebooks, or folders	<ul style="list-style-type: none"> <li>• Deduct \$2 from paycheck</li> <li>• Student must clean up offending space</li> </ul>
Not using study time appropriately	Even if students finish all class assignments, they are expected to read during study time. This includes Study Hall.	<ul style="list-style-type: none"> <li>• Deduct \$2</li> <li>• Student must immediately resume work</li> </ul>
Blaming problems on others	Students are expected to take responsibility for their own actions. Even in a situation where others are involved, students must first take responsibility for their own actions before resolve can be established.	<ul style="list-style-type: none"> <li>• Deduct \$5 from paycheck</li> <li>• Student must verbally acknowledge responsibility for actions</li> </ul>
Inappropriate Computer Use	This includes but is not limited to: -Tilting screen to obscure the view of supervising adult, -Searching for offensive, pornographic, or otherwise inappropriate content, -Using any part of the machine for a use that is not intended, -Failing to return settings to their original state, -Infected machine with malware, virus, or otherwise damaging content, and/or -Any use that is not related to an intellectual pursuit (i.e. no social media: Facebook, Instagram, Vine, etc.)	<ul style="list-style-type: none"> <li>• Deduct \$10 from paycheck</li> <li>• Immediately lose computer privileges for a month</li> <li>• Upon the investigation of the Principal or the Director of Residential Life an In-School Suspension may be deemed necessary</li> </ul>

## Level II Infractions

Infraction	Explanation	Consequence
Continued willful disobedience	Adult has given the student a direction, the student has refused, the adult has administered a Level I Consequence and the student continues to refuse to follow instructions.	<ul style="list-style-type: none"> <li>• Deduct \$10 from paycheck</li> <li>• Student may be removed and sent to the Time Out Room</li> <li>• Student earns an additional service task to contribute to the school</li> </ul>
Harassment and bullying	More than (1) instance but not more than (3). More than (3) instances are considered a Level III Infraction.	<ul style="list-style-type: none"> <li>• Deduct \$10 from paycheck</li> <li>• Student earns an additional service task to contribute to the school</li> <li>• Student will meet with Residential Advisor (2) times each week to work on bullying behavior</li> </ul>
Escalated talking back	Following (1) instance of back talk, the student continues to make inappropriate statements.	<ul style="list-style-type: none"> <li>• Deduct \$10 from paycheck</li> <li>• Student may be removed from their environment and sent to the Time Out Room</li> <li>• Student earns an additional service task to contribute to the school</li> </ul>
Walking out	Student walks out of classroom or residential space without permission.	<ul style="list-style-type: none"> <li>• Deduct \$10 from paycheck</li> <li>• May result in an in or out of school suspension.</li> </ul>
Continued unsportsmanlike conduct	After being corrected for conduct, student behavior continues or worsens.	<ul style="list-style-type: none"> <li>• Deduct \$10 from paycheck</li> <li>• Student may be removed from their environment and sent to the Time Out Room</li> <li>• Student earns an additional service task to contribute to the school</li> </ul>
Continued refusal to participate in activities	After being asked to resume activity once, student continues to refuse.	<ul style="list-style-type: none"> <li>• Deduct \$10 from paycheck</li> <li>• Student may be removed from their environment and sent to the Time Out Room</li> <li>• Student earns an additional service task to contribute to the school</li> </ul>
Throwing objects with malicious intent	Student throws an object that is aimed at another person.	<ul style="list-style-type: none"> <li>• Deduct \$10 from paycheck</li> <li>• Student must apologize</li> <li>• Student may be removed from their environment and sent to the Time Out Room</li> <li>• Student earns an additional service task to contribute to the school</li> </ul>

Cheating on tests or quizzes	Student copies, lies, or in any way cheats on a test or quiz.	<ul style="list-style-type: none"> <li>• Deduct \$10 from paycheck</li> <li>• Student will be required to complete the test, however, the teacher may or may not give credit for their work</li> <li>• Student earns an additional service task to contribute to the school</li> <li>• Student must write a 2 page paper on academic honesty and integrity</li> </ul>
Skipping class	Student is more than 5 minutes late to, or never shows up for, class.	<ul style="list-style-type: none"> <li>• Deduct \$2/minute late</li> <li>• Student earns an additional service task to contribute to the school</li> <li>• Student loses all free time that evening to complete make-up work and reflect</li> </ul>
Vandalism	Causing permanent or significant damage to school property, including graffiti of any kind.	<ul style="list-style-type: none"> <li>• Deduct \$10 from paycheck</li> <li>• Student must repair as much of the damage as possible</li> <li>• Student earns an additional service task to contribute to the school</li> <li>• For the remaining monetary amount of the damage the student must earn that amount on subsequent paychecks to cancel the damage debt</li> <li>• If a student causes damage in excess of \$300, the family may be asked to reimburse the school or replace the destroyed items.</li> </ul>
Gambling with currency other than United States legal currency	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"> <li>• Deduct \$10 from paycheck</li> <li>• Adult will confiscate whatever students were playing and/or betting with</li> <li>• Student earns an additional service task to contribute to the school</li> </ul>
Possession of stolen property or goods	Students are in possession of anything that does not belong to them.	<ul style="list-style-type: none"> <li>• Deduct \$10 from paycheck</li> <li>• Student must return the stolen item and apologize</li> <li>• Student earns an additional service task to contribute to the school</li> </ul>

### Level III Infractions

Infraction	Explanation	Consequence
Instigating a fight	Student is the main cause of a fight between other students, even if they don't directly participate.	<ul style="list-style-type: none"> <li>• Deduct \$20 from paycheck</li> <li>• Student must apologize to the students in the fight and be a part of the counseling for those students physically involved</li> <li>• Student earns an additional service task to contribute to the school</li> </ul>
Inappropriate sexual behavior	Includes suggestive, graphic, offensive gestures and vocabulary – oral or written.	May include <ul style="list-style-type: none"> <li>• In-School Suspension</li> <li>• Out-of-School Suspension</li> <li>• Expulsion</li> </ul>
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)	May include <ul style="list-style-type: none"> <li>• Out-of-School Suspension</li> <li>• Expulsion</li> <li>• Report to law enforcement as appropriate</li> </ul>
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).	May include <ul style="list-style-type: none"> <li>• Out-of-School Suspension</li> <li>• Expulsion</li> <li>• Report to law enforcement as appropriate</li> </ul>
Bullying or teasing	Prolonged, violent, or threatening teasing and taunting, harassment and/or bullying.	May include <ul style="list-style-type: none"> <li>• Out-of-School Suspension</li> <li>• Expulsion</li> <li>• Report to law enforcement as appropriate</li> </ul>
Fights or 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.	May include <ul style="list-style-type: none"> <li>• In-School Suspension</li> <li>• Out-of-School Suspension</li> <li>• Expulsion</li> <li>• Report to law enforcement as appropriate</li> </ul>

Verbal or physical threats	Against a student or adult – may be in written or oral form. This includes any electronic messages – <b>even those made outside of school.</b>	May include <ul style="list-style-type: none"> <li>• In-School Suspension</li> <li>• Out-of-School Suspension</li> <li>• Expulsion</li> <li>• Report to law enforcement as appropriate</li> </ul>
Leaving the campus without permission	This includes moving between floors after lights-out, travelling beyond the parameters of THRIVE’s campus, and/or leaving the Family and Youth Service Center grounds entirely.	Immediate 2 day Out-of-School Suspension. May move to expulsion depending on the situation.
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.	May include <ul style="list-style-type: none"> <li>• Out-of-School Suspension</li> <li>• Expulsion</li> <li>• Report to law enforcement as appropriate</li> </ul>
Possession of drugs, 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.	May include <ul style="list-style-type: none"> <li>• In-School Suspension</li> <li>• Out-of-School Suspension</li> <li>• Expulsion</li> <li>• Report to law enforcement as appropriate</li> </ul>
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.	May include <ul style="list-style-type: none"> <li>• Out-of-School Suspension</li> <li>• Expulsion</li> <li>• Report to law enforcement as appropriate</li> </ul>
Sale of drugs, alcohol, or tobacco	Exchanging anything for drugs, alcohol, or tobacco.	May include <ul style="list-style-type: none"> <li>• Out-of-School Suspension</li> <li>• Expulsion</li> <li>• Report to law enforcement as appropriate</li> </ul>
Arson, false alarms, and/or bomb threats	This includes starting a fire, pulling the fire alarm, or making bomb threats.	May include <ul style="list-style-type: none"> <li>• Out of school suspension</li> <li>• Expulsion</li> <li>• Report to law enforcement as appropriate</li> </ul>
Gambling with United States legal currency	Throwing dice, playing cards or any other game using United States legal currency to bet with	May include <ul style="list-style-type: none"> <li>• Out-of-School Suspension</li> <li>• Expulsion</li> </ul>
Any unlawful conduct	Louisiana law will govern.	May include <ul style="list-style-type: none"> <li>• Out-of-School Suspension</li> <li>• Expulsion</li> <li>• Report to law enforcement as appropriate</li> </ul>
Possession of weapons or <b>ANY</b> 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

## **The Privilege System**

Each day, student's performance will determine their Privilege Level for academic day and the residential evening. Paychecks will be monitored and updated using the Google Documents System.

### **In-School Suspension (ISS): < \$0**

- Student will spend the school day and residential evening in In-School Suspension. Student will not be allowed to leave the In-School Suspension.
- Student will be given assigned work and lines to complete.
- Bedtime will be at 8:30pm.

### **Bachelor's Level: \$0-\$15**

- Student will attend During or After-School Detention. Student will complete assigned lines during that time.
- If the bachelor's level was received during the residential evening students will not be allowed to participate in enrichment during the day.
- If the bachelor's level was received during the academic day students will not be allowed to participate in club or family-time activities. Students will also have an 8:30pm bedtime.

### **Master's Level: \$16-\$25**

- Student will have the opportunity to participate in all activities.
- Student will be eligible for a leadership role in class and/or within their family unit.
- Bedtime will be at 9:00pm.

### **Ph.D. Level: \$25+**

- Student will have the opportunity to participate in all activities.
- Student will be allowed to sit in the teachers' chair during class time.
- Students will be allowed to take off shoes during class, while in the classroom.
- Student will be allowed to have first choice of their Free Time activity during the residential evening.
- Student may earn the chance to be a residential assistant during the evening.
- Bedtime will be at 9:30pm.

### **Additional Privileges: \$31+**

- Student can earn the privilege of being a Teaching Assistant during the school day.
- Student can earn the privilege of being a Residential Advisor Assistant.
- Bedtime will be at 9:30pm.

## **Positive Behavior Support System**

*THRIVE believes a student's academic achievement is tied directly to the student's environment and school climate. THRIVE also believes that almost all behavior is chosen. The key to a successful environment is cultivating the morals and values of students through meaningful character education. To support this nurturing, praise and rewards will be utilized to acknowledge the hard work, growth, effort, and achievement of our students in terms of their behavior outcomes. Without the positive behaviors of our student body achieving a school climate conducive to learning will be impossible. Therefore, positive student behavior development will be a top priority. Staff members are trained, encouraged, and supported in their effort to seek out students excelling behaviorally according to the Commitment to the THRIVE Core Values on a regular and consistent basis.*

To accomplish this goal, THRIVE subscribes to an economics-themed Positive Behavior Support (PBS) System. The economics-themed PBS System will reward students for their execution of positive behavior choices. Additionally, through the use of real-life financial structures and relevant utility this system is meaningful and engaging for students. Students will earn and lose money by exhibiting or failing to exhibit THRIVE's Five Core Values: Endurance, Compassion, Independence, Ownership, and Partnership. This system will be replicated in both academic and residential life. Consequently, we will be able to pinpoint exactly where a student needs behavioral reinforcement. Each student's behavior choices will be digitally tracked and a range of incentives and rewards will be available on a daily, monthly and long-term basis to support positive behavior choices and outcomes.

Each student will start with \$25 on their THRIVE Paycheck at the beginning of each academic day and residential evening. This is regardless of money earned or lost in previous day, not encouraging reliance on past success and providing a fresh start to students after prior poor choices. Individual student behavior choices will result in a credit or debit to their paycheck. Money will be lost in denominations of \$2, \$5, and \$10 based on the gravity and level of infraction in relation to our Commitment to the THRIVE's Core Values. Students will also be able to earn additional compensation if observed demonstrating or excelling in THRIVE's Five Core Values.

The amount of money students earn will qualify them to receive various rewards and access to fun activities. Students will be able to exchange their earned money to purchase various rewards at the Rewards Shop such as family field trips, assorted luxury items, and days out with staff members. Trips, celebrations, dances and other special activities for maintaining positive behavior will be provided to students on a monthly basis. To earn access to these special activities students must achieve the specific monetary value on their paycheck for the month. This amount will be specified by THRIVE's administrative team.

THRIVE's commitment to the school's and students' environment and climate aligns with its desire for students' success. At THRIVE, success will be clear and evident to students through the Positive Behavior Support System. Students will be able to see their money tangibly increase with their positive behavior choices. This will allow students to see the direct correlation of their behavior to the rewards that come from working hard and exhibiting THRIVE's Five Core Values at THRIVE and beyond.

## **Suspension and Expulsion Policies**

### **Suspension**

Suspension is a serious consequence for a serious offense, such as a drug/alcohol related offense, fighting, or possession of weapons and incendiary devices. Students may be suspended for a period of one to 10 days, depending on the severity of the offense. Parents will be notified in writing or by phone when a suspension occurs. Students who are suspended will not be allowed on campus during the time of their suspension. Parents are required to provide transportation to and from school when a student is suspended.

### **Expulsion**

Expulsion is reserved for the most serious offenses and can exclude the student from school and school activities for any period up to one calendar year. Each time a student is suspended, a remedial behavior plan will be created and enforced to help the student follow all school rules. However, students will not be given unlimited chances. After an excessive number of suspensions administration may trigger an expulsion conversation with the guardian of a student.

## **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 officers recommendation by providing a request in writing to the Executive Director within 10 days of the expulsion hearing. The Executive Director 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 on-campus suspension, 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 until the beginning of the next regular school year or at least for one complete school semester. 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. Suspensions within the school year may be considered regardless of school (charter, other district) attended during the school year.

## **Required Recommended Expulsion Hearing**

The following conduct requires a 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 or making statements threatening physical harm to 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 of alcoholic beverages.
5. Possession and/or distribution of counterfeit money.
6. Use of any object as a dangerous weapon.
7. Possession or use of an object as a weapon, such as mace, pepper spray, or a box cutter.
8. 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.
9. Tampering or destroying school records, roll books, or school property.
10. Terrorizing.
11. Engaging in conduct that contains the elements of an offense relating to sniffing glue or spray paint, including possession, use, delivery to a minor, or possession of paraphernalia used with abusable glue or spray paint.

12. 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.
13. Carrying or possession of BB guns, pellet guns, paint ball guns, air rifles or other dangerous instrumentality.
14. 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).
15. Two (2) or more on one (1) fight or battery.
16. Sexual battery.
17. "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.

For recommendations for expulsion, if found guilty by the Hearing Officer, the expulsion, except as otherwise provided in Required Expulsion (below) or by applicable law for students with disabilities, will be a removal from all regular school settings for a period of not less than one complete school semester and placement in an alternative school or setting. The Hearing Officer may determine that a long-term suspension is appropriate instead of an expulsion.

### **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 six 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**

The school will ensure that alternative educational services are provided to a student who has been suspended or removed to help that student progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent provided by law and as consistent with the practice of the surrounding school districts during the period of suspension; for a student who has been expelled, alternative instruction will be provided in a like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first.

Alternative instructions will be provided to students suspended or expelled in a way that best suits the needs of the student and the school on a case-by-case basis. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments.

### **Bus Discipline Policy**

Students are expected to follow all safety rules while riding the bus, at the risk of suspension from bus 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 we expect the students to:

- Remain in assigned seat
- Sit in the forward and upright position
- Speak in quiet voices with respectful tones and language
- Obey the bus driver
- 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. The first write-up will result in a warning. Subsequent referrals for bus infractions will result in the following:

- 2<sup>nd</sup> referral – 1 week (Sunday) bus suspension
- 3<sup>rd</sup> referral – 1 week (Sunday) bus suspension and parent conference when student is dropped off at THRIVE Sunday evening, including a Bus Behavior Improvement Plan with steps for future bus behavior infractions.

### **Suspension from School Transportation**

As the result of misconduct occurring on a bus or another means of student transportation and after notice to the student and his or her parents/guardians, a student may be suspended from school transportation. It is the parent's responsibility to get the student to school every Sunday and pick them up on Friday when they are suspended from the bus.

### **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. Students are not permitted to return home during the week except in the case of extreme emergency or illness.

### **Weekly Attendance**

Students are expected to board the bus and return to THRIVE on time each Sunday. If a student misses the bus, it is the family's responsibility to ensure that the student makes it to campus before 8:30pm Sunday night. Students will not be admitted to the dormitory after 8:30pm.

### **Unexcused Absences**

Any days the student misses of the school week will be counted as unexcused absences. Due to the residential nature of THRIVE, absences are taken very seriously as one absence could easily lead to a full missed week of school.

- 1 unexcused absence: Mandatory parent phone call and plan for getting the student to school
- 2 unexcused absences: Mandatory parent phone call and check-in system before Sunday pick-up
- 3 unexcused absences: Mandatory parent meeting, check-in system before Sunday pick-up
- 4 unexcused absences: Mandatory parent meeting, check-in system before Sunday pick-up and home visit
- 5 unexcused absences: Mandatory parent meeting with academic and residential team to discuss a crisis plan
- 6 unexcused absences: Referral to truancy office
- 7 unexcused absences: Court summons issued
- If a student missed more than 20 days of school, they will be automatically dropped from the THRIVE roster.

### **Excused Absences**

All absences are considered unexcused unless the school receives one of the following documents:

- Doctor's note specifying the date student is excused for (must be received the day the student returns)
- Note/form verifying religious holidays (must be received in advance)
- Parent note verifying a family funeral – a student may be excused up to 5 days (must be received in advance)

- Court documents mandating the student's presence: Student will only be excused for the dates listed (must be received in advance)
- Student is sick in residence and excused in writing by the nurse.

If a student misses the Sunday bus pick-up or any subsequent days of school, the parent is responsible for getting the student to school.

Excuses are to be given to the Principal, Director of Residential Life, and/or an Administrative Assistant.

### **Bullying and Harassment**

THRIVE is committed to creating and maintaining an environment free of harassment, intimidation, bullying, and retaliation. THRIVE strictly prohibits any acts, in any form, that may be regarded as harassment, intimidation, bullying, or retaliation by its employees, students, contractors, agents of the school, and anyone participating in school-sponsored activities. Such behavior will not be tolerated under any circumstances. Once a report is filed, or a grievance is made, a formal investigation will follow which will lead to the appropriate disciplinary action(s).

Harassment, bullying, and intimidation is defined as the following:

- Any intentional gesture or written, verbal, or physical act that a reasonable person of sound mind should know will have the effect of harming the recipient.
- Damaging the recipient's property.
- Placing the recipient in reasonable fear of harm to life or person.

**Bullying** is unwanted, aggressive behavior among school-aged children that involves a real or perceived **power imbalance**. The behavior is **repeated**, or has the potential to be **repeated, over time**. If bullying is observed by, or reported to, a THRIVE staff member it is the staff member's responsibility to report the occurrence to the Principal or the Director of Residential Life immediately. The Principal and/or the Director of Residential Life will launch an investigation to determine if the accusation is valid. If the investigation determines that the alleged perpetrator is indeed bullying then disciplinary action will be taken which can include In-School Suspension, Out-of-School Suspension, or expulsion. It is important to note that the State of Louisiana requires administrators to formally report all instances of bullying to their behavior database. For more information visit, <http://www.stopbullying.gov/>

**Harassment** may also occur under **Section 504** and **Title II of the Americans with Disabilities Act** when an individual or group of individuals is treated so adversely through intimidation, bullying, or other abusive behavior based on race, color, religion, sex, national origin, age, disability, sexual orientation, or other protected category, that a hostile environment is created, thereby interfering with or denying the individual's participation in, or receipt of, benefits, services, or opportunities in the THRIVE environment.

**Sexual harassment** includes unwelcome conduct of a sexual nature that is made either explicitly or implicitly a condition of an individual's education, employment, or other participation in a THRIVE program or activity, or a factor in decisions about the individual's education, employment, or participation in school activities based on the individual's submission to, or rejection of, such unwelcome conduct.

**Harassing conduct** may take many forms, including verbal acts and name-calling as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

**Retaliation** is an adverse action taken against an individual for opposing conduct that violates laws and regulations or THRIVE policies; filing a complaint about such conduct; or testifying, assisting, or participating in any manner in an investigation or other proceeding related to a complaint of harassment or discrimination.

Taking adverse action to deter an individual from filing a complaint or providing information to school officials or other authorities about harassment, bullying, intimidation, or any other violations of THRIVE policies or of federal, state, or local laws and regulations is strictly prohibited.

An individual who believes that he or she has been subjected to harassment, bullying, intimidation, or retaliation in violation of this policy should report any such incident immediately. To report an incident or to file a grievance regarding harassing behavior, bullying, intimidation, or retaliation, students may contact the Principal or Director of Residential Life. To report an incident or to file a grievance regarding harassment, intimidation, or retaliation, THRIVE employees, contractors, and other partners should contact the Executive Director. Additional information regarding a person's rights and protections under this policy may be obtained by contacting the appropriate school official listed herein above.

### **Sexual Harassment Policy**

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 our 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 discomfits 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.

### **Computer Use Policy**

Access and use of all resources, including computing services, at THRIVE is granted to students in good standing, subject to school policies, local, state, and federal regulations. Computing resources are provided to current students through computers in the boarding program. Students are expected to conduct themselves in a manner that demonstrates maturity, responsibility, and respect for themselves, fellow students, THRIVE, and the school's property. Student's use of the THRIVE computing system should be lawful, ethical, academically honest, and respectful of individuals' and corporations' rights. It should be understood that abuse of computing privileges by an individual affects the computer capabilities of the collective school community. Misuse of computing equipment or vandalism of hardware, software, or labs will be dealt with according to policies for the use of equipment, services, and facilities at THRIVE.

### **COMPUTER USAGE GUIDELINES**

THRIVE considers any violation of acceptable use principles, guidelines, and policies to be a serious offense and reserves the right to copy and examine any files or information resident on THRIVE's operating system and to protect its network from systems and events that threaten or degrade operations.

Computing resources are for academic or authorized purposes only. Students are responsible for all activities executed during the session for which they were logged on. Students are only to access publicly available or authorized information. All software used or downloaded must be freeware, shareware, or legal versions of copyrighted software in compliance with vendor license agreements. Students are representatives of THRIVE and will conduct themselves accordingly to reflect the high standards and expectations of the THRIVE community.

In using the resources provided by THRIVE, a student must:

1. NOT use any other person's account or identification,
2. NOT bypass or alter system or network security,
3. NOT engage in destructive behavior, including the dissemination of viruses and disruption of service attacks,
4. NOT engage in unauthorized activity to modify or destroy electronic or intellectual property of any organization or entity,
5. NOT make or distribute illegal copies of copyrighted software,
6. NOT use any messaging service to harass, intimidate, or otherwise attempt to cause harm to any other individual or entity, including chain letters or unsolicited mass mailings,
7. NOT use, or allow to be used by any person outside of the THRIVE community, the THRIVE computers or network for personal gain or in a manner not authorized by THRIVE,
8. NOT engage in any activity inconsistent with the published rules of THRIVE as documented in the student and faculty handbooks.

Violators are subject to disciplinary action as prescribed in the policies of the Student Handbook. Offenders also may be prosecuted under laws including, but not limited to, the Communications Act of 1934 (amended), the Family Educational Rights and Privacy Act of 1974, the Computer Fraud and Abuse Act of 1986, The Computer Virus Eradication Act of 1989, Interstate Transportation of Stolen Property, the Electronic Communications Privacy Act, as well as any applicable local and state laws.

#### **NETIQUETTE - THE PROPER ETIQUETTE FOR COMPUTER USE AND THE INTERNET**

THRIVE is a community with very limited computing resources. Please observe the following guidelines so we can make the best use of our resources. The most important use of our computing resources is schoolwork. Schoolwork includes, but is not limited to, writing papers, executing research, using mathematics software/programs, viewing educational videos/demonstrations, and electronic communication between students and faculty. Students engaged in these or similar activities have priority. Please respect their needs and relinquish the computer to those who need it to get their work done. School facilities are available for approved recreational use when no students are waiting to use a machine for schoolwork. However, students are never allowed to use the school's office computers.

It is virtually impossible to guarantee privacy in the world of electronic communication. You must respect other people's privacy just as you expect them to respect your own. Do not examine other people's files without their permission. Just because a file is left accessible does not necessarily imply permission to view or read it. Directories named pub, public, public html, et cetera are usually intended for the world to read. Other files may not be intended for the world to read. You should always take care to set file permissions the way you want them, but you should not assume that everyone else is as careful. We want to live in a society where people feel that their files are always safe. Respect other people's privacy and they will be more likely to respect yours.

Always leave the computer system the way you found it. It is very disconcerting to sit down at a computer and find that the system's setup and defaults have been changed. If you feel you must customize a terminal for your use, then Netiquette demands that you put it back the way you found it before you leave the computer room. If you are not sure about your ability to restore the original settings, then do **not change anything**. Do not install any applications without first checking with the system administrator or faculty member responsible for the computer.

Since the primary purpose for our computing facilities is educational, you must do your part to preserve an atmosphere conducive to productive study. Do not engage in any activity that your fellow students might consider disruptive, distracting, or offensive. These negative activities include, but are not limited to, eating and drinking near the computers, playing loud music or loud noise of any kind, or any other activity that might impair one's ability to use and enjoy our facilities. If you observe people engaged in any activity that would be considered disruptive or offensive you should ask them to stop and to apologize to any other students in the room. If they refuse and you or others present find their activity disturbing, report them to an adult. Try to police yourselves. You will find it to be more pleasant than having more rules imposed upon you. Remember that when you are using the Internet, your address tells the whole world where you are from. You are a representative of THRIVE, and you are required to behave in a manner that reflects well upon the school.

The worst violation of Netiquette is to deprive someone else of the use or enjoyment of the network. Any activity that impairs the functionality of the network will not be tolerated. This includes spreading of computer viruses, unplugging cabling, deliberately damaging, or altering operating systems. Irresponsible squandering of resources like paper and ink cartridges or toner is not acceptable. Please recycle used computer paper. If it is worth printing it should also be worth keeping.

In any academic institution, neither copyright infringement nor plagiarism is tolerated. **Illegal software is not to be used on any computer on the THRIVE campus.** Improper distribution of copyrighted material through the school's computers, personal computers, or other means is not allowed. The school will not knowingly be involved in any illegal activities. As a representative of THRIVE, you are obligated to obey all applicable federal, state, and local laws. Help us maintain THRIVE's positive image in the electronic community. Although the constitution guarantees freedom of speech to every United States citizen, during the last 200 years many laws have been enacted to regulate that freedom. There have been several successful computer libel suits. All types of harassment, including harassment transmitted electronically, is illegal. Possession of sexually explicit material by minors is regulated by law and by the policies and standards set forth by THRIVE in the Student Handbook. **Unlawful or unauthorized use of the school's computing facilities is strictly prohibited and may result in referral to appropriate law enforcement authorities and dismissal from THRIVE.** These are merely guidelines for acceptable use of school computing facilities. Unacceptable use will be governed by the following legal guidelines.

### **ENFORCEMENT PROCEDURES**

The community of computer users of THRIVE is reminded that the Internet is a worldwide network that provides access to hundreds of databases, libraries, and computer services around the world. A computer account provides contact with over 50 countries and millions of other users and sites. It is possible for users to reach sites, deliberately or inadvertently, with objectionable material. THRIVE does not encourage access to such material; however, it is not possible to control completely accessibility. As a state agency with responsibility for supervision of minors in a residential setting, THRIVE reserves the right to monitor computer access, personal accounts, e-mail, URLs, and personal computers for any abuse or misuse under law, regulation, board policy, or administrative policy, including the following guidelines:

1. That employees and students shall be informed that the system will be monitored by control software and/or designated personnel, either continuously or randomly;
2. That when control software or designated personnel flag an account for potential misuse or abuse, the employee or student shall be notified of such a flagging and presented with a printout of the information;
3. That when such information leads to disciplinary action under handbooks or policies, the appropriate processes and procedures shall be followed;
4. That it is not the intent of this policy to unreasonably diminish privacy or constrain academic freedom. In a pedagogical environment that supposes truth and objectivity in the tutelage of adolescents and minors, there cannot be abuse or misuse of computing resources or other electronic media.
5. A violation of the computer policy can be considered a Level III Infraction, subject to disciplinary and/or law enforcement action. (see "Code of Conduct" section)

### **Dress Code**

THRIVE students are expected to maintain the highest standards of cleanliness and modesty 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. Failure to adhere to these requirements will result in disciplinary action in accordance with the Student Handbook. Our aim is to provide a well-rounded education free from distractions and barriers to success. We believe that a rigorous dress code is an essential component of our effort to prepare all students for success!

#### **Uniforms: Professional Attire**

- Boys will wear, and girls will have the option of wearing, khaki pants or shorts that are no higher than 2 inches above the student's kneecap.
- Girls have the additional choice of wearing a khaki knee-length skirt.
- Jewelry (including chains) may not be worn in any building, on campus, or on buses to and from campus.
- Boys and girls will wear a white or black polo or collared shirt, white undershirt. Shirts are to remain tucked in at all times. During the cooler months of the year students may wear a plain white sweater or sweatshirt with no hood.
- Belts are required at all times and may only be solidly black or brown. No embellishments on belts are permitted.
- Pants must be worn at the waist at all times.
- All footwear must have soles and be well secured on the foot. Shoes are to be black, brown, or white.
- Underwear of any kind may not be worn as outerwear. These items include but are not limited to undershirts, long underwear, boxer shorts, swim trunks, etc.
- Clothes are to be worn as designed. Clothes are not to be worn inside out or backwards. Pants and skirts are designed to be worn at the waist and we will adhere to that guideline.
- Headwear such as caps, hats, sweatbands, visors, and bandannas, etc. must not be worn in any building on campus. Exception: Religious headwear may be worn when approved by the administration.
- Sunglasses may not be worn in any building on campus.
- Torn and dirty clothes are not acceptable. Students are responsible for and will have the means and facilities to launder and mend their clothing as needed.

#### **After School Activities: Casual Wear/Lounge Wear**

- 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.
- Tank tops must be at least two-inches thick and conceal cleavage.
- 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

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.

*Note: Professional attire is expected during the school day, on school sponsored field trips, and travelling home from THRIVE. Casual/Lounge Wear is expected 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.*

# Student Communication

## In this section, you will find:

- Overview of Student Communication
- Telephone Policy
- Internet/Email Policy
- Mail Policy
- Staff and Student Relationship
- Staff Communication with Families
- Information Dissemination on Campus
- Parent Resources & Information

## Overview of Student Communication

THRIVE promotes and encourages student communication to those outside of the facility; however, we still make the safety of our students our main priority. Students will be expected to uphold the THRIVE Core Values and the 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.

## Telephone

Students will be allowed to use the school's telephone to make phone calls to family every evening at their designated time. Telephone calls should not exceed 15 minutes. Students will be responsible for signing up for a time to call home. In the event of an emergency, exceptions will be made. If students are overheard abusing telephone privileges, telephone privileges will be decreased, monitored, or taken away entirely. Parents will be provided with the contact information for all THRIVE employees. Parents are welcome to call whenever they would like; however, we encourage waiting for your child to call you. Special cases can be made to allow students to call home in certain circumstances. See the "THRIVE Contact Information Sheet" for all pertinent contact information.

## Internet/Email

Students will be allowed to send and receive emails during their earned privilege/personal time. Students will not have access to various social networking sites such as Facebook, MySpace, LinkedIn, Tumblr, Instagram, Twitter, et cetera. See "Computer Use Policy" section for guidelines. Additional Internet/email time can be earned as a privilege for good behavior.

## Mail

Students can send and receive mail while at THRIVE. We will have the student open his/her mail in the presence of a staff member to assure continued safety and quality of treatment for all students. Mail that is inappropriate will be forwarded to the student's parent or legal guardian. Mail can be sent to:

**THRIVE Baton Rouge**  
**Attn: Student's Name**  
**1120 Government Street**  
**Baton Rouge, LA 70802**

## Student and Staff Relationship

THRIVE understands that the relationship Residential Advisors (RA's) will have with the students will not be typical of the teacher-student relationship. RA's will serve as a mentor for the students and always remain professional and appropriate. Students are never allowed in an RA's private room. 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, RA or THRIVE staff member will be asked to immediately leave campus until a thorough investigation has been completed. THRIVE will report findings to Child Protective Services. 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 will be assigned on case-by-case basis and may result in suspension or expulsion.

## Staff Communication with Families

THRIVE will work with families in several ways, including: weekly updates to parents, individual conferences, and family nights to keep family members up-to-date and informed.

Residential Advisors and Teachers will send home a “Weekly Update,” with each student every Friday. The Weekly Update will inform parents of the student’s behavior, projects, and progress. The Weekly Update will also include a space for parents to request a conference or give feedback to THRIVE. In addition, there will be a bi-annual Parent Satisfaction Survey. Parents will be expected to talk about the week with their student and sign off on the Weekly Update every week. Students will give the form to their RA upon returning to the facility on Sunday.

Parents will be invited to attend and participate in Social, Emotional, Behavioral Growth Plan development/progress meetings for their students throughout the year. In addition, when your child is struggling with an ongoing issue, we will recommend a conference. We use this time to troubleshoot problem areas, re-assess needs, and make plans for the future.

Although, there are specified telephone/communication times, if you have a family emergency and wish to speak with your child, we shall put him/her in immediate contact with you. It will be your choice as to whether or not he/she needs to be with the family. It is often a relief for children to be able to speak with a sick relative and we will encourage this at your request.

Parents will be given phone numbers for the school and staff that will allow them to contact their student and/or a staff member.

### **Information Dissemination on Campus**

Information is provided to students in a variety of ways. Students will be given information at family meetings, during family time, and in community meetings. Family meetings and family time occur daily. As students advance in grade, THRIVE will have a student newsletter that will be distributed weekly via email.

### **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 the THRIVE 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. We in no way want to exclude or replace you. We understand and appreciate that you are entrusting us with your most prized, precious possession. In addition, we understand that there will be trying times when your child is going to want to leave and when you are going to miss your child and want them back home with you. We strongly encourage you, in these times, to remember why you enrolled your child in THRIVE originally and to keep in mind the child’s best interest.

THRIVE will have monthly 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. Parents will be notified of the event date at least one month in advance. See the School Calendar.

Parents will be given a Resource Packet upon the enrollment of their student in THRIVE. The packet will include helpful information such as: Tips for Parenting Long Distance, Helping Your Student Handle Roommate Conflict, and Important Contact Numbers for faculty and staff.

### **Parental Grievances**

If a parent or guardian would like to speak with a Teacher or a Residential Advisor 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 Residential Advisors 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.

We encourage you to come to us with any concerns that you may have regarding your child’s education, residential living arrangements, and any other aspect of the THRIVE experience. We will work diligently to resolve all concerns in a way that preserves the integrity of the THRIVE program and expresses concern for the greater good above the individual.



# Residential Life

## Included in this section:

- Daily Schedule
- Residential Life Philosophy and Purpose
  - o THRIVE's School Mission
  - o THRIVE's Residential Mission
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## Residential Life Schedule

### Monday – Thursday Schedule

Time	Activity	Description	Supervision	Notes
6:30AM	Wake Up Call	Student alarm clocks will sound and Residential Advisors will knock on and open each dorm room door.	Residential Advisors	
6:35-7:00AM	Get Ready for School	During this time students will execute necessary hygiene routine, get dressed, and set an intention for the day.	Residential Advisors	Shower, Laundry, Phone Call Home opportunity
7:00-7:20AM	Breakfast	Breakfast will be available to students in their Family Kitchen. Breakfast is a very important meal we encourage students to partake.	Residential Advisors	
7:20-7:25AM	Kitchen Clean Up	Students will dispose of any breakfast trash and clean any utensils used. Students will also straighten up the area in preparation for lunch.	Residential Advisors and Teachers	
7:25-7:30AM	Travel to Class	Students will walk to class, arriving promptly at 7:30AM, ready to learn.	Teachers	

7:30AM-3:30 PM	Instructional Day	Students will engage in a college preparatory academic program designed by Principal, London Moore.	Teachers	
3:30-4:00PM	Check In/ Transition	Students will check in with their Residential Advisor, make phone calls home, grab a snack, and prepare for their afternoon activities.	Residential Advisors	Shower, Laundry, Phone Call Home opportunity
3:30-4:30	Detention	Students will go to the designated classroom to complete their Detention assignments.	Residential Advisor	
4:00-5:30PM	Athletic Practice	Student-Athletes will practice with their coach on-campus.	Athletic Director and Coach	
4:00-5:30PM	Club Meetings	Students who do not participate in athletics will engage in a variety of sponsored clubs at this time.	Residential Advisors and Club Sponsors	
5:30-6:00PM	Transition	During this transition students will shower, make phone calls home, check in with their Residential Advisor, tidy up their room, prepare for study hall, and prepare for dinner.	Residential Advisors	
6:00-7:00PM	Study Hall	Students will work with our residential staff and tutors to complete their homework and pursue other intellectual endeavors.	Residential Advisors, Episcopal Tutors, and Junior League Tutors	Shower, Laundry, Phone Call Home opportunity
7:00-8:00PM	Dinner Time	Students will plan, prepare, and serve a meal to their family unit. They will clean up and complete additional chores on the hall.	Residential Advisors	
8:00-8:30PM	Family Time	During this time students will work to develop their character through curriculum in interactive character education lessons rich in discussion.	Residential Advisors	
8:30-9:00PM	Free Time	Student will have the opportunity to engage in a variety of relaxing, quiet activities on their hall to help them wind down for bed. Activities during this time will include watching TV, playing board games, reading, letter writing, talking with friends, etc.	Residential Advisors	Shower, Laundry, Phone Call Home opportunity

9:00PM	Lights Out	At this time, all students will be in their beds with the lights out to being transitioning to sleep.	Residential Advisors	
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### Friday Schedule

Time	Activity	Description	Supervision	Notes
6:30AM	Wake Up Call	Student alarm clocks will sound and Residential Advisors will knock on and open each dorm room door.	Residential Advisors	
6:35-7:00AM	Get Ready for School	During this time students will execute necessary hygiene routine, get dressed, and set an intention for the day.	Residential Advisors	Shower, Laundry, Phone Call Home opportunity
7:00-7:20AM	Breakfast	Breakfast will be available to students in their Family Kitchen. Breakfast is a very important meal we encourage students to partake.	Residential Advisors	
7:20-7:25AM	Kitchen Clean Up	Students will dispose of any breakfast trash and clean any utensils used. Students will also straighten up the area in preparation for lunch.	Residential Advisors and Teachers	
7:25-7:30AM	Travel to Class	Students will walk to class, arriving promptly at 7:30AM, ready to learn.	Teachers	
7:30AM-2:00PM	Instructional Day	Students will engage in a college preparatory academic program designed by Principal, London Moore.	Teachers	
2:00-2:15PM	Transition to Bus	Students will check out with their teacher, gather their belongings, and board the bus.	Teachers and Residential Advisor Aides	

### Sunday Schedule

Time	Activity	Description	Supervision	Notes
5:00-6:00PM	Student Arrival	Students arrive to campus.	Residential Advisors	Shower, Laundry, Phone Call Home opportunity
5:00-6:00PM	Check In and Unpack	During this time students will check in with their Residential Advisor and unpack their belongings.	Residential Advisors	Shower, Laundry, Phone Call Home opportunity

6:00-7:00PM	Family Meeting	Family Units will get together to talk about their weekend, discuss weekly goals and intentions, and share any special announcements.	Residential Advisors	
7:00-7:45PM	Dinner Time	Family Units enjoy dinner and dialogue with their Residential Advisor and community partners.	Residential Advisors	
7:45-8:15PM	Community Chores	Students will knock out several chores on the hall and in their rooms to get the week off to a great start.	Residential Advisors	Shower, Laundry, Phone Call Home opportunity
8:15-8:55PM	Family Free Time	Students will engage in fun activities with their Family Unit such as Movie Night or Game Night.	Residential Advisors	Shower, Laundry, Phone Call Home opportunity
9:00PM	Lights Out	At this time, all students will be in their beds with the lights out to being transitioning to sleep.	Residential Advisors	

### **Residential Program Philosophy and Purpose**

#### **THRIVE's School Mission:**

To empower students from underserved Baton Rouge communities and prepare them academically and personally for success in college and beyond.

#### **THRIVE's Residential Mission:**

To cultivate self-sufficient, self-aware, compassionate young adults who are prepared academically, socially, emotionally, behaviorally, physically, and culturally to become positive citizens of their communities.

#### **THRIVE's Core Values in Action: Residential Life Edition:**

Through full emersion in the THRIVE Residential Program students will be supported in the development of their character and emotional intelligence as they engage in a dynamic variety of extracurricular activities that uphold THRIVE's Core Values: Endurance, Compassion, Independence, Ownership, and Partnership. Students who matriculate through the entire program (6<sup>th</sup> Grade-12<sup>th</sup> Grade) will amass an impressive résumé of activities, experiences, and competencies that will assist them in their post-secondary endeavors. Our ultimate goal is that each of our students will earn a full scholarship to the 4-year university of their choice and graduate with a bachelor's degree that they can use to follow their dreams.

**Endurance** is reflected in a student's ability to persevere during challenging time without wavering or losing sight of the 'big picture'. The relentless pursuit of long-term goals coupled with sustained, diligent effort is a key feature of this value. Students who exemplify this value never give up and are often observed pushing through setbacks.

**Compassion** is reflected in a student's ability to perceive and understand another person's perspective. Making the connection between one's own actions and the impact that those actions have on others highlight this value. Students who excel in compassion consider the feelings of others and the well being of their community before they act.

**Independence** is reflected in a student's desire and ability to be self-sufficient and self-aware. Independence of thought and action are vital components of this value. Independence is also characterized by a student's capacity to lead others, bring an idea to life, and manage their affairs consciously and responsibly. Independent student are often leaders among their peers and dare to pursue their dreams no matter what other's opinions may be.

**Ownership** is reflected in a student's ability to take responsibility for and own their actions in a way that is void of excuses and blame. Students who exhibit ownership do not view themselves as victims, instead they perceive life's

challenges as opportunities to learn and grow. The embodiment of ownership is a student who courageously takes responsibility for their actions in a way that is not contingent upon the consequences that may follow.

**Partnership** is reflected in a student's desire and ability to form alliances with their peers, teachers, and community members in an effort to harness the power of teamwork and collaboration. Students who epitomize partnership realize the value of working together to achieve common goals and identify opportunities to leverage the collective resources to benefit the greater good.

### **Residential Life Goals**

The purpose of THRIVE's Residential Program is to support the Academic Program and enrich the lives of all students through rich programming and a nurturing, family-like environment. Everything we do during the after-school hours is geared toward college and career success as well as physical, social, emotional, behavioral, and cultural development. In alignment with THRIVE's School Mission, THRIVE's Residential Life Mission, THRIVE's Core Values, and our desire to get student to and through college our Residential Life Goals are as follows:

- Students will enhance their ability to communicate, cope, and resolve conflicts in order to enjoy all the privileges of full citizenship through family unit membership, athletic team participation, club engagement, and work with mental health providers.
- Students will strengthen their ability to be respectful, responsible, and kind in their thoughts and actions in order to secure excellence in all their pursuits through character education engagement.
- Students will cultivate their own interests, gifts, and talents in order to identify their passion through extracurricular exploration coupled with the care and attention of loving adults on the Residential Life Staff.
- Students will develop an awareness of the needs in their community through the conception and execution of a yearlong community service project.

### **Purpose of Structured Programming**

One of the keys to an effective residential program is ensuring consistency for students. While some students find this structure difficult to adapt to initially, as time progresses most will grow to appreciate our program design. THRIVE's structure programming approach provides students with a safe, secure, enriching, and predictable place to live and grow.

### **Daily After-School Activities**

With a keen focus on THRIVE's School Mission, THRIVE's Residential Life Mission, THRIVE's Core Values, and our desire to get student to and through college we have crafted a residential program that will provide students with numerous opportunities to become the self-sufficient, self-aware, compassionate young adults we all know they can be. The residential program begins as soon as students board the bus on Sunday afternoon and continues until students' awake on Monday morning. The residential evening begins as soon as students are dismissed from school at 3:30PM, Monday-Thursday. At this time students will transition to the residential program by checking in with their Residential Advisor, preparing for their after-school activities, and eating a healthy snack. Athletic practice and club meetings will follow. Before transitioning to Study Hall our athletes will shower while our club participants will call home and prepare each classroom for Study Hall. When everyone is ready Study Hall will begin. When student athletes complete their homework they may call home. Once all homework is complete and correct students will transition to Dinner Time, which will include preparing a meal, executing some chores, eating dinner as a family, and cleaning up the kitchen. Our students will then transition to Family Time. During Family Time students will work with their Residential Advisor in the area of character education. Then for the 30 minutes leading up to bedtime students will have Free Time when they can watch a movie, play a game, chat with peers, write letters, etc. Finally, at 9:00PM students will be in bed with the lights out. Students will be awakened every morning at 6:30AM to begin getting ready for the next day!

### **Daily Activities**

#### **a. 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. Residential Advisors will also provide a Wake Up Call for all students. However, it is the students 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.

Residential Advisors will work with each student to develop a morning routine that meets their needs as well as the family's needs as it relates to restroom use.

**b. Breakfast**

Breakfast will be provided for all students between 7:00-7:20am. Breakfast will consist of such food items as cereal and milk, toast and/or muffin and juice, etc. It is our students' responsibility clean up after themselves and ensure that the kitchen is returned to its clean and tidy condition before reporting to class at 7:30am.

**c. Residential Advisor Check-In**

Upon arrival every Sunday and each day after dismissal students will check in with their Residential Advisor to be accounted for and connect with a caring adult. Residential Advisors will probe students to make sure that all hearts and minds are clear. Check in also provides students with a tangible moment to mark the transition of care. Finally, check in's help ease the transition from one program to the next.

**d. Athletic Practice**

Mr. Will Farrell, our Athletic Director, has designed a rigorous athletic program in order to support athletic hopes and aspirations of our students. In accordance with the Louisiana High School Athletic Association guidelines only students in grades 7-12 can be members of competitive, school-sponsored athletic teams. Throughout the entire school year 7<sup>th</sup> and 8<sup>th</sup> grade students selected for sports team participation will practice and compete. Below is a chart containing the sports teams that we will have for the 2014-2015 school year.

<b>Men's Teams</b>	<b>Women's Teams</b>
Football	Volleyball (Club)
Basketball	Basketball
Track and Cross Country	Track and Cross Country

Please see the "THRIVE Athletic Department Handbook" for more information.

**e. Club Meetings**

Students not attending athletic practice will have the opportunity to participate in four clubs of their choice throughout the week. These club meetings will support our students in the development of their interest, skills, gifts, and talents. Examples of clubs available at THRIVE are Gardening, Music, Journalism, Step/Drill, Cheer/Dance, Cosmetology, Computer Programming/Video Game Design, Outdoor Adventures, Fashion Design, and more.

**f. Study Hall**

In our effort to get our students to and through college we will ensure that they spend one hour a day, Monday-Thursday, completing homework assignments, reading, practicing math skills, or tutoring their peers. During this time students will be provided with trained tutors from various community partnerships. Tutors will take the time to reinforce and refine content for students guaranteeing that they understand the material before proceeding.

**g. Dinner and Dialogue**

Mealtime is a special time for families. It provides an opportunity to discuss the happenings of the day, chat about hot topics, and exchange ideas about the world around you. Our program strives to create a sense of community for all students along with numerous occasions to hone ones social skills. Dinner and Dialogue accomplishes both. Our students will work together in their family units to plan, prepare, and cook a meal for their hall nightly, Monday-Thursday. These meals will be healthy and well rounded. No fried foods will be prepared for dinner. During this time students will learn how to follow a recipe, convert measurements, and manage a kitchen. When dinner is ready students will serve one another and take their seats along with their Residential Advisory Team and any extended family members who

choose to attend such as parent(s)/guardian(s). During dinner the Residential Advisory Team will facilitate table talk about various topics of interest. Students will be supported in the cultivation of their table manners, etiquette, and social graces. The Residential Advisory Team will serve as dialogue facilitators, role models, and mentors during this time. Dinner will be catered on Sunday evening but a similar structure will follow delivery.

**h. 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. Our students will learn how to clean up after themselves, share household responsibilities, and maintain a clean and organized living space. In our work to cultivate self-sufficient students mastering a set of common household chores is essential.

**i. Family Time**

Each night our students will spend 30-60 minutes engaged in Family Time. This is a special time for our students and residential staff as it provides an opportunity to build and deepen relationships, develop important social, emotional, and behavioral competencies, build character through dialogue, learn to resolve conflict through experience, and express thoughts, feelings, and ideas in a safe space.

**j. Quiet Free Time**

We believe that it is important to provide students with time to relax, de-stress, and decompress in order to facilitate daily reflection and a smooth, peaceful transition to bed. Activities permissible during this time are limited to endeavors contained inside the students' residence hall that are quiet in nature.

**k. Bedtime/Lights Out**

Standard bedtime will be 9:00pm nightly. Students who have made good choices during the day may earn late bedtime while those making poor choices will earn early bedtime at 9:30pm and 8:30pm respectively.

**Community Service**

At THRIVE, we believe that service is our rent for living and in everything that we do we want to meet the needs of our community. Therefore, service to the community is an integral part of both the instructional and residential programs. Students will work together in grade level groups to identify a need in their community, develop a plan to address it, collaborate with community partners to fill the need, and execute the service-learning project in the community. Teachers and residential staff members at each grade level will work with students to support this effort. Service-learning projects will take one year to complete and with each school year a new opportunity to serve is realized. On a weekly basis, students will work on their service-learning projects during Service Club. Service Clubs are sponsored by residential staff members and are designed to provide a space for students to research, plan, prepare, and execute their service-learning project.

**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 Residential Advisor, students will have the chance to apply their conflict resolution, anger management, and coping skills while becoming patience with, and tolerance of, others. At the beginning of the school year, Residential Advisors will meet with each room and help them to set-up their Roommate Agreement and establish rules for the room. 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 2-4 depending on the residential building in which they reside.

**Furnishings**

Each student will be provided with a twin-sized bed, pillow, sheet set, and blanket. In addition, each student will have a personal storage space. 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. Despite the lock, THRIVE retains the right to examine students' possessions at anytime 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.

### **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. We expect our students to be responsible for their belongings and respect the sacrifice that their family made to provide their possessions.

### **THRIVE Residential Life Packing List**

#### **Clothing**

##### For School (Professional Attire)

- 3-5 White or Black Uniform Tops
- 3-5 Khaki Uniform Pants or Shorts (Shorts must be 2 inches above kneecap, minimum length)
- 1-2 Black or Brown Belt(s)
- 1-2 Pair(s) of Brown, Black, and/or White Shoes
- 5 Pairs of White Socks
- 5-10 Pair of Underwear
- 3-5 Undershirts or Tank Tops
- \*Ladies may choose to wear khaki, knee-length skirts*
- \*Ladies be sure to bring enough brassieres for the week*

##### For After School Activities (Casual Attire/Lounge Wear)

- 2-3 T-Shirts and/or Tank Tops (Straps must be at least 2 inches thick and conceal cleavage)
- 1-2 Pairs of Sweatpants
- 2-3 Pairs of Shorts (2 inches above kneecap, minimum length)
- 1 Pair of Comfortable Shoes
- 2-5 Pair of Socks
- 1 Light Jacket or Sweatshirt

##### For Bedtime (Sleep Wear/Pajamas)

*Note: Sleep Wear is to only be worn inside of student's dorm rooms and is expected to be modest and of proper fit*

- T-shirts
- Shorts (Mid-thigh or longer)
- Nightgowns
- Undershirts and/or Tank Tops (Straps must be at least 2 inches thick)
- Head wraps, Scarves, and/or Doo-Rag
- Bedroom slippers

##### For Special Events and Occasions

*Note: You will be notified the week before you need to pack the following:*

- 1-2 Pairs of Jeans
- 1-2 Modest Tops
- 1-2 Dresses

#### **Toiletries and Such**

- Toothbrush
- Toothpaste
- Bath Soap
- Shampoo
- Conditioner
- Wash Cloth and/or Shower Puff
- Deodorant
- Flip Flops/Shower Slippers
- Feminine Hygiene Products

**The following items are optional. However, if you would like, feel free to send any or all of the following:**

### **Lagniappe**

- Toothbrush Case
- Bath Soap Case
- Shower Caddy
- Lotion
- Hair Grease/Oil
- Hair Brush, Comb, and/or Pick
- Rollers
- Shower Cap
- Linen (Flat Sheet, Fitted Sheet, Comforter: Twin)
- Mirror
- Bean Bag Chair
- Hamper
- Posters
- Pictures
- Bathrobe
- Fan

***Note:** For your convenience we have purchased THRIVE t-shirts for after-school activities. If you would like to purchase a set of three please fill out the attached form and provide \$10 in cash, check, or money order. Submit form and payment to Mrs. Reyes.*

See “THRIVE Approved and Restricted Items” in the Parent Resource Packet for additional information.

### **Bus Times**

Bus times will depend on where the student lives. A more detailed bus schedule will be distributed at parent-orientation.

### **Returning To and Departing From Campus**

When students return to THRIVE each Sunday evening, they will be responsible for signing the “Check-In” form with their Residential Advisor. This important requirement must be completed before all other activities for the evening. Students who fail to do so risk a deduction.

Before students board the bus, they will be responsible for signing the “Check-Out” form with their teacher. This requirement must be completed before students exit the building. Students who fail to do so risk a deduction.

### **Mental Health**

It is the responsibility of each Residential Life Staff Member to be aware of any interpersonal and personal difficulties with which a student may be struggling. Specific responsibilities include:

- Watching for signs of stress and/or difficulty handling the pressure of THRIVE
- Communicating with students and developing personal relationships
- Taking action: This may include referring a student to Mr. Maricio Aguiar, Head Social Worker, reporting concerns to the Director of Residential Life, and/or calling a parent/guardian.

THRIVE will have a number of Licensed Masters Social Worker (LMSW) on staff. The LMSW will be able to provide counseling and other necessary interventions to meet the student's mental health needs. The LMSW will conduct an assessment at the beginning of the student's tenure at THRIVE to assist in developing a Student Growth Plan which include channels of support. The Student Growth Plan is intended to help students become self-aware, self-managers, socially aware, relationship managers with competencies in THRIVE's Core Values. Each week the student will meet with the LMSW to work towards the goals established on the Student Growth Plan. Emotional Growth Plans will be re-evaluated 2 times a year to ensure that the outlined interventions are effective and showing progress.

The LMSW will be on-call, if a student needs any immediate counseling or mental health services while the LMSW is not there.

### **Documentation**

The Residential Life staff has a responsibility to document and report any out of the ordinary behavior or communication by a student or a parent. It is also important that the staff informs the Director of Residential Life and Executive Director if a student has been involved in an incident, which may result in police intervention and/or news coverage.

### **Health & 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, since THRIVE is a boarding facility, the right of in loco parentis (in place of the parent/guardian) will prevail. Thus, 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, 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. Residential Advisors will conduct Health & Safety Inspections every time the residence hall closes for a break, if a Residential Advisor or staff member feels the safety of a student or staff member is at risk, or with probable cause. Health and Safety Inspections will be performed in pairs of two THRIVE staff members. This is for the accountability and safety of the THRIVE staff. Health and Safety Inspections will consist of checking for the following items:

- Windows shut and locked\*
- Closet Lockers closed and locked
- Lights off\*
- Room cleaned and there is a clear pathway to the door\*
- Beds made
- Trash Emptied\*
- No restricted/illegal items
- Smoke Detectors are working properly (green light)
- Air Condition/Heat off (when room is not occupied)\*
- All items unplugged (when building is closing)\*

**\*Indicates common responsibility (all roommates are responsible for task being completed)**

### **Maintenance Inspections**

During vacation periods, 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. Students will be informed when maintenance inspections have been performed.

### **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 Advisors will support students in the effort to maintain a clean, neat, tidy, and orderly living environment.

### **Entering Students' Rooms**

Residential Advisors may need to enter students' rooms for a number of reasons. The following guidelines apply:

- If a staff member suspects that a violation is in progress, he/she should knock and identify himself/herself before entering. However, he/she may open the door if the student does not respond promptly. RA's should notify the Director of Residential Life if they entered a student's room in order to investigate a potential violation and document their action where appropriate. There are 25 cameras throughout the school that will allow for the Leadership Team to verify any interactions between students and staff.
- If a staff member has reason to believe that a student is in possession of prohibited items and that the student's room needs to be searched, the Director of Residential Life and Executive Director should be contacted immediately. The Director of Residential Life and Executive Director will generally search the room together. Under NO circumstances may RA's conduct a search on their own. However, staff should require students to leave the room and then secure the room so that it is not tampered with pending the arrival of the Director of Residential Life.

### **Closure of Residence Halls**

Residence halls will close at regularly scheduled breaks in the school year. See the "THRIVE School Calendar" below for exact dates. When residence halls close, students will be expected to follow the guidelines of a Health and Safety Inspection. Buses will transport students home at the end of the school day on Friday. When the residence hall is closed, students are not permitted to enter the building under any circumstances.

At the end of the year school closing, students will be given a designated move-out time and parents will be asked to come to the school and help students pack their belongings to move out for the summer. Strict closeout procedures will be followed to ensure that we leave the facility exactly how we found it.

### **Emergency Procedures**

THRIVE will use a code system to initiate and operate its emergency system. Staff will communicate via cell phones. THRIVE has codes and procedures for the following: fire, severe weather, chemical threat, an active shooter or intruder, medical emergency, and missing child/runaway. Students are expected to follow the commands of staff during all emergencies.

Students will be trained and informed on the emergency procedures of THRIVE by instructional and residential staff. In addition, students will participate in a variety of emergency drills throughout the course of the year.

### **Medical Procedures**

THRIVE puts an emphasis on safety and the wellbeing of its students. THRIVE will have a part-time, on-call nurse. In addition, THRIVE will have an on-call list of medical professionals to assist with medical needs. THRIVE's Residential Life Administrative Assistant is also a medical professional who can assist with minor to moderate medical emergencies.

### **Medications**

RA's and staff will be trained on the administration of medication. RA and THRIVE staff will administer medication to students when indicated. Every time medication is administered, it will be documented on the medication log in the medicine room. Parents will be informed via weekly phone calls to parents, the Weekly Update, and Student Growth Plans.

Parents are responsible for re-filling and personally bringing their student's medication to the school. The medication must be in its original prescription bottle.

## **PERScription MEDICATION**

If a student has a prescription medication that needs to be taken during the week, that prescription must be given directly to a THRIVE Administrator (Founder and Executive Director, Sarah Broome; Principal, London Moore; Director of Residential Life, Maya Bennett) by a parent or legal guardian. Once, the prescription is given to the administrator it will not be returned unless the student discontinues enrollment at THRIVE. Students are never allowed to deliver a prescription medication to a THRIVE Administrator nor will they ever be allowed to transport prescription medication home. All prescriptions must be given in the original prescription bottle.

## **Hospital Visits**

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

## **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. THRIVE staff will assist as much as possible.

## **Levels of Illness**

One of THRIVE's main focuses is the safety of their students and staff. To ensure the safety of the student's and staff, THRIVE recommends that student's with any contagious illness or communicable disease remain home or go home with their parents/guardians until the child has gone 24 hours without fever, incident, symptom, or need for medication. Parents will be notified at all levels of sickness and also be informed what was done/given to students to improve their health and wellbeing.

### **Level 1**

Level 1 illnesses are basic and can be handled by any THRIVE staff member. The student's symptoms can be treated with over the counter medication. See examples below:

- Headache
- Muscle Pain
- Menstrual Cramps
- Nasal/Sinus Congestion
- Post Nasal Drainage
- Cold Sore/mouth ulcer
- Sore Throat
- Insect Bite
- Cough
- Skin Irritation/rash

### **Level 2**

Level 2 illnesses are intermediate and require the student to spend time in an isolated room away from the general THRIVE community. These rooms include family rooms, the front office, and/or dorm rooms.

- Upset Stomach
- Diarrhea
- Nasal/Sinus Congestion
- Migraine
- Nausea/Vomiting

### **Level 3**

Level 3 illnesses are advanced. These illnesses are communicable and critical. When a Level 3 illness is identified the school nurse and staff will recommend that a parent/guardian come pick up the child and seek medical attention. THRIVE recommends the child be in the care and watch of their parent until the child has gone 24 hours without fever, incident, symptom, or need for medication. See examples below:

- Chicken Pox
- Influenza

- Stomach Virus

**Student Grievances**

If ever you feel you have not been treated fairly or justly, you reserve the right to talk with someone about your situation or concern. You will first be directed to present your grievance to the Principal or Director of Residential Life. If the matter cannot be resolved at that level, your concern will automatically escalate to the Executive Director of THRIVE level. Once this occurs, a meeting will be scheduled in order to provide the appropriate time and space to present your grievance.

# Academic Program

## **Included in this section:**

- Academic Honesty and Integrity Policy
- Academic Performance
- Grading Scale
- Report Cards
- School Lunches

## **Academic Honesty and Integrity**

At the heart of an academic community is the firm belief in intellectual honesty and integrity. Scholars, 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 will expect honesty and integrity from you in your studies. For the school to be an authentic community of learners and for you to become the truly superior student we want you to be, it could ask no less. Your membership in this community demands that you know and live up to your specific responsibilities.

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

Some expectations are, of course, constant. Do your own work on tests and quizzes. Out-of-class work that you turn in must be your work and your work alone, unless you have been given permission to collaborate. When you use secondary sources in writing a paper, you must reference any use you make of your 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 you do not understand your obligations in documenting sources, talk with your teacher before you proceed.

## **Academic Performance**

In keeping with the academic standards established for and by THRIVE, each student is required to maintain passing grades (C/70% or better) or they will be placed on Academic Probation. All students take 6 courses each nine (9) weeks, selected from among the following courses:

- English
- Math
- Science
- Social Studies
- Math Fundamentals/Reading Proficiency
- Advanced Social Studies, Advanced Science, Advanced English- 7<sup>th</sup>/8<sup>th</sup>
- Algebra 1- 7<sup>th</sup>/8<sup>th</sup>
- An elective (Gym or Art Expressions)

Any student with a D or an F in any class will be placed on Academic Probation. While on Academic Probation, students have increased mandatory study hours during club time and during study hall. 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 maintains the D or F.

## **Grading Scale and Promotion Policy**

## Grading Scale

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

## **Promotion Requirements**

In order to move from one grade to the next, students must pass all core classes with a D or above average and must successfully complete the grade level standards. Adopted standards from the Louisiana Board of Elementary and Secondary Education will be followed. During the 2014-2015 school year THRIVE will be following the Common Core State Standards. Additionally, students will be required to pass the 8th Grade LEAP Test to continue on to high school.

## **Work Completion**

Students are expected to complete all assigned classwork. If any classwork is not finished students will be assigned a mandatory make-up work hour directly after school from 3:30pm-4:30pm. During this time teachers will assist students in completing assignments.

## **Report Cards**

Report Cards are issued once every 9 weeks. Report cards will go home with students in their bus boxes. Reports cards will also be mailed home. During parent night the month a report card goes there will be time set aside for specific parent teacher conference on students academic progress.

## **School Lunches**

All lunches must be prepaid. Payments may be made in cash, check, or money order made payable to THRIVE Baton Rouge. For your own protection, we recommend check or money order only. The school will not be responsible for lost cash. Returned checks will be charged a \$15 insufficient funds fee per check.

Free and reduced lunch applications are available. The application will be distributed at the beginning of the year to all students. They are also available, at any time, by contacting the school office.

THRIVE Academy - Baton Rouge

# Parental Involvement Policy

## 2014-2015

THRIVE Academy - Baton Rouge School 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 Academy - Baton Rouge are committed to establishing programs and practices\*\* that create a climate of mutual trust and respect that support substantive parent involvement. The East Baton Rouge Parish School System supports having a PTA (Parent Teacher Association) in every school and provides for the formation of committees and organizations such as the School Improvement Team (SIT).

At THRIVE Academy - Baton Rouge 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 Academy - Baton Rouge community.

In order to build an effective home-school partnership, THRIVE Academy - Baton Rouge will provide the following:

**\*\*\*Communication**—Establish various forms of communication (school to home, home to school, central office to home and vice versa) that encourage regular discussion about school programs and children's academic progress and behavioral management.

**\*\*\*Parenting**—Provide information that supports families as they create home environments that value education and nurture children's curiosity for learning.

**\*\*\*Student Learning at Home**—Share information with parents about how to provide learning activities at home, help students with projects, and plan for success in school.

**\*\*\*Volunteering**—Encourage and recruit parents' participation in school activities both in and outside of the classroom, developing program ideas which respect the diverse needs of families.

**\*\*\*School Decision & Making and Advocacy**—Recruit and develop parents as leaders in school-based decision-making and in advocating for the welfare of students.

**\*\*\*Collaborating with the Community**— Identify, enlist and welcome community resources—of all types— to strengthen schools, families, and student learning.

THRIVE Academy - Baton Rouge is committed to reaching out to all parents including those who may not have had a positive experience in school or for whom English is not their first spoken language. Further, the school seeks, encourages, and develops relationships with community agencies and organizations that provide services to children in order to encourage them to share in this investment in the lives of children.

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## Title I Parental Involvement Policy

The East Baton Rouge Parish School System recognizes that schools that receive funds through the Title I federal program have specific criteria for parental involvement.

Provision for substantive parental involvement in these schools is established in Section 1118 of No Child Left Behind. This provision mandates the following components:

### **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, under guidelines set by the East Baton Rouge Parish School System.

### **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 and the EBRPSS Office of Federal Programs.

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 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 (Back-to-School Night), 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. The types and extent of activities will vary dependent upon the assessed needs of each school and school community.

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**

The East Baton Rouge Parish School System's Title I Program will coordinate and integrate its parental involvement strategies with those of other local, state and federal programs such as the Head Start and Even Start programs, through regularly scheduled meetings. The HIPPPY Program, discontinued from previous years due to loss of funding, will be

reviewed for possible inclusion. 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 at Family Night and other parent involvement activities

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*.

Revised / Approved: June 25th, 2014

Dear Parent or Guardian,

Please remove this page and return to THRIVE Main Office, so that we may have a record that you have received and reviewed these policies.

Thank you,

London Moore, Principal

Maya Bennett, Director of Residential Life and Student Development

June 25th, 2014

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This is to certify that I have received and reviewed a copy of “THRIVE Academy - Baton Rouge School’s Student Handbook and Parental Involvement Policy.”

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Student Name

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Student Signature

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Date

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Parent/Guardian Signature

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Date

# THRIVE

## 2014-2015 School Calendar

Su	M Th	Tu F 1	W S 2		Su	M Th	Tu F	W S		Su	M Th	Tu F 1	W S 2	
	4	5		3		1	2				5	6	3	4
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13	14	15	16		14	15	16			14	15	16	17	
17	18	19			17	18	19	20		18	19	20		
20	21	22	23		21	22	23			21	22	23	24	
24	25	26			24	25	26	27		25	26	27		
27	28	29	30		28	29	30			28	29	30		
31					31									

  

Su	M Th	Tu F	W S 1		Su	M Th	Tu F	W S		Su	M Th	Tu F 1	W S 2	
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	10	11				7	8			11	12	13		
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16	17	18			13	14	15			18	19	20		
19	20	21	22		16	17	18	19		21	22	23	24	
23	24	25			20	21	22			25	26	27		
26	27	28	29		23	24	25	26		28	29	30	31	
30	31				30	28	29							

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-  School Closed/ Holidays
-  Teacher in-Service Day (no school for students)
-  State Testing
-  First and Last Day of School
-  Parent Night
-  First night in dorm
-  Board Meeting
-  Field Trip