Dear UP Elementary Families:

We are honored to welcome you to Baton Rouge University Preparatory Elementary (“UP Elementary”). We know that our success as a school depends on the support of our parents, and we look forward to forming positive partnerships with each of you. We expect a lot from members of the UP Elementary community, and in turn, you can expect a lot from us.

The following pages will help you become familiar with school procedures, policies, and practices and should serve as a resource for students and parents from the first day of school through the last. While we cannot say this handbook will answer all of your questions, we do know there is a lot of valuable information in here, so please take the time to read it carefully. In fact, read it twice or even three times, and then please put it somewhere safe to refer to throughout the school year. In this handbook, you’ll learn a lot of different things about UP Elementary. You’ll learn about the structure of the school, the policies that we have in place, and our expectations of members of our school community.

If you ever have any questions, please feel free to ask any teacher or staff member.

Sincerely,

The Faculty and Staff

UP Elementary
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE SCHOOL</td>
<td>6</td>
</tr>
<tr>
<td>MISSION</td>
<td>6</td>
</tr>
<tr>
<td>RESPONSIBILITY AND ACCOUNTABILITY</td>
<td>6</td>
</tr>
<tr>
<td>PHILOSOPHY</td>
<td>6</td>
</tr>
<tr>
<td>Our Core Values and Expectations</td>
<td>6</td>
</tr>
<tr>
<td>WHO WE ARE</td>
<td>7</td>
</tr>
<tr>
<td>POLICIES &amp; PROCEDURES</td>
<td>7</td>
</tr>
<tr>
<td>Hours of School Operation</td>
<td>7</td>
</tr>
<tr>
<td>ATTENDANCE POLICY</td>
<td>7</td>
</tr>
<tr>
<td>TARDY POLICY</td>
<td>9</td>
</tr>
<tr>
<td>Early Dismissal Policy</td>
<td>9</td>
</tr>
<tr>
<td>WEATHER CLOSINGS</td>
<td>9</td>
</tr>
<tr>
<td>Make-Up Work</td>
<td>9</td>
</tr>
<tr>
<td>HOMEWORK (HOMEWORK)</td>
<td>10</td>
</tr>
<tr>
<td>TOYS, CELL PHONES, and ELECTRONIC DEVICE</td>
<td>10</td>
</tr>
<tr>
<td>STUDENT DRESS POLICY</td>
<td>10</td>
</tr>
<tr>
<td>Uniform Policy</td>
<td>10</td>
</tr>
<tr>
<td>Purchasing Uniforms</td>
<td>12</td>
</tr>
<tr>
<td>STUDENT SCHEDULES</td>
<td>12</td>
</tr>
<tr>
<td>Early Release Fridays</td>
<td>12</td>
</tr>
<tr>
<td>Assessments</td>
<td>12</td>
</tr>
<tr>
<td>Progress Reports, Report Cards, and School-Parent Meetings</td>
<td>12</td>
</tr>
<tr>
<td>Field Trips</td>
<td>12</td>
</tr>
<tr>
<td>CHEATING AND PLAGIARISM</td>
<td>13</td>
</tr>
<tr>
<td>Forgery</td>
<td>13</td>
</tr>
<tr>
<td>BUILDING SAFETY AND SECURITY</td>
<td>13</td>
</tr>
<tr>
<td>CLOSED CAMPUS</td>
<td>13</td>
</tr>
<tr>
<td>VISITOR POLICY</td>
<td>13</td>
</tr>
<tr>
<td>STUDENT SEARCHES</td>
<td>14</td>
</tr>
<tr>
<td>FIRE SAFETY PROCEDURES</td>
<td>14</td>
</tr>
<tr>
<td>WEAPONS</td>
<td>14</td>
</tr>
<tr>
<td>UP ELEMENTARY CODE OF CONDUCT</td>
<td>14</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>AN ACHIEVEMENT ORIENTED CULTURE</td>
<td>14</td>
</tr>
<tr>
<td>School-wide Behavior Expectations</td>
<td>15</td>
</tr>
<tr>
<td>CONSEQUENCES</td>
<td>15</td>
</tr>
<tr>
<td>REMOVAL FROM CLASSROOM</td>
<td>17</td>
</tr>
<tr>
<td>MERITS</td>
<td>17</td>
</tr>
<tr>
<td>DEMERITS</td>
<td>18</td>
</tr>
<tr>
<td>Points</td>
<td>18</td>
</tr>
<tr>
<td>Discipline Infractions and Consequences</td>
<td>19</td>
</tr>
<tr>
<td>Level 1 Infractions: Corrective Strategies</td>
<td>19</td>
</tr>
<tr>
<td>Level 2 Infractions: Corrective Strategies</td>
<td>20</td>
</tr>
<tr>
<td>Level 3 and 4 Infractions: Corrective Strategies</td>
<td>21</td>
</tr>
<tr>
<td>Corrective Strategies: Alternatives to Suspension and Expulsion</td>
<td>23</td>
</tr>
<tr>
<td>ADDITIONAL DISCIPLINARY CONSEQUENCES</td>
<td>24</td>
</tr>
<tr>
<td>IN-SCHOOL SUSPENSION (ISS)</td>
<td>24</td>
</tr>
<tr>
<td>OUT OF SCHOOL SUSPENSION</td>
<td>24</td>
</tr>
<tr>
<td>Due Process Procedures for Suspensions</td>
<td>26</td>
</tr>
<tr>
<td>Appeal of Suspension</td>
<td>26</td>
</tr>
<tr>
<td>EXPULSIONS</td>
<td>27</td>
</tr>
<tr>
<td>Direct Expulsion</td>
<td>27</td>
</tr>
<tr>
<td>Appeal of Expulsion</td>
<td>27</td>
</tr>
<tr>
<td>Parent Notification System</td>
<td>27</td>
</tr>
<tr>
<td>Complain Procedure/Grievance Policy</td>
<td>28</td>
</tr>
<tr>
<td>Withdrawals</td>
<td>28</td>
</tr>
<tr>
<td>Discipline for Students with Disabilities</td>
<td>29</td>
</tr>
<tr>
<td>Suspension</td>
<td>29</td>
</tr>
<tr>
<td>Expulsion (Level 3 behaviors/not-related)</td>
<td>29</td>
</tr>
<tr>
<td>DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS</td>
<td>31</td>
</tr>
<tr>
<td>MISCELLANEOUS GUIDELINES</td>
<td>32</td>
</tr>
<tr>
<td>CELL PHONES AND OTHER ELECTRONIC DEVICES</td>
<td>32</td>
</tr>
<tr>
<td>Clean School</td>
<td>32</td>
</tr>
<tr>
<td>HALLWAY BEHAVIOR</td>
<td>33</td>
</tr>
<tr>
<td>BATHROOM BEHAVIOR</td>
<td>33</td>
</tr>
</tbody>
</table>
THE SCHOOL

An Overview
Baton Rouge University Preparatory Elementary (“UP Elementary”) received its charter in August 2013, and opened in August 2014 with kindergarten only. The school will grow one grade per year to reach full grade span of K-5 and maximum student capacity of 648 in 2020.

MISSION

UP Elementary prepares students in kindergarten through grade five to succeed in middle school, high school, and college.

RESPONSIBILITY AND ACCOUNTABILITY

The partnership between school and family

PHILOSOPHY

Determined to close the achievement gap of students in Baton Rouge, and dedicated to the philosophy that college starts in kindergarten, UP Elementary brings our mission to life by providing a purposeful learning environment driven by a high expectations culture, best practice instructional strategies, and great human capital.

Our goal is break the cycle of educational under-attainment in Baton Rouge and to change the trajectory of our students’ lives by creating what increasing numbers of education reformers refer to as a “new normal” of college ready and bound graduates in our poorest communities. If a child is to ever be in the position to exercise the choice for college and the ability to succeed there, that road to college must begin in kindergarten. In the long-term, UP Elementary proposes to be part of the larger solution to increase the percentage of college graduates in our target community. In the short-term, we seek to provide a high-quality K-5 educational option for families in North Baton Rouge. Our long-term vision is that 100% of students that matriculate from UP Elementary are prepared for demanding middle schools, firmly on the road to high school and college, and that they and their families are excited, prepared, and ambitious for the opportunities that all future learning can provide. Our vision is to produce students with the literacy and math skills to open every classroom door, and the character to tackle the academic work and life challenges that lie ahead.

OUR CORE VALUES AND EXPECTATIONS

Responsibility: I am part of my community.
Integrity: I am proud of my choices.
Self-determination: I bounce back.
Excellence: I do my best.
WHO WE ARE

Board of Directors

The school is governed by a Board of Directors that brings parental, community, educational, and professional perspectives to maintaining a viable and thriving school. Members of the Board of Directors include:

Duane Mizell, Chair
Mel Robertson, Vice Chair
Thomas Freel, Treasurer
Mel Landry
Kyle Cook
Emilia Gilbert
Akilah Taylor
Brian Beck, Chief of Schools

POLICIES & PROCEDURES

Daily Student Life

HOURS OF SCHOOL OPERATION

To maximize learning time, UP Elementary has an extended day and school year.

- On Monday, Tuesday, Wednesday, and Thursday, our day begins at 7:45 am and lasts until 4:00 pm.
- On Friday, our day begins at 7:45 am and lasts until 1:30 pm.

The school building will open daily at 7:45 am. Students should not be dropped off any earlier for safety reasons.

ATTENDANCE POLICY

In order for our academic program to be successful, it is absolutely essential that students be present in school on a consistent basis. The attendance policy at Baton Rouge University Preparatory Elementary has been formed in order to ensure that this remains the case. Therefore, any student who misses more than 10 days of school over the course of a school year will be automatically recommended for retention in their grade level. The school reserves the right to make exceptions to this policy in the instance of an extended absence due to medical reasons. Additionally, if a student accrues an excessive number of absences, the school representative will contact a Truant Officer to assist in resolving the situation.

Parents and guardians are expected to call the school as early as possible but no later than 8:45 am if their child will not be attending school for any reason. Earlier, written permission is both welcome and appreciated. Calls should be made as far in advance as possible and can be left on the school’s main voice mail or on the classroom teacher’s voice mail. If a student is not in homeroom and the school has not been notified that he or she will be absent, his or her parent or guardian will be called at home and/or work. In phone calls, voice mails, and notes, please indicate your child’s name, your relationship to the child, and the reason for and date(s) of the child’s absence.

Students will be held accountable for work missed due to suspension, vacation, or absences. Work may not be provided in advance of absences.
All questions regarding student attendance and attendance records should be directed to the school’s front office.

Students who are absent from school cannot attend or participate in any other school-sponsored activities occurring on the day of the absence, unless advance permission has been given by the school.

**TARDY POLICY**

A student arriving one minute late will be considered tardy.  
Five tardies or early pick-ups equal one absence.  
At five absences a parent/guardian conference will be required to put an Attendance Plan in place.  
If a child arrives after 10:00, the day will be counted as an absence.  
Tardy students must be accompanied by a parent/guardian and must check in at the main office.

**EARLY DISMISSAL POLICY**

A student being picked up one minute early will be considered an early dismissal.  
At five early dismissals, a parent/guardian conference will be required to put an Attendance Plan in place.  
If a child is picked up before 10:00 am, the day will be counted as an absence.  
Children will not be dismissed early unless a parent/guardian visits the office in person and signs the student out.  
No early check outs after 3pm.

Parents should contact the school in advance and provide a signed note to the school explaining the situation surrounding an early dismissal. Unless the school has granted permission, no student will be dismissed early from school. In addition, the parent or guardian must sign the student out with the Front Desk before removing the student from school grounds.

In order to minimize disruptions to class, we ask that notification regarding early dismissals be made as far in advance as possible, but no later than 7:30am of the day of the early dismissal. We also ask that doctor and dentist appointments be limited to non-school hours to avoid students missing class time. Parents should inform the classroom teachers of early dismissals in written form by sending a note in the child’s Blue Student Folder. Teachers will then be responsible for having the student sitting in the Front Desk at the requested time in order to minimize disruption to class time.

The school will record dismissals before 12:00pm as absences. The school will record dismissals after 12:00pm but before 4:00 pm as present but dismissed early. In general, students must be present for at least ½ of the allotted instructional time on a given day in order to be considered present.

**WEATHER CLOSINGS**

In the event of poor weather conditions such as severe winter weather or storms, please listen to your local television or radio stations for relevant information regarding school cancellation. Baton Rouge University Preparatory Elementary follows the exact same cancellation policies as East Baton Rouge Parish School System, so if East Baton Rouge Parish Schools are closed, so is Baton Rouge University Preparatory Elementary.

**MAKE-UP WORK**
Students are responsible for all missed work while absent. Work will be available on a daily basis at the school between 2:00-4:00 pm in the front office.
**HOMEWORK**

*Grades K-4*

Homework will be sent home nightly inside of the Blue Student Folder. Inside the Blue Student Folder, students will have an assignment sheet. All K-4 Behavior Reports must be signed by an adult every night. Before signing the Behavior Report sheet for each night, parents should read reminders on the Behavior Report and go through the Blue Student Folder and make sure it is all completed. We encourage parents to go through each assignment with their child and check the work. In the primary grades, we do not consider parent help on Homework cheating; instead, we consider parental help on Homework a key component of academic success. Parents should feel free to mark incorrect work and go over it again with their child. This shows our students how much their parents value academic success and also offers them additional academic tutoring. Parents should not write answers for their child unless the teacher has specifically requested this. The Homework should be returned to school within the Blue Student Folder, and the entire folder should be turned in using the designated process as soon as students enter the classroom.

Students will not be excused from completing homework assignments for any reason. If a student has an absence, the student will need to complete the homework no later than one day after returning to school (unless the teacher has given approval for an extension).

Students who do not turn in Homework will receive a Homework violation. Students will receive Homework violations if there is no signature on the Behavior Report, the Homework is started but incomplete, the Homework reflects minimal effort, the Homework folder was left at school, the Homework folder was left on the bus, or the Homework folder was left at home; as we try to teach our scholars responsibility and accountability, it is vital that we do not excuse them from turning in Homework under any circumstances.

If a child receives a 5th Homework violation of the trimester parents will be asked to attend a conference.

**TOYS, CELL PHONES, AND ELECTRONIC DEVICE**

To limit distraction, we ask that students leave all toys, cell phones, and electronic devices at home. Given that the school does not have lockers, student property will not be locked up. The school is not responsible for lost or stolen property.

**STUDENT DRESS POLICY**

We show respect for our appearance and our cohesion as a community through our uniforms. Students in our community are expected to follow the school dress code in order to be allowed in class. Students are to wear the following uniform:

**UNIFORM POLICY**

The uniform for all students is as follows:

<table>
<thead>
<tr>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shirts</strong></td>
<td></td>
</tr>
<tr>
<td>Light blue polo shirt with school logo with short or long sleeves.</td>
<td>Light blue polo shirt with school logo with short or long sleeves.</td>
</tr>
<tr>
<td>Plain white, gray or black undershirts are allowed.</td>
<td>Plain white, gray or black undershirts are allowed.</td>
</tr>
</tbody>
</table>

<p>| <strong>Sweaters or Sweatshirts</strong> | | |
| Navy school logo sweaters and school logo sweatshirts are allowed. The school polo shirt must be seen when a sweater or | Navy school logo sweaters and school logo sweatshirts are allowed. The school polo shirt must be seen when a sweater or |</p>
<table>
<thead>
<tr>
<th>Pants</th>
<th>sweatshirt is worn.</th>
<th>sweatshirt is worn.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navy pants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Navy shorts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Plaid jumpers below the knee. Tights and leggings are allowed in plain white, gray, navy or black. Patterns are not allowed.

<table>
<thead>
<tr>
<th>Shoes</th>
<th>Solid Black or White shoes, sneakers are encouraged. Snow or Rain boots can be worn to and from school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socks</td>
<td>Solid and plain gray, navy, white or black socks</td>
</tr>
<tr>
<td>Belts</td>
<td>Solid black or brown are optional in grades K-4. Belts are not encouraged unless a student can independently unbuckle and re-buckle.</td>
</tr>
<tr>
<td>Jewelry</td>
<td>Students are not allowed to wear disruptive jewelry. Only stud earrings are allowed. Only hidden necklaces are allowed. Students may not wear bracelets, rings or fake nails as they prevent young children from learning to write properly. Talking or beeping watches are disruptive and not allowed.</td>
</tr>
<tr>
<td>Headwear</td>
<td>Students are not allowed to wear hats, bandanas, or wave-caps. Distracting hair is not allowed.</td>
</tr>
</tbody>
</table>

Students who are out of uniform will not be permitted to attend class and will remain in the front office until the student is in uniform. If a student is wearing tights or an undershirt that is out of uniform, the child will be required to remove them and parents will not be contacted.

**Violations that Teachers Will Address Directly**

<table>
<thead>
<tr>
<th>Uniform violation</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is wearing wrong color undershirt (not white, grey, black, blue)</td>
<td>Send student to the bathroom to take it off. If student is uncomfortable taking off undershirt, send to the Dean’s office to call parents.</td>
</tr>
<tr>
<td>Student is wearing stockings that are not white, black, navy or gray.</td>
<td>Send student to the bathroom to take them off. If student is uncomfortable taking off wrong color stockings or leggings, send to Dean’s office to call parents.</td>
</tr>
<tr>
<td>Student is wearing hoop earrings, any facial piercings, excessive or disruptive jewelry</td>
<td>Have student take them off. Teacher holds until parent can retrieve.</td>
</tr>
<tr>
<td>*Student has shirt un-tucked</td>
<td>Student asked to tuck shirt in.</td>
</tr>
<tr>
<td>*Student has the bottom of their pants tucked under the tongue of their sneakers. (use your discretion if it’s possible it was unintentional)</td>
<td>Student asked to pull bottom of pants over their sneakers.</td>
</tr>
</tbody>
</table>

**Violations that Leadership will Address**

<table>
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<td>Student asked to pull bottom of pants over their sneakers.</td>
</tr>
<tr>
<td>Student is wearing polo shirt without the UP Elementary logo.</td>
<td>First violation, call home; second violation, student is held out of class until the uniform violation is corrected.</td>
</tr>
<tr>
<td>Student is wearing wrong color pants.</td>
<td>First violation, call home; second violation, student is held out of class until the uniform violation is corrected.</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student is wearing cargo pants, shorts, or skirt (pockets and zippers on the side)</td>
<td>First violation, call home; second violation, student is held out of class until the uniform violation is corrected.</td>
</tr>
<tr>
<td>Student is wearing a skirt that does not reach the knees in the front and back</td>
<td>First violation, call home; second violation, student is held out of class until the uniform violation is corrected.</td>
</tr>
<tr>
<td>Student is wearing pants, skirt, or shirt that are excessively tight</td>
<td>First violation, call home; second violation, student is held out of class until the uniform violation is corrected.</td>
</tr>
<tr>
<td>Student has written on or colored on any part of their uniform</td>
<td>First violation, call home; second violation, student is held out of class until the uniform violation is corrected.</td>
</tr>
</tbody>
</table>

**PURCHASING UNIFORMS**
School uniform shirts are available for purchase through Uniform Mart and Fashion Era.

**STUDENT SCHEDULES**

**EARLY RELEASE FRIDAYS**
*UP Elementary students are dismissed at 1:30 pm every Friday* in order to provide teachers with regular times to meet and conduct professional development activities. Please note that lunch is still served and medications are administered on early release days.

**ASSESSMENTS**
In addition to traditional classroom assessment measures, we use a uniform assessment system to determine students’ reading levels. The STEP Assessment will be administered at four – six times a year. This one-on-one reading assessment gives teachers and parents important information regarding reading fluency, phonics development, and comprehension. The test will be administered to new students early in the school year and to all students at the end of each trimester. These results will determine the reading grade level that will be noted on the report cards.

**PROGRESS REPORTS, REPORT CARDS, AND SCHOOL-PARENT MEETINGS**
Teachers and staff will use behavior reports and report cards to communicate students’ academic and behavioral performance. Behavior Reports will be sent home with students daily. Parents should review, sign, and return Behavior Reports in the Blue Student Folder every night. A student’s report card or progress report may not be distributed in class. Parents will be required to pick up report cards during the Parent-Teacher conferences at the school. Parents will also be expected to meet with their children’s teachers during the Family-Teacher Conferences. Families also are required to attend an orientation conference at the beginning of the year.

**FIELD TRIPS**
The school’s curriculum may sometimes require outside learning experiences. During these activities, it is
important for all students to be responsible for their behavior since the site of the activity is a temporary extension
of the school grounds. A permission slip that allows students to attend each school field trip will be sent home prior to the trip and should be signed by a parent or guardian. Students who fail to return the signed slip – or who are not permitted to attend the particular trip as a result of a loss of privileges – will not be eligible to participate and will be required to remain either in another classroom or in the office during the field trip. If parents or other volunteers assist with field trips, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Inappropriate behavior may result in community violations, suspension, or loss of field trip privileges.

CHEATING AND PLAGIARISM
Cheating on homework or exams, using resources inappropriately, and copying other people’s work – students’ or otherwise – is not only unfair but in the case of plagiarism, illegal. If students are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for clarification. Specific guidelines regarding cheating and plagiarism will be reviewed with students during orientation at the start of the school year and continued throughout the year. The Executive Director will ultimately determine the appropriate consequence, but cheating, plagiarism, and copying another person’s work is a very serious offense and may result in detention, in-school or out-of-school suspension, loss of academic credit, and/or other consequences.

FORGERY
Shared information and constant communication among teachers, students, and parents are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including progress reports and report cards, to be brought home by students, signed by parents, and returned by students the next school day. Students who forge their parent or guardian’s signature, or forge parental or guardian approval on any official or unofficial school communication, including community violations, may face an out-of-school suspension.

BUILDING SAFETY AND SECURITY

UP Elementary

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone’s part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place.

CLOSED CAMPUS
Under no circumstances are students to leave the school building without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult. Students should be aware that the school has several neighbors and should be respectful and courteous of their needs. Once students have entered the school in the morning, they may not leave the building unless they are escorted by a school staff member or other authorized adult.

VISITOR POLICY
All visitors are required to report to the Front Office upon entering the building. Any visitor, including parents, who does not report to the office or is found in the building without authorization will be asked to leave immediately. Parents are encouraged to visit the school; parent involvement is discussed in more detail later in
this handbook.
STUDENT SEARCHES
In order to maintain the security of all its students, Baton Rouge University Preparatory Elementary reserves the right to conduct searches of students and their property. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search.

School cubbies and desks, which are assigned to students for their use, remain the property of the school and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time.

FIRE SAFETY PROCEDURES
In case of an emergency – if a student or staff member sees fire or smells smoke—he or she should close the door and pull the fire alarm located at either end of the corridor. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of the staff, who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

During the first month of school and monthly throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

WEAPONS
Students who are in possession of a weapon at school, at school-sponsored events, or while traveling between school and home will face expulsion or long-term suspension from school. This will be the case whether or not the student intended to use the weapon in a violent way.

Guns of any kind including BB guns, air pellet or airsoft or toy guns that look like real guns
Knives of any kind including kitchen knives, pocket knives, box cutters or razors
Tools including hammers, screwdrivers, crowbars or other objects commonly used for household construction
Mace or pepper spray
Any everyday object that is altered to act as a weapon or look like a weapon

UP ELEMENTARY CODE OF CONDUCT
High Standards for Academics, High Standards for Behavior

AN ACHIEVEMENT ORIENTED CULTURE
Baton Rouge University Preparatory Elementary is committed to providing an achievement oriented culture in which students can maximize their academic achievement. Students whose behavior does not meet the school community’s clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, none of what we envision for the school can happen; therefore, we cannot over-emphasize the importance of providing a firm and consistent discipline policy. Students and
families have a right to attend a safe and orderly school. Therefore, for every infraction, there will be a consequence. This is the basis of our student code of conduct.

**SCHOOL-WIDE BEHAVIOR EXPECTATIONS**

- **Responsibility:** We can all achieve at high levels.
- **Integrity:** We can all respect each other and ourselves.
- **Self-determination:** We can all be determined to overcome obstacles, big and small.
- **Excellence:** We can all work to create the best possible outcomes in any situation.

**CONSEQUENCES**

*Grades K-4*

Teachers will enforce the school’s behavioral expectations in their classrooms through the use of the UP Elementary Start Chart. Classroom teachers will explain this system to their parents during open house and also in writing. Classroom consequences include loss of privileges, including, but not limited to students sitting silently or away from their peers during class or during snack time, recess, enrichment, or lunch; and missing school events, trips, or activities.

In grades K-4, parents will be given daily reports on their student’s behavioral performance. All students begin the mornings on 4 Stars and students are able to earn their way back up the behavior chart for positive behavior. Students behavior will be indicated on the RISE daily report and will be sent home daily, signed by the parent/guardian, and returned to the school in the student’s folder the following morning.

**K-4 Color chart system:**

<table>
<thead>
<tr>
<th>Color</th>
<th>Behavior</th>
<th>Example Consequences/Rewards</th>
</tr>
</thead>
</table>
| Blue  | Student has gone above and beyond in their behavior that day. “Brilliant” | - Positive note sent home  
- Positive phone call home  
- Student receives sticker reward  
- Student receives star on RISE report |
| Green | Student has had a good behavior all day. | - Positive note sent home  
- Student receives star on RISE report  
- On track for weekly reward. |
| Yellow| Student has had two warnings regarding their behavior. | - Student loses 5 minutes of recess.  
- Student does not receive star on RISE report if ends day on yellow.  
- Student receives note home re: their choices  
- Student may take a 1 minute time-out at reflection desk |
| Red                          | Student has received another warning for their behavior while on yellow. | -Student is sent to re-set desk in classroom for 5 minutes.  
|                             |                                                                         | -If the student returns and is able to re-integrate into class, he can move his color back up to yellow.  
|                             |                                                                         | -Student loses all of recess.  
|                             |                                                                         | -Student loses 10 minutes of Choice Time.  
|                             |                                                                         | -Student loses 10 minutes of Character & Fitness  
|                             |                                                                         | -Student does not receive star on RISE report.  
| Community Violation         | Student refuses to go to re-set desk.                                   | -Call or note home  
| Removal from class.         | Student receives another warning after being sent to in-class re-set desk. | -Loss of all of recess.  
|                             | Student commits community violation.                                    | -Loss of Choice-time.  
|                             |                                                                          | -Removal from class for short period to get back on track, 5-10 minutes in re-set desk in office.  
| Second removal of the day   | Student has been disruptive to the learning of others for a second time during the day. | -Removal from class  
|                             | Student commits community violation.                                     | -Parent called to pick up student.  

If a student commits a minor offense, they will receive a warning, and lose a Star. Multiple minor offenses that lead to a two Star day and lead to a community violations. Some examples of minor offenses include:

- Failure to comply with school behavioral expectations;
  - Failure to follow directions;
  - Being in unauthorized area/not having hall pass;
  - Having unauthorized food, gum, etc.
  - Refusal to complete academic work.

If a student commits a community violation of our core values, a student will receive a community violation, and have their color changed immediately to 1 Star. Some examples of community violations include:

- Fighting/violent behavior
  - Threatening peers
  - Bullying and/or harassment of peers
  - Disrespectful/defiant behavior toward school personnel including eye rolling, sucking teeth, or other such body language, defiance or rudeness;
  - Theft
  - Damaging or destroying school supplies/property
Offensive behavior/use of profanity or obscene language toward peers and staff.

Consequences for infractions escalate as follows:

When a student commits a community violation and is moved to 1 Star, the student will be removed from class and have his or her parent called immediately. The child can return to class when they have shown that they are ready to get back on track.

If a child returns to class and commits another infraction such that they are put on 1 Star again, the student will be removed from class and have his or her parents called immediately. The student will not be returned to class until the school and the parent have spoken.

If a student earns two community violations in a day, the parent will be contacted immediately and be required to attend a mandatory conference with the School, before the student is allowed to return back in class.

REMOVAL FROM CLASSROOM
When a student is removed from class, parents will be informed by phone, text or email when possible. Parents will also receive a written notification that night in the student’s Homework folder. A parent is required to sign the notification and return it to school the next day.

In grades 3-5, UP Elementary moves to a merit/demerit paycheck based behavior system. Merit/Demerit “paychecks” are sent home on a weekly basis for parents to review and sign. Additionally, students are expected to complete a weekly reflection form on their merit/demerit paycheck count. Merits will be considered for school- wide benefits, such as field trips, as well as school-wide auctions, school store purchases, etc.

MERITS
Merits will be given when students perform above and beyond in the areas of our school values: Responsibility, Integrity, Self-determination, and Excellence.

<table>
<thead>
<tr>
<th>Value</th>
<th>Examples</th>
<th>Non-examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>Asking for help when it is really hard to do so</td>
<td>Not saying something to a peer who you know is not behaving appropriately</td>
</tr>
<tr>
<td></td>
<td>Trying a challenging problem or tackling a difficult question even when you are very unsure</td>
<td>Correcting a behavior or completing an assignment when asked to.</td>
</tr>
<tr>
<td></td>
<td>Writing a letter to a teacher apologizing for blowing up in class.</td>
<td>Answering a teacher when asked why you behaved a certain way.</td>
</tr>
<tr>
<td></td>
<td>Self-identifying which reading skill you are struggling with, and asking the teacher to tutor you in that skill</td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td>Asking for help when it is really hard to do so</td>
<td>Not saying something to a peer who you know is not behaving appropriately</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Trying a challenging problem or tackling a difficult question even when you are very unsure</td>
<td>Correcting a behavior or completing an assignment when asked to.</td>
</tr>
<tr>
<td></td>
<td>Writing a letter to a teacher apologizing for blowing up in class.</td>
<td>Answering a teacher when asked why you behaved a certain way.</td>
</tr>
<tr>
<td></td>
<td>Self-identifying which reading skill you are struggling with, and asking the teacher to tutor you in that skill</td>
<td></td>
</tr>
<tr>
<td>Self- determination</td>
<td>Asking for tutoring help from a peer or teammate until you have reached mastery.</td>
<td>Saying that someone else is not smart. Saying, “I will never get this,” or “I can’t.”</td>
</tr>
<tr>
<td></td>
<td>Calling a teacher night after night for help in a class in which you are really struggling.</td>
<td>Being satisfied with average or below-average results, grades, etc.</td>
</tr>
<tr>
<td></td>
<td>Working through a math problem three full times, and checking work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Setting an ambitious goal for yourself for your next math test.</td>
<td></td>
</tr>
<tr>
<td>Excellence</td>
<td>Getting a 95% on a math test</td>
<td>Getting a 75% on a math test.</td>
</tr>
<tr>
<td></td>
<td>Trying a math problem several different ways, and finally solving it.</td>
<td>Thinking that trying hard and achieving are the same thing.</td>
</tr>
<tr>
<td></td>
<td>Setting an ambitious goal for yourself for your next math test.</td>
<td>Being satisfied with average or below-average results, grades, etc.</td>
</tr>
</tbody>
</table>
**POINTS**

Students earn an UP-Buck each time they get through a portion of their day while meeting ALL of the community agreements.

<table>
<thead>
<tr>
<th>Activity</th>
<th>UP-Buck</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrival/Morning Meeting</td>
<td>$1</td>
</tr>
<tr>
<td>Skills</td>
<td>$2</td>
</tr>
<tr>
<td>Reading Blocks</td>
<td>$3</td>
</tr>
<tr>
<td>Math Block</td>
<td>$4</td>
</tr>
<tr>
<td>Listening and Learning</td>
<td>$5</td>
</tr>
<tr>
<td>Writers Workshop</td>
<td>$6</td>
</tr>
<tr>
<td>Math Remediation</td>
<td>$7</td>
</tr>
<tr>
<td>Art/PE</td>
<td>$8</td>
</tr>
<tr>
<td>HALL</td>
<td>$9</td>
</tr>
<tr>
<td>Bonus Buck!</td>
<td>$10</td>
</tr>
</tbody>
</table>
Discipline Incidents and Consequences

Discipline incidents will be classified as Level 1, Level 2, Level 3, and Level 4 infractions.

LEVEL 1 - Productive Personal Environment (Teacher responsibility)

*Productive Personal Environment* - Behaviors that occur in the classroom and affect only the misbehaving student.

LEVEL 2 - Productive Classroom Environment (Teacher responsibility)

*Productive Classroom Environment* - Behaviors that occur in the classroom and interfere with the learning of others.

LEVEL 3 - Orderly Environment (School-wide responsibility)

Orderly Environment - Behaviors that occur outside the classroom but do negatively affect an orderly environment. These behaviors are generally not intended to cause physical or mental harm to another individual but are also not illegal.

LEVEL 4 - Safe Environment...Highest Priority (Dean of Culture/Principal Responsibility/School-wide responsibility)

*Safe Environment* - Behaviors that are intended to cause another individual physical or mental harm and/or are illegal.

**LEVEL 1 INFRACTIONS: CORRECTIVE STRATEGIES**
Be Safe
Walk in hallways
Horseplay or running in the hall/class

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1.3 O
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First infraction

- Re-teach the behavioral expectations
- Have the student apologize and make amends with those affected
- Provide a reflective activity
- Demerit

Repeated infractions

Be Responsible
- Arrive to class on time and participate in class

Inappropriate items in class
- Passive

Contact and/or conference with parent/guardian
Implement a home/school area
## LEVEL 2 INFRACTIONS: CORRECTIVE STRATEGIES

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Solve problems peacefully</th>
<th>school property and ask before borrowing other’s property</th>
<th>Fighting or instigating a fight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td></td>
<td>Consider people’s feelings and respect personal space</td>
<td>2.2 Using or possessing tobacco products, matches, or lighters</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.3 Possession of fireworks</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Take care of</td>
<td></td>
<td>2.4 Coming to school under the influence of drugs or alcohol</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.5 Stealing/possession of stolen property</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.6 Vandalism</td>
</tr>
</tbody>
</table>

### Noncompliance

- i.e., sleeping, refusing to participate
- 1.6 Unexcused tardiness or absenteeism to class
- 1.7 Cheating or plagiarism

- Loss of privilege
- Implement a behavior contract that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions
- Refer to social worker
- Detention
- Use of in-school intervention
- Demerits

### Be Respectful

Follow teacher’s directions and use positive language with peers

- 1.8 Profanity/cursing
- 1.9 Disruption in class, on school grounds, or on school bus
- 1.10 Any other infraction that the Principal deems to be similar in severity to other Level 1 infractions

### Be Safe

Solve problems peacefully

- 2.1
2.7 Harassment/bullying
2.8 Making a threat
2.9 Inappropriate and/or unwanted sexual behavior
2.10 Physical assault without bodily harm

For Level 2 infractions, the following steps must be implemented:
1. MANDATORY parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference.
2. MANDATORY student conference and school-level investigation.
3. Demerit given

If the principal determines that discipline action is warranted:
3. MANDATORY school level conference with student, parent, principal or designee and staff member(s) involved to determine and
| 2.11 Leaving school grounds without permission | implement appropriate corrective strategies. |
| 2.12 Any other infraction that the principal deems to be similar in severity to other Level 2 infractions | 4. If needed, referral to the Response to Intervention Team to complete a Functional Behavioral Analysis (FBA) and implement Behavioral Intervention Plan (BIP) |
| | 5. MANDATORY suspension |

**For infractions under 2.4 and 2.9, the following steps shall be taken:**

1. MANDATORY parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference.
2. Conference with student. RTI team makes assessment and determines appropriate intervention.

**LEVEL 3 AND 4 INFRACTIONS:**
CORRECTIVE STRATEGIES
Behavioral Expectations

Examples of Expected Behaviors

Level 3 and 4 Infractions

Strategies: multiple strategies may be used depending on individual students' needs.

Be Safe

Ask for help if you are not safe

3.1 Possession, use or concealment of illegal drugs or firearms at school or school related activities

3.2 Aggravated assault to another student or school employee

3.3 Sexual assault

3.4 Starting a fire

3.5 Possession of a dangerous weapon

3.6 Use of any object or substance to harm, frighten or intimidate others

For infractions involving possession, use of concealment of illegal drugs and firearms, the following steps must be implemented:

1. MANDATORY student conferences and school-level investigation.

If the principal determines that a recommendation for expulsion is warranted:
| Be Responsible | Be cooperative in the event of an emergency | 3.7 Causing false fire alarms or making bomb threats  
3.8 Extortion  
3.9 Theft of property |
| --- | --- | --- |
| Be Respectful | Understand when the answer given to you is, “No” | 3.10 Burglary  
3.11 Robbery  
3.12 Any other infraction that the principal deems to be similar in severity to other Level 3 or 4 infractions |

For all other level 3 infractions, the following steps must be implemented:

1. MANDATORY student conference and school level investigation.

If the principle determines that a recommendation for expulsion is warranted:

2. MANDATORY parental contact.
3. MANDATORY school level conference with school social worker.
4. If needed, referral to the Response to Intervention Team to complete RBA.
5. MANDATORY referral to school social worker.
6. MANDATORY recommendation for expulsion and interim placement.

Corrective Strategies

- Create home/school
<table>
<thead>
<tr>
<th>communication system</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Re-teach the behavior expectations</td>
</tr>
<tr>
<td>• Have the student apologize and make amends with those harmed</td>
</tr>
</tbody>
</table>
CORRECTIVE STRATEGIES: ALTERNATIVES TO SUSPENSION AND EXPULSION

Academic success is directly correlated with instructional time received by the student. In the effort to fully implement Positive Behavior Support and reduce the loss of instructional time due to out-of-school suspension and expulsion, UP Elementary will utilize a wide variety of corrective strategies that do not remove children from valuable instructional time when appropriate. Corrective Strategies, also known as alternatives to suspension and expulsion, may include but are not limited to:

- Contact and/or conference with parent/guardian.
- Behavioral contracts
- Check-in/Check-out (CICO)
- Home/school communication system
- Reflective activity
- Loss of privilege
- Schedule adjustment
- Referral to the school social worker
- Refer the student to the Response to Intervention Team
- After-school detention
- Saturday School
- Bus Suspension (see School Bus Conduct)
Supervised work assignment
Positive Alternative to School Suspension
ADDITIONAL DISCIPLINARY CONSEQUENCES

IN-SCHOOL SUSPENSION (ISS)
At times, particular infractions warrant consequences that are more severe than a brief removal from class, but less severe than out-of-school suspension. UP Elementary has an in-school suspension model that ensures students have access to the academic curriculum, while the same time ensuring the student is accountable for disruptive or inappropriate school behavior. **Students attend all classes**, but do not interact with their peers during partner or group work.

When a student displays gross disrespect towards staff members or students (including, but not limited to, bullying, defiance, or truancy) or does not appropriately participate in class, s/he will be placed in in-school suspension (ISS). A student may also be put on ISS for consistently averaging a weekly paycheck under $50 in grades 4-5.

Students who have consistently not met behavioral expectations over an extended period of time may face in school suspension

A student in ISS attends all classes, but sits in a desk at the front, and is not allowed to participate in group work or partner work. They are not allowed to eat lunch with their peers.

While a student is in ISS, s/he will not be permitted to participate in field trips, enrichment, clubs, Friday Community Circle, or sports.

Students who earn ISS must complete all classwork.

Students who earn ISS must complete a checklist that includes earning all teacher signatures for two (2) straight days to be taken off of ISS. In grades K-4, this includes a twice daily check-in and signature from the teacher.

If a student does not earn their way out of ISS after five (5) straight days, they will be considered for an Out of School Suspension.

**Parental Notification**
When a student receives an ISS, parents will be informed by phone, text, or email. Additionally, parents will receive written notification in the form of a UP Elementary Misconduct report that will be sent home in the Homework folder. A parent is required to sign the UP Elementary Misconduct Report that night and return it to school the appropriate day.

OUT OF SCHOOL SUSPENSION
At UP Elementary, we believe that it is important to keep students in school as much as possible. However, some severe behaviors and disruptions to the learning of others will result in a student being suspended from school. Infractions which may merit out-of-school suspension include, but are not limited to:

Repeated gross disrespect of a fellow student, staff member, visitor, or school property;
  - Abusive, vulgar or profane language;
  - Committing sexual, racial, or any form of harassment or intimidation;
  - Making verbal or physical threats;
Fighting, pushing, shoving, or unwanted physical contact;
Damaging destroying, or stealing personal or school property or attempting to do so (including graffiti);
Using or possessing tobacco products;
Gambling;
Lying;
Leaving school grounds without permission;
Setting off fire alarms;
Repeated offenses for which the student has already earned in school suspension;
Any other conduct that is highly disruptive to good order and discipline in school.

Short Term Suspension: For suspensions between 1 and 10 days, the following procedures will apply:

When an infraction occurs, the student will be removed from class and sent to the office, or another designated school location. The student’s parent or guardian will be notified of the incident by a staff member in writing.

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive the following prior to a suspension of one to ten days:

Notice and an opportunity to present her/his version of the relevant facts.

In the case of danger or a risk of substantial disruption, the student will be removed from the school building and provided notice and the opportunity to present his/her version of the relevant facts as soon as possible.

In the case that a student is assigned a suspension, the student’s parent/guardian must immediately come to the school, meet with the Dean of Culture and/or Executive Director, and remove the student from the school building. If the parent/guardian cannot immediately come to the school building, the student will wait in a designated area until the parent/guardian arrives. The parent will be informed of the length and basis of the suspension in writing. Suspended students are not allowed on school grounds or at school events during the length of the suspension.

In order for the student to re-enter the UP Elementary following a suspension:

An administrator will contact the parent/guardian to schedule a required re-entry meeting.

The student may have to meet additional conditions as required by UP Elementary.

Once the above conditions are met, the student will be welcomed back into the community with a clean slate.

Students are responsible for completing academic work missed during the suspension. This work will be available in a folder for pick-up by a family member at the school daily between 3:45-5:00pm. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a student does not complete this work, the student may face standard academic consequences (e.g., miss extra-curriculars or not receive academic credit).

Responsibilities of the school and the parent/guardian when a suspension is given are explained below in the
section entitled, “Due Process Procedures for Suspensions.”
DUE PROCESS PROCEDURES FOR SUSPENSIONS

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. For Student Code of Conduct infractions that may warrant a suspension or recommendation for expulsion:

1. The school will conduct a student conference and school-level investigation within a 24-hour period.*
2. Prior to any suspension or recommendation for expulsion, the School Director or designee must inform the student of the “particular” misconduct of which he/she is accused and the basis for the accusation. **
3. Prior to any suspension or recommendation for expulsion, the School Director or designee must give the student an opportunity to present his/her version of the incident. The School Director or designee may call witnesses requested by the student. The School Director or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition. **
4. The school must contact the parent/guardian by telephone or send a certified letter giving notice of the suspension, the reason for the suspension, and the date and time of a conference to be conducted within 5 days with the School Director or his/her designee required for the readmission of the student.**
5. The school will give the parent/guardian notice in writing of the suspension and the reason for the suspension.**
6. The student shall remain in school until the end of the school day unless released into the care of a parent/guardian. No student shall be sent home without proper documentation of the particular misconduct and reason for suspension. In extraordinary circumstances, the School Director or designee is authorized to call law enforcement personnel to transport the student home and/or to a designated facility, including juvenile detention.
7. Any parent/guardian of a Suspended student shall have the right to appeal a suspension to the School Director or designee. The decision of the School Director is final.
8. The school must hold a school-level conference conducted with the School Director or designee, parent/guardian, and the school social worker specialist within a reasonable time. All students have the right to fair and reasonable treatment during disciplinary proceedings. A student has the right to bring a representative of his/her choice to all disciplinary proceedings. If a parent/guardian encounters a problem with discipline procedures, or feels that their child has not been treated fairly in resolving discipline issues, they should contact the School Support Center.

*RSD Policy

** Louisiana State Law

APPEAL OF SUSPENSION
Any parent/guardian of a suspended student shall have the right to appeal a suspension to the School Director or designee. The School Director or designee will conduct a hearing to review the suspension and make a decision.
based on the merits of the case. The decision of the School Director shall be final. Parents of students with disabilities who disagree with any long-term removal for disciplinary reasons have the right to request a due process hearing.

To appeal a suspension:

Submit a written statement of appeal request within five (5) school days after the beginning date of the suspension to the Hearing Office with a copy of the disciplinary action form (Notification of Suspension). After formal notification of the request, the hearing officer will assess the merits of the case. The decision of the Hearing Officer shall be final.

EXPULSIONS
Expulsion is defined as “a removal from all regular school settings for a period of not less than one school semester.” Any student, after being suspended for committing an expellable offense, may be expelled.

DIRECT EXPULSION
The conviction of any student for a felony or the incarceration of any student in a juvenile institution for an act which, had it been committed by an adult, would have constituted a felony may be cause for expulsion of the student for a period of time as determined by the School Director. The expulsion shall require the vote of two-thirds of the elected members of the state Board of Trustees. Registration and school placement of students convicted of a felony or returning from incarceration will be reviewed by the School Director or his designee in a conference with parents. The conviction of any student of a felony or the incarceration of any student in a juvenile institution may be sufficient cause for the School Director to refuse admission of said student to any school under his/her jurisdiction except upon review and approval of a majority of the elected members of BESE if and when a request for admission is made to the board.

APPEAL OF EXPULSION
A parent/guardian may request the Recovery School District (RSD) or its designee to review the findings of the School Director or designee. Otherwise, the decision of the School Director or designee will be final. To appeal an expulsion:

1. Submit a written statement of appeal request to the RSD within five (5) school days after an expulsion decision is rendered.
   2. The time for the hearing shall be set by the RSD. After formal notification of the request and after reviewing the findings of the School Director or designee, RSD or its designee may affirm, modify, or reverse the action previously taken. The parent/guardian may further appeal the KNOS’s decision within ten (10) calendar days to the Board of Elementary and Secondary Education (BESE).

PARENT NOTIFICATION SYSTEM
Our disciplinary plan is intended to provide a vehicle for communication between the home and the school. We use a notification system for all students. The notification system is used whenever a child is on the school grounds, during the school day as well as after school. Notification is given when the student exhibits behavior
that is not acceptable or the student breaks a school rule.
Note:

Notification must be signed and returned the next school day. Getting a notification may include having the student perform other actions such as missing morning recess or lunch recess, cleaning, and/or writing a reflection if the person giving the notification feels this is warranted. Notifications are tallied for the entire year as well as resulting in demerits, which will be tallied daily and weekly. Accumulating multiple notifications carries consequences.

**COMPLAIN PROCEDURE/GRIEVANCE POLICY**

Our Pupil Progression Plan stipulates the following steps for the process of an appeal for grade placement and behavioral consequences:

1. The placement of any student is open to review by a parent or guardian. This parent may also inspect student records.
   2. If a parent or guardian chooses to appeal, the formal appeal is submitted in writing to the School Leader.
   3. The School Leader reviews all evidence, makes a judgment, and submits his/her decision to the school’s School Building Level Committee (SBLC) for review.
   4. The SBLC reviews all evidence, makes a judgment, and communicates their decision in writing and with appropriate evidence to the parent who filed the appeal.
   5. The SBLC decision should be communicated within three school weeks of the parent's initial appeal.
   6. Should the parent be dissatisfied with the SBLC decision, s/he may appeal to the UP Elementary Board of Directors.
   7. The Board of Directors reviews all evidence, makes a judgment, and makes a final recommendation. The decision of the Board of Directors should be communicated to parents within three weeks.
   8. The School Director reviews all evidence, makes a judgment, and communicates his/her decision in writing and with appropriate evidence to the parent who filed the appeal.
   9. The School Director’s decision is communicated within three school weeks of the parent's appeal to the Board of Directors.

**WITHDRAWALS**

To withdraw from a school a student must be accompanied by a parent/guardian. The counselor’s office must have the new school’s name and address. The following procedures will be adhered to for student withdrawal:

All withdrawal requests must be made twenty-four (24) hours in advance by a parent/guardian in writing. Parent/guardian identification must be provided when withdrawing student.

Student identification card, textbooks, and library books must be returned prior to withdrawal. All fees must be paid or withdrawal papers will be held.
After acquiring all necessary signatures, the withdrawal form must be submitted to the School Director for review and signature. Copies of withdrawal forms will be provided to parent and filed at the school.
Re-admission of a withdrawn student to UP Elementary is at the full discretion of the School Director and is not subject to appeal.

DISCIPLINE FOR STUDENTS WITH DISABILITIES
A student with a disability may not be out of school for more than a total of 10 days per school year as a result of disciplinary action. Special education students are subject to the same rules as other students, but with limitations. After the removal of a special education student for more than 10 school days (consecutive or cumulative) for any reason, the student must be provided with procedural safeguards. Procedural safeguards are a set of technical state and federal laws that override all other state laws to the contrary. The following policy and procedures may be altered to insure individualization of programming as required by federal mandate.

SUSPENSION
After the first suspension the school should:

1. Conduct a Functional Behavior Analysis (FBA).
2. Develop and implement an individual Behavior Intervention Plan (BIP) to address the behavior that resulted in suspension.
3. Conduct a conference with parent/guardian.

After the second suspension, the school should:

1. Reconvene the IEP Team to discuss/review the academic, social, and behavioral needs of the student.
2. Conduct a FBA and develop/implement an individual BIP only if the behavior exhibited is a new behavior. If the behavior is a repeated behavior, review/revise the BIP to address the suspendable behavior.
3. Discuss, review, and revise the IEP, as needed, to address the behavior resulting in the suspension.

After the third and subsequent suspensions, the school should:

1. Convene the Manifestation Determination Review Committee and conduct a review to determine whether the behavior is related or not related to the disability. At least one person on the committee must know the student and one other must be knowledgeable of the student’s disability.
2. The parent/guardian must be notified of the review and every effort must be made to have the parent/guardian participate in the decision. If the parent/guardian does not participate, documentation of such must be included.

EXPULSION (LEVEL 3 BEHAVIORS/NOT-RELATED)
1. A student may be recommended for expulsion when a LEVEL 3 offense occurs.
2. When a student commits a LEVEL 3 offense that involves guns, other weapons, drugs, and/or presents a danger to self or others, the school is not prohibited from contacting law enforcement
agencies.

3. All documentation submitted for any request for expulsion must be compliant. Noncompliant Disciplinary Action packets will not be processed for a hearing. The student must be returned to
the originating school and the recommendation for expulsion will be terminated due to non-compliance.

A student may not be excluded from school during this period if the total number of days the student has been excluded for the year exceeds ten (10) days. Should the school pursue the Recommendation for Expulsion, the student remains in school and the Hearing Officer will consider the recommendation on a case-by-case basis.

4. Following the behavior for which expulsion is being considered a Manifestation Determination decision must be made as to whether the behavior is Related or Not Related to the student’s exceptionality. This decision must be made by a Manifestation Determination Committee consisting of at least one person who knows the student, one person familiar with the student’s exceptionality, and the parent(s). NOTE: Every effort must be made to include parents in this decision. If parents do not participate, then all efforts to include the parents must be documented. The decision must be documented on the Manifestation Determination Summary Form.

5. If the Manifestation Determination Committee determines the behavior is Related to the student’s disability, the student shall not be recommended for expulsion. An Official Notice of Disciplinary Action Form must be completed, signed by the Manifestation Determination Committee and submitted to the Hearing Office along with a copy of the Manifestation Determination Summary Form.

If the Manifestation Determination Committee determines the behavior is Not Related to the student’s disability, an Official Notice of Disciplinary Action Form, along with the Manifestation Determination Summary Form, and submitted to the Hearing Office within 24 hours. The student’s current IEP, Multi-Disciplinary Evaluation (MDE), BIP, police report (if applicable), security report, and other pertinent information must be attached. BIP must be developed and submitted. NOTE: A BIP must be submitted on all students classified as ED and on all students who have been suspended prior to the recommendation for expulsion.

6. If the Manifestation Determination was Not Related, a student hearing will be scheduled by the Hearing Office. A hearing will not be scheduled until all required documents are received by the Special Education Discipline Office. A student may not be excluded from school during this period if the total number of days the student has been excluded for the year exceeds ten (10) days. A current IEP (developed within the last 30 school days) must be presented at the time of the hearing to assist in making program/placement decisions. NOTE: Neither the School Director nor the authority figure involved in an incident with the student may serve as a member of the Manifestation Determination Committee. However, they may participate at the hearing for informational purposes. If the Hearing Office renders a Not-Guilty decision, the student will be returned to the school that requested the expulsion.

7. If the Hearing Office renders a Guilty decision, the length of the expulsion period will be determined. The student will be placed, through the Hearing Office, in an appropriate Interim Alternative Educational Setting (IAES) for up to 45 calendar days. During the 45-day period, appropriate interventions will be developed and implemented to address the behavior(s) for
which the expulsion is being recommended.

8. If the Hearing Office renders a Guilty decision, the length of the expulsion period will be determined. The student will be placed through the Hearing Office in an appropriate Interim
Alternative Educational Setting (IAES) for up to 45 calendar days. During the 45-day period, appropriate interventions will be developed and implemented to address the behavior(s) for which the expulsion is being recommended.

9. At the end of the expulsion period, the Hearing Office will review the current IEP to determine its appropriateness and whether a new program/school placement is needed. If a new IEP is needed, the Teacher or IEP Records will update the IEP and submit a copy of the Hearing Office within ten (10) days. If a new placement is needed, it will be secured by the Hearing Officer through the Student Support Services Office.

10. STUDENT MUST SERVE THEIR FULL PERIOD OF EXPULSION. NOTE: Students who exit the system immediately following their expulsion, and then attempt to re-enter after the expulsion has expired, will be required to serve the full length of their expulsion after re-entry. Since a placement letter is required for re-entry, they must contact the Office of Student Support Services before re-entering.

11. An expelled student who fails to register at the IAES within three (3) school days will be reported to the Truancy Office and the Department of School Social Work Services.

DISCIPLINE OF STUDENTS WITH SPECIAL NEEDS

All students are expected to meet the requirements for behavior as set forth in this handbook. In addition to those due process protections afforded to all students, the Individuals with Disabilities Education Act and related regulations require that additional provisions be made for students who have been found eligible for special education services or who the school district knows or has reason to know might be eligible for such services. Students who have been found to have a disability that impacts upon a major life activity, as defined under §504 of the Rehabilitation Act, are, generally, also entitled to increased procedural protections prior to imposing discipline that will result in the student’s removal for more than ten (10) consecutive school days or where there is a pattern of short term removals exceeding ten (10) school days in a given year. The following additional requirements apply to the discipline of students with disabilities:

The IEP for every student eligible for special education or related services shall indicate whether the student can be expected to meet the regular discipline code of the school or whether the code should be modified to address the student’s individual needs.

Students with disabilities may be excluded from their programs for up to ten (10) school days to the extent that such sanctions would be applied to all students. Before a student with a disability can be excluded from his/her program for more than ten (10) school days in a given school year or subjected to a pattern of removal constituting a “change of placement,” building administrators, the parent(s)/guardian(s) and relevant members of the student’s IEP or 504 Team will meet to determine the relationship between the student’s disability and behavior (Manifestation Determination Review). In most instances, during disciplinary suspensions exceeding ten (10) school days in a single school year, the student shall have the right to receive services identified as necessary by the Team to provide him/her with a free appropriate public education during the period of suspension.

If the Leadership Team, the parent(s)/guardian(s) and relevant members of the student’s IEP or 504 Team determine that the student’s conduct was not a manifestation of the student’s disability, the school may
discipline the student in accordance with the procedures and penalties applicable to all students but will continue to provide
a free appropriate public education to those students with IEPs. The student’s IEP or 504 Team will identify the services necessary to provide a free appropriate public education during the period of suspension.

If the Leadership Team, the parent(s)/guardian(s) and relevant members of the student’s IEP or 504 Team determine that the conduct giving rise to disciplinary action was a manifestation of the student’s disability, the student will not be subjected to further removal or suspension from the student’s current educational program based on that conduct. Also, the IEP or 504 Team will review any existing Behavior Intervention Plan or, where appropriate, conduct a Functional Behavioral Assessment, and develop a Behavior Intervention Plan.

Under certain special circumstances as defined by federal law, school personnel may place the student in an interim alternative setting for 45 school days, without regard to the manifestation determination. These special circumstances include incidents where the student possesses, uses, sells or solicits illegal drugs, carries or possesses a weapon, or inflicts serious bodily injury while on school premises or at a school function. Otherwise, if the student’s continuation in the current placement is substantially likely to cause injury to himself/herself or others the district may request an expedited hearing for an order to place a student in an alternative setting for a period not to exceed 45 school days. The district also has the right to seek a court injunction.

**Students with Disabilities under Section 504:** Students who are not eligible for services under the IDEA, but who have disabilities within the meaning of Section 504 of the Rehabilitation Act are entitled to certain procedural protections associated with Section 504.

**MISCELLANEOUS GUIDELINES**

**CELL PHONES AND OTHER ELECTRONIC DEVICES**

Students are permitted to bring cell phones and other electronic devices to school provided they are turned off and kept in the student’s book bag at all times during the school day.

If at any point a student is found to have an electronic device that is turned on and/or on his or her person, the device will be immediately confiscated by a staff member. Failure to follow the rules for electronic devices may result in:

- Confiscating the device until a parent comes to claim it;
- Loss of the privilege of bringing devices to school;
- Other consequences described earlier in the Student Code of Conduct.

Please note that students’ book bags are sometimes left unattended during the school day, and we cannot guarantee the safety of devices left in them. Therefore, we strongly encourage students not to bring expensive electronic devices to school.

**Clean School**

Given the school’s emphasis on responsibility, each student homeroom will be responsible for cleaning their classroom at the end of the day. While the school also employs a custodial staff, it is important that everyone in the school – students and staff alike – participate in daily cleaning activities, especially in assuring shared, common spaces are kept neat and clean.
HALLWAY BEHAVIOR
Hallways are shared spaces and carry noise. We ask that all students and adults using the hallway during the school days keep in mind that classes are disrupted by hallway noise. Classes should transition from one space to another silently, in a single file line, with their hands to their sides, not touching the wall, and towards the right side of the hall. Students in the hallway without permission and students who talk in the hallway will receive a consequence.

BATHROOM BEHAVIOR
In order to ensure that they are present in class to the greatest extent possible, students should make every effort to use the bathroom before school, during bathroom breaks, and after school. When it is necessary for students to use the bathroom during class time, students should follow their individual class’s protocol for receiving bathroom permission.

Bathrooms are shared space, and students should treat their bathroom space with pride. Students should pick up after themselves, flush the toilets, and ensure that no paper products are left on the floor. Students should not bring anything with them to the bathroom, including writing instruments. Students who do not behave appropriately in the bathrooms will receive a consequence.

BATHROOM ACCIDENTS
Parents of kindergarten students and students and of older students with a record of bathroom accidents are required to send an extra pair of pants, extra underwear, and an extra pair of socks to school, and the extra clothes will be kept in the child’s cubby at school. Accidents sometimes occur during our long school-day, even for students who do not normally have accidents, and your child can quickly and easily change clothes only if parents have provided a change of clothes in their child’s backpack. If a child has an accident and does not have a change of clothes, that child will be required to sit or stand in the office until someone can bring a change of clothes for the student.

Additionally, please consider donating your child’s used uniform pieces when he or she outgrows them; this ensures that we have sufficient extra uniform pieces at school and will enable us to provide recycled uniforms at a lower cost to some families.

GENERAL SCHOOL INFORMATION
Baton Rouge University Preparatory Elementary

TO CONTACT US
Baton Rouge University Preparatory Elementary
7802 Howell Boulevard
Baton Rouge, LA 70807

SCHOOL DAY
The regular school day runs from 7:45am – 4:00pm on Monday, Tuesday, Wednesday, and Thursday. Breakfast is served from 8:00am to 8:15am.

On Fridays, students are dismissed at 1:30pm.
The school building is closed at 5:00 pm. Voice mail will be on automated attendant before 7:30 am and after 5:00 pm, though families should feel free to dial directly the appropriate extensions at any time.

STUDENT PHONE USE
The office phone is a business phone and should be used by students for emergencies only. The phones may not be used by students to arrange for delivery of any items, including signed progress reports, signed report cards, or missing homework assignments. If parents need to leave a message for their child, they should call the office to leave a message before 3:00 pm. Students will not be called from class to the office to speak with a parent except in case of an emergency.

Students may not use the telephones in the office unless granted permission by a teacher or staff member. Generally speaking, students will not have opportunities to call home during the school day. Students may not use cell phones during the school day. Cell phones must be turned off during the school day.

LOST AND STOLEN PROPERTY
We strongly encourage families to ensure that children do not bring valuable objects to school. Any items that students bring to school that may cause disruption will be confiscated at the school. We make every reasonable effort to return all personal property to the appropriate parent; however, the school is not responsible for replacing lost or stolen property or compensating the family for the value of that property.

FAMILY COMMUNICATION
It is vitally important that the school have methods of contacting parents or other family members at all times. This is of critical importance in case of emergency, illness, or behavior requiring immediate family contact. Parents are advised to notify the office of moves, changes of home or emergency telephone numbers, and/or places of employment.

In case of an emergency, parents or guardians should contact the Front Desk either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Front Desk.

PARENT INVOLVEMENT
Parental involvement in a child’s educational life is critical to a child’s success. We encourage parents to develop strong positive partnerships with the school.

HOME VISITS
Throughout the summer, all new students and incoming kindergarteners will receive a home visit by a member of the leadership team or their teacher. This opportunity will allow families to spend time to speak directly with school leadership about the upcoming school year and school expectations. All new students must have one home visit prior to beginning at UP Elementary.

VISITING CLASSES
Our school has an open door policy that allows parents to sit in on class during any time after the first few weeks of school. During the beginning of school, it is critical for students to transition into their new setting, and parental presence in the classroom can slow this process. After open house, we encourage parents to come into the classroom and see our amazing teachers and students at work. When observing in the classroom, parents are asked not to disrupt the education of their child or of other children or to attempt to conduct individual
conversations with the teacher during instructional time. Parents who are disruptive to the educational process
Parents need to sign in at the office before visiting a classroom and wear a visitor sticker while in the school.

NEW STUDENT ASSESSMENT
To best serve the needs of all students, all new students will receive a series of assessments previous to entering school. The school will work with families to schedule individual assessment times and the families will be asked to bring their student school for the summer assessment appointments. Summer assessments will be used to ensure that all students are receiving the adequate support to ensure their success and targeted growth for the upcoming school year.

STUDENT ORIENTATION
Prior to the start of school all families will be asked to bring their students to Student Orientation. During this time the school will review school information and school-wide expectations. Students and families will meet their teachers and tour their classroom and school.

OPEN HOUSE
Throughout the year, UP Elementary holds a UP Elementary Family Night. All parents are invited to attend UP Elementary Family Night and are asked to bring their children to this event. We will aim to provide both family- friendly refreshments and child care at all UP Elementary Family Nights. On the first UP Elementary Night teachers explain vital information about class rules and discipline systems, class specific policies, give an overview of the general daily schedule, and answer any general questions that parents have about the classroom. It is also an opportunity for children to give parents a tour of their child’s classroom. It will also give parents a chance to meet parents of other students in the school. We will send out a calendar at the start of the year that has all of the dates for the UP Elementary Parent Nights.

PARENT CONFERENCES
Parent-teacher conferences are a crucial component of our educational program. Parents are expected to attend conferences after each of the first two report cards are sent home and at other times as requested by the classroom teacher or School Director. Parent conference days are scheduled for the end of each trimester. Parents should plan on attending a 30-minute conference during that school day or at a pre-arranged time before or after school during that week.

TRANSPORTATION
UP Elementary Buses
Transportation is provided for all students living in East Baton Rouge Parish. Students living more than 15 miles from the school will be assigned to cluster stops. Cluster stops will be strategically grouped 15 miles from the school to best serve families.

BUS PICK-UP OR DROP-OFF CHANGES
If a student’s bus pick-up or drop-off changes, it is the responsibility of the parent /guardian to contact the school and complete an updated Bus Stop Change Form. Bus pick-up and drop-off locations will not be changed until a the Bus Stop Change Form. Parents should allow one week for bus stop change request to be processed.

LATE BUSES
If a school bus arrives late to school, students are not marked tardy. Please contact the school if your student’s bus is running late, and the office will contact the bus dispatcher.
ADULT PRESENT AT BUS DROP-OFF
For the safety of young students, families are required to have one adult present at the drop-off location of all students in grades K-4. If an adult is not present at the drop-off when the bus arrives, the student will not be allowed off the bus and a parent/guardian will be required to pick the student up from school. If a parent is not outside to meet the bus the consequences are as followed:

1st- Call to Parent
2nd- Meeting with Parent
3rd- 2-day suspension
4th- 1 week suspension

TRANSPORTATION ACCOMMODATIONS
Special transportation service for students with disabilities is stated in their Individualized Education Plan (IEP) or Section 504 Plan. The school will accommodate all students in accordance with their documented plan.

DENIAL OF TRANSPORTATION
We consider the school bus to be an extension of the classroom. That means that we have the same standards of behavior on the school bus. Students who violate the discipline code while on the bus may be disciplined and may be denied transportation, either for the remainder of the year or for a temporary suspension. The student is expected to come to school on the days when he or she is not allowed on the bus, unless the student has also been suspended from school.

Please note that parents are not allowed to get on the school bus or van to confront the driver, monitor, or any student. If parents have a problem with the school bus driver, monitor, or a student, they should inform the front office of the situation. School administration will then conduct an investigation into your complaint.

School buses and vans will drop students off at the school at 8:00am in the morning, and will bring students home starting at 4:00pm in the afternoon. The buses and vans will drop off and pick up students in front of the school’s main entrance doors.

Bus Rules for UP Elementary
Rule #1 – “Seat to Seat – Back to Back“- students will be expected to remain seated until their drop off point

Rule #2 - There are only two voice levels on the bus at all times:
● Voice Level 0- Voice is off and riding quietly in order to make sure scholars get to school safely
● Voice Level 1- Talk to your neighbor or person across from you only

Rule #3 Keep the bus clean for yourself and others

Rule #4 Always sit in your designated seat

If you have any questions, comments, or concerns, contact the front office at (225) 364-9805.

STUDENT PICK-UP
Parents/Guardians or their designees may pick students up directly from school at dismissal time. A designated area for pick-up will be indicated in the front of the school. A yellow tag with students’ names will be given out at the beginning of the school year. All parents picking up a student should place the tag on the right-hand side of the dashboard so it is visible to staff members. Parents/guardians should remain in their vehicle in the pick-up line. Early check out is prohibited after 3:00pm.
STUDENT DROP-OFF
Families who drive students to school in the morning are requested to pull up to the designated drop-off area. A UP Elementary staff member will be there to greet the car and escort the student safely into the building. Parents should not park or exit their vehicle.

WALKERS
Families who have elected to have their child walk to and from school should notify the school in order to determine the availability and location of crossing guards.
SCHOOL FOOD

SCHOOL BREAKFAST & LUNCH
The school participates in the National School Breakfast and Lunch Program, which provides free or reduced price meals and free milk to eligible students. At the beginning of the school year, each student will be given an application for families to complete. Once the student’s application for free or reduced meals has been returned to the school, families will be notified by mail of their eligibility. For students that do not qualify for free or reduced meals, the price for breakfast is $1.50 and the price for lunch is $3.00. For students that qualify for reduced price meals, the price for breakfast is $0.30 and the price for lunch is $0.40.

Breakfast is served from 8:00 am until 8:15am. Students who arrive after 8:15am, will not be served breakfast. Students may either purchase lunch and milk from the school or bring their own lunches from home. Monthly menus will be sent home in Blue Student Folders. All meal payments are done online at LunchPrePay.com, advance payment is available. Report cards will be held until meal balances are cleared.

Students are welcome to bring a lunch from home. They will not have access to a microwave to heat any lunches. Soda and candy are never permitted at school, even in lunches brought from home.

HEALTHY SNACK POLICY
Because we want to ensure that our students are healthy, we have a healthy snack policy. Students have a morning snack and an afternoon snack, and we always offer a fruit or other healthy snack (such as pretzels, whole wheat goldfish, yogurt, or string cheese). Students do not need to bring a snack from home, but if they do bring a snack from home, it needs to be healthy. Examples of healthy snacks include fruit bar, granola bars, celery, carrots, strawberries, grapes, apples, and 100% fruit, dried fruit snacks. Examples of unhealthy snacks include potato chips, Cheetos, cookies, fruit roll-ups, and cupcakes, even if the serving is in a 100-calorie pack. Please note that juice boxes are only permitted if they are 100% juice. If a snack is not considered healthy by the classroom teacher, he or she will ask the child to take the snack home and eat one of the school snacks instead.

FOOD ALLERGIES
The school will make all reasonable efforts to accommodate students with food allergies. Parents are required to inform the school of all food allergies and their severity. Once parents have informed the school, school officials will meet with the family in order to develop an Individual Health Care Plan. A parent of a child with food allergies is responsible for providing classroom snacks and lunch for his or her own child. These snacks can be kept in the classroom in a separate snack closet. Sharing or trading of food is prohibited for all students.

BIRTHDAY CELEBRATIONS
Please contact the classroom teacher to make arrangements for any birthday celebration. We cannot allow birthday celebrations to interrupt the academic day or allow birthday celebrations at lunch, considering that classes are eating all together in the cafeteria. Parents will be informed if there is a food allergy in the class; if such an allergy exists, we ask parents to be considerate and avoid that food product in birthday snacks. The birthday treat also needs to be easily consumed by dismissal at 4:00 so we recommend healthy, easy-to-eat treats such as yogurt, granola bars, or fruit salads. *Children may not distribute invitations to parties within the school building unless every member of the class is invited.*

STUDENT RECORDS
STANDARDIZED TESTING
As is required by the state, all students in grades three through five participate in the PARCC exam administered in the Spring of each academic year.

From time to time, students may take other exams as well in order to measure their academic progress and may be asked to provide routine information.

STUDENT RECORD

General
Federal and state laws provide parents and eligible students (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to student records. Copies of regulations detailing these rights, are available in the Front Desk. The following is a general overview of the provisions in the Regulations.

Access and Amendment: A parent or eligible student has a right to access student records and to seek their amendment if the parent or eligible student believes them to be inaccurate, misleading, or otherwise in violation of the student's privacy rights. In order to obtain access or to seek amendment to student records, please contact the School Director.

Confidentiality: Release of student records generally requires consent of the parent or eligible student. However, the Regulations provide certain exceptions. For example, staff employed or under contract to the school have access to records as needed to perform their duties. Baton Rouge University Preparatory Elementary also releases a student’s complete student record to authorized school personnel of a school to which a student seeks or intends to transfer without further notice to, or receipt of consent from, the eligible student or parent.

Student & Family Directory Information: For the purpose of maintaining efficient contact with families and publicizing student and school accomplishments, Baton Rouge University Preparatory Elementary has a practice of releasing directory information, consisting of any of the following: the student's name, address, telephone listing, date and place of birth, dates of attendance, class, participation in recognized activities and sports, honors and awards, and post-graduation plans. In the event a parent or eligible student objects to the release of any of the above information, the parent/eligible student may state that objection in writing to the School Director. Absent receipt of a written objection, the directory information will be released without further notice or consent.

Photographs, Video, Audio, Recorded Comments: For the purpose of publicizing student and school accomplishments, and/or documenting and studying teacher practice, Baton Rouge University Preparatory Elementary has a practice of recording student life through photography, video, audio, or otherwise recorded comments. In the event a parent or eligible student objects to the release or publication of any of the above, the parent/eligible student may state that objection in writing to the School Director. Absent receipt of a written objection, any of the above may be released without further notice or consent.

Please see the Regulations for a description of other circumstances in which student records may be released without the consent of a parent or eligible student.

HEALTH & SAFETY
IMMUNIZATIONS
At the start of each school year the nurse is responsible for review of all vaccination records for entering Kindergarten students, new students and for all updated vaccination records for returning students. The nurse
works closely with the State Department of Health, utilizing the Louisiana Immunization Network for Kids Statewide (LINKS) database. Immunization information is entered into the state immunization database and reports are generated that show which immunizations are due. Parents should update immunization records for students as needed. Immunizations records can be left for the nurse at the front office or may be given directly to the nurse.

**MEDICAL INFORMATION**

At the start of each school year, parents are responsible for submitting a health information form for each child attending Baton Rouge University Preparatory Elementary. Students with chronic conditions that require medical treatment or adaptations during the course of the school day may sign a release of medical information form to access medical records. Parents who wish the authorized school staff member to administer any treatments or medications (including over the counter medications) must submit a medication administration order form signed by their Louisiana physician. All forms can be retrieved from the front office.

**HEALTH RECORDS**

It is essential that parents cooperate with the main office in bringing all medical records up to date. **Children whose records are not up to date in accordance with state law will be excluded from school.** Thank you in advance for your cooperation in helping us to protect your child.

**NONDISCRIMINATION**

Baton Rouge University Preparatory Elementary does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA).

**INTERNET ACCEPTABLE USE POLICY**

**ACCEPTABLE USE**

The Internet is a global network linking computers around the world. Internet use provides valuable opportunities for research, curriculum support, and career development. Baton Rouge University Preparatory Elementary offers Internet access to students and staff. The primary purpose of providing access to the Internet is to support the educational mission of the school. The school expects that students and staff will use this access in a manner consistent with this purpose.

While the Internet is a tremendous resource for electronic information, it has the potential for abuse. The school makes no guarantees, implied or otherwise, regarding the factual reliability of data available over the Internet. Users of the school’s Internet service assume full responsibility for any costs, liabilities, or damages arising from the way they choose to use their access to the Internet.
**UNACCEPTABLE USE**
The following is a list of prohibited behaviors. The list is not exhaustive but illustrates unacceptable uses of the school’s Internet Service:

- disclosing, using or disseminating personal identification information about self or others;
- accessing, sending or forwarding materials or communications that are defamatory, pornographic, obscene, sexually explicit, threatening, harassing, or illegal;
- using the Internet service for any illegal activities such as gaining unauthorized access to other systems, arranging for the sale or purchase of drugs or alcohol, participating in criminal gang activity, threatening others, transferring obscene material, or attempting to do any of the above;
- using the Internet service to receive or send information relating to dangerous instruments such as bombs or other explosive devices, automatic weapons or other firearms, or other weaponry;
- vandalizing school computers by causing physical damage, reconfiguring the computer system, attempting to disrupt the computer system, or destroying data by spreading computer viruses or by any other means;
- copying or downloading of copyrighted material without authorization from the copyright holder, unless the copies are used for teaching (including multiple copies for classroom use), scholarship, or research. Users shall not copy and forward or copy and upload any copyrighted material without prior approval of the Computer Teacher or School Director;
- plagiarizing material obtained from the Internet. Any material obtained from the Internet and included in one’s own work must be cited and credited by name or by electronic address or path on the Internet. Information obtained through E-mail or news sources must also be credited as to sources;
- using the Internet service for commercial purposes;
- downloading or installing any commercial software, shareware, freeware or similar types of material onto network drives or disks without prior permission of the Computer Teacher; and overriding the Internet filtering software.

**SAFETY ISSUES**
The following are basic safety rules pertaining to all types of Internet applications.

Never reveal any identifying information such as last names, ages, addresses, phone numbers, parents' names, parents' employers or work addresses, or photographs.
- Use the "back" key whenever you encounter a site that you believe is inappropriate or makes you feel uncomfortable.
- Immediately tell a teacher if you receive a message that you believe is inappropriate or makes you feel uncomfortable.
- Never share your password or use another person's password. Internet passwords are provided for each user's personal use only. If you suspect that someone has discovered your password, you should change it immediately and notify a teacher.

**PRIVACY**
Users should not have an expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the school computer network or stored in the user's directory or on a disk drive. The school reserves the right to examine all data stored on diskettes involved in the user's use of the
school’s Internet service.
Internet messages are public communication and are not private. All communications including text and images may be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly.

**VIOLATIONS**

Access to the school’s Internet service is a privilege not a right. The school reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including suspension, expulsion (students), or dismissal (staff) for violations of this policy. The school will advise appropriate law enforcement agencies of illegal activities conducted through the school’s Internet service. The school also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service.
UP ELEMENTARY CONTRACT OF EXCELLENCE

PARENT

As a UP Elementary parent, I agree to:

1. Make the school a safe and achievement oriented environment by supporting the school as it enforces the school’s code of conduct (as spelled out in the student handbook).

2. Ensure that my child arrives at school before 7:30am and attends school regularly. I have read the attendance policy in the student handbook and understand the school’s policy regarding lateness, excused and unexcused absences, and annual absences in excess of 15 days. I understand that 3 tardy arrivals will be counted as 1 absence.

3. Ensure that my child wears the appropriate school uniform daily, as explained in the dress code section of the student handbook.

4. Communicate regularly with my child’s teachers regarding my child’s academic and behavioral performance and attend the following events at the school: summer orientation, a fall open house, a minimum of two parent conferences, and any specifically requested conferences.

5. Check my child’s homework assignments nightly. I understand that unsatisfactory or incomplete homework will result in a corresponding consequence.

STUDENT

As a UP Elementary student, I agree to show:

1. Responsibility because we can all achieve at high levels.

2. Integrity because we can all respect each other and ourselves.

3. Self-determination because we can all be determined to overcome obstacles, big and small.

4. Excellence because we can all work to create the best possible outcomes in any situation.

Parent’s name

Student’s name
SCHOOL

As a UP Elementary employee, I certify that the school agrees to:

1. Ensure that valuable school time is utilized thoughtfully and efficiently so that the school can provide our students with an education that is academically rigorous.

2. Make the school a safe achievement oriented environment by enforcing school rules as consistently as possible and by doing our part to instruct our students regarding appropriate and inappropriate behavior in school.

3. Communicate regularly with parents regarding their child’s behavioral and academic performance through progress reports, report cards, parent conferences, telephone contact, and by welcoming parents to the school.

4. Assign, collect, and evaluate nightly work assignments designed to support classroom instruction and teach responsibility, and ensure that students are held accountable for finishing those assignments on a daily basis.

5. Constantly monitor the strengths, weaknesses, and progress of our students, both academically and behaviorally, provide extra academic and homework help to our students on a regular basis, and consistently enforce the code of conduct.

Teacher’s name