



Family Handbook

2016-2017

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The Mission and Values of Our School

Mission Statement

Akili Academy of New Orleans prepares scholars to excel in rigorous high schools, to succeed in college, and to strengthen their community-oriented character.

Values

We believe that it is our responsibility to teach, to live, and to reward a common set of values that will benefit our students throughout their lives. These values provide the foundation for academic achievement and a strong school community.

Teamwork:

We are one team working towards a common goal.
We are stronger together than we are alone.
We are a source of support to one another.

Grit:

We welcome challenge because challenge makes us stronger.
We do what's right, even when it is hard.
We are in control of our own destiny.

Excellence:

We know "good enough" is never enough.
We constantly think about improvement
We do our best work every day.

Enthusiasm:

We know that learning is its own reward.
We take joy in the work that we do.
We are fiercely positive.

Kindness:

We are good to each other, our peers, and our community.
We respect and appreciate what makes us unique.
We help others when they are in need.



STUDENT-PARENT-SCHOOL COMPACT

At Akili Academy, we all agree to commit to the education of the child. We ask parents to commit to specific actions that will help every scholar succeed at Akili Academy, and we ask scholars to agree to commit to specific actions that will ensure their success. We, as a school, also agree to a set of actions that represent our responsibility to each family. This compact is a statement of responsibility on everyone's part. We share this responsibility and partner together to ensure success for the child. On the following page you will find a copy of this compact.

** In the next two pages of this handbook you will find a blank copy of the Student-Parent-School Compact to sign and submit **along with a signed copy of the acknowledgment form on the last page.***

SCHOOL'S COMMITMENT:

We fully commit to Akili Academy in the following ways:

- We will provide high-quality instruction in a supportive and effective learning environment that promotes student achievement.
- We will teach and live the values of Teamwork, Grit, Excellence, Enthusiasm, and Kindness.
- We will provide interventions to help students who are struggling academically and behaviorally.
- We will communicate openly with parents and be accessible to their phone calls.
- We will communicate in the language and/or method that the parent/guardian can understand.
- We will hold report card conferences and open houses to maintain our parent-school partnership.
- We will provide parents with reports on their child's progress.
- We will provide parents opportunities to volunteer and participate in their child's school experience.

X _____

PARENTS'/GUARDIANS' COMMITMENT:

We fully commit to Akili Academy in the following ways:

- We will make sure our child arrives at Akili Academy every day by 8:30 AM.
- We will make arrangements so our child can remain at school until the end of the school day.
- We will check our child's homework **every night**.
- We will read carefully **all** the papers that the school sends home to us.
- We will attend parent conferences and open houses to maintain our parent-school partnership.
- We will allow our child to go on Akili Academy field trips.
- We will always make ourselves available to our children, the school, and any concerns they might have. This also means that if our child is going to miss school, we will notify the teacher as soon as possible.
- We will support the values of Teamwork, Grit, Excellence, Enthusiasm, and Kindness.
- We will make sure our child follows the Akili Academy uniform policy.
- We understand that our child must follow the Akili Academy rules to protect the safety, interests, and rights of everyone in the classroom.

Failure to adhere to these commitments can cause my child to lose various Akili Academy school privileges.

X _____



STUDENT'S COMMITMENT:

I fully commit to Akili Academy in the following ways:

- I will arrive at Akili Academy every day by 8:30 AM (Mon. - Fri.).
- I will complete **all** of my homework **every night**.
- I will always make myself available to parents, teachers, and any concerns they might have. If I make a mistake, this means I will tell the truth to my teachers and accept responsibility for my actions.
- I will live the values of Teamwork, Grit, Excellence, Enthusiasm, and Kindness.
- I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom. This also means that I will always listen to all my Akili Academy classmates and give everyone my respect.
- I will follow the Akili Academy uniform policy.
- I am responsible for my own behavior, and I will follow the teachers' directions.

Failure to adhere to these commitments can cause me to lose various Akili Academy privileges.

X _____

SCHOOL CULTURE

Family Involvement Policy

Akili Academy requires parents/guardians and families to be partners in the education of their scholars. The important task of educating a child calls for the school, the scholar, and the family to all work together to ensure success. We encourage families to participate actively in their scholar's education. We also strive to cultivate positive and productive relationships with all of our families through school sponsored events and activities.

Family Involvement Opportunities

Akili Academy Family-School Relationship Events and Activities:

- Conferences with scholars, families, and teachers (including three report card days per year and one back-to-school open house per year)
- The opportunity to participate in the Parent Teacher Organization on the first Thursday of the month from 5:30-6:30
- Field trip chaperone opportunities
- Community-wide events, celebrations, and performances
- Literacy Nights
- Parent breakfasts on the second Tuesday of the month from 8:00 – 9:00 am
- Weekly grade and behavior reports
- Frequent dialogue between teachers and parents regarding scholars' academic progress, initiated by both teacher and family

Akili Academy Family Requirements:

- Model Akili Academy's values for scholars when visiting the school and interacting with school staff and students.
- Reinforce Akili Academy's academic and behavioral standards at home.
- Establish a daily routine for scholars.
- Provide a quiet space for scholars to study.
- Provide positive reinforcement of student progress and success.
- Discuss academics and scholar work among family members.
- Help scholars with homework and ensure that they complete their homework nightly.

Communication Policy

In order to be effective partners, Akili Academy and its families must communicate regularly. In order for each scholar to reach his or her potential, all of us – parents, guardians, families, teachers, and administrators – must work together.



Modes of Communication

Akili Academy and its families communicate effectively in the following ways:

Weekly Newsletter: Every Tuesday, Akili Academy sends a newsletter home with its scholars. The newsletter contains school announcements, upcoming events, and school schedule reminders. The newsletter also announces the “Geek of the Week”, a weekly award given to scholars that best exemplified Akili Academy’s core values during the prior week.

Monthly Calendar: On the first Tuesday of every month, your child will bring home a school calendar of events. This will contain important information about the coming month’s school schedule, school events, and field trips.

Behavior Logs/Notes: Kindergarten through 4th grade scholars will bring home a behavior log in their homework folder every day. Parents/guardians must sign and return the behavior log to school the next day in their homework folders to ensure daily communication with the teacher.

Behavior and Grade Reports: Kindergarten through 8th grade scholars will receive a weekly grade and behavior summary every Friday. Parents/guardians must sign and return the report by Monday morning to ensure weekly communication with the teacher.

Phone Calls to Parents: Throughout the year, you may receive a phone call or note from a teacher or school administrator. If the message requires a response, please contact the school either by phone or in writing within 24 hours. The school will communicate in the language/method that the parent/guardian understands.

Meetings: If the school requests a meeting with you and your scholar, we need to discuss something important with you. We expect you to honor the scheduled meeting time and arrive **on time**. If you would like to schedule a meeting with teachers, please call the Main Office to schedule a meeting or reach out directly to the teacher via email or the teacher’s work phone.

Lost and Found: We maintain a Lost and Found for clothing and other items that students bring to school. Because lost items accumulate faster than they are claimed, we must periodically donate the excess to charity. Small valuable items such as watches, glasses, and keys are kept in the office.

Visits: To arrange a visit to the school, please see the section on *School Visitor Policy*.

Report Card Conferences: Parents/guardians are **REQUIRED** to come to the school three times a year for Report Card conferences with their scholar’s teachers. **Dates will be included on the yearly school calendar and the monthly calendar. Report cards will not be distributed without a parent-teacher conference.**

Procedure for Addressing Parent/Family Concerns

At Akili Academy, we make cultivating and maintaining positive parent/guardian relationships a priority. When a concern arises we want to respond quickly to find solutions. Please follow the following procedure should you have a concern:

- Parents/guardians should reach out directly to the teacher or staff member with whom they have a concern to set up a meeting. Parents/guardians should discuss the matter with that staff member and attempt to resolve the concern through the initial meeting.
- If there is no resolution to the concern through the initial discussion, parents/guardians should contact the Principal. The Principal will advise on next steps.
- If the parent/guardian has remaining concerns after discussing the issue with the Principal and staff members, the Principal will provide the contact information for the CEO of Crescent City Schools. Parents/guardians may discuss the issue with the CEO and, if not satisfied after that, may contact the Chair of the Board of Directors of Crescent City Schools.
- Parents and students with grievances related to discrimination, bullying, and/or harassment (conduct that is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by the school) on the basis of: intellectual ability, race, color, religion, sex, sexual orientation or preference, gender identity or expression, ethnicity, national origin or immigration status, disability, or identification as an exceptional child should follow this same procedure. They will be afforded the opportunity to present witnesses and be given a written notice of the outcome of the complaint at each stage in the procedure. The school will not retaliate against any person who files such a complaint and/or participates in a related investigation and will keep the investigation confidential to the extent possible. Such discrimination, bullying, and harassment are not permitted by students, staff, or third parties, and the school will take every effort to prevent, remedy, and otherwise correct any that is identified.

***Note:** The main office voice mail is checked on a regular basis. Based on the urgency of your message, an Akili staff member will return your call within 24 hours on the next business day. The following information will help us return your call in a timely manner:

- Name of student
- Your name
- Your phone number
- Reason for your call

***Please Note:** While Akili Academy teachers do make their school phone numbers available to their scholar's family, there are times during the day when they are not available to take phone calls such as during class time or after 7:00pm. Any urgent message left for an Akili Academy teacher will be returned within 24 hours on the next business day.

All communication with staff - whether in-person, on the phone, or via text or e-mail – is expected to be civil and respectful. No profane language, yelling, or other disrespectful behavior will be tolerated. Engaging in disrespectful or inappropriate communication during a meeting or phone call will result in the meeting or call being ended immediately and rescheduled for a later date. Repeated usage of disrespectful or inappropriate communication towards a staff member will result in a mandatory meeting with the CEO of Crescent City Schools.

Positive Behavior Intervention Systems (PBIS)

At Akili Academy we partner with families to teach our scholars positive behaviors that will lead to successful futures. Along with our school values, we teach scholars the expectations of “Be Positive!”, “Be Ready!”, and “Be Thoughtful!” Our PBIS system is a proactive approach to establishing the behavioral supports, and social and cultural norms as needed for all students in a school to achieve social, emotional, and academic success.

Key components of PBIS:

- Positively stated school wide rules *defined across settings*
- Behavior expectations explicitly taught *across settings*
- Consistent rewards for those who *follow* behavior expectations
- Emphasis on positive, preventative strategies
- Continuous monitoring of behavior and data-based decisions
- Run by a PBIS committee, consisting of Akili teachers, directors, and support staff

Scholars may be rewarded Gator Bucks from any staff member when they demonstrate our expectations of Be Positive!, Be Ready! and Be Thoughtful! Scholars may use Gator Bucks to buy prizes from the Gator store or entry into weekly school celebration.

Our reward system includes:

- Regular, formal awards for achievements and demonstrating school values at the Team Geek weekly assemblies and through the weekly family newsletter
- Special events for students who meet behavior and work expectations. Invited students can pay into events using the Gator Bucks they have earned. Events include:
 - Whacky Wednesday Celebrations
 - Gator Store Visits and Gator Cart Pop-Ups
 - Themed and Casual Dress Down Days
 - School-wide pep rallies, carnivals, and holiday events

Behavior Policies

High Expectations

At Akili Academy, we believe it is imperative to hold high expectations for achievement, both academically and behaviorally, for our scholars. For students to thrive and make great academic gains, they need to feel safe and accepted in school and in their classrooms. An orderly school climate characterized by respectful relationships is the necessary foundation for a successful school. It is essential that all students respect the expectations for behavior in the school in order to develop the behavioral habits necessary for success in life and to provide a school climate where teaching and learning can flourish. As a result, we are firm and positive in our approach to behavior management. A firm and caring teacher uses Akili's **PBIS** system in conjunction with non-verbal cues, strong teacher-student relationships, strong teacher-family communication, positive reinforcement, academic motivation, and clear, well taught and re-taught rules and procedures. Additionally, Akili Academy staff members lead by example and model professionalism and respect for students. When a scholar chooses to not follow school rules, Akili Academy follows a consistent hierarchy of consequences.

Classroom Expectations:

- **SLANT:**
 - S - Sit Up**
 - L - Listen**
 - A - Ask and Answer Questions (in a complete sentence)**
 - N - Nod**
 - T - Track the Speaker**
- Scholars must be **on task**
- Scholars follow teacher directions and **cooperate** with the teacher. There is no arguing allowed. If they disagree they must comply with teacher directions and wait until the appropriate time and place to discuss an issue in an appropriate tone of voice.
- Scholars must **participate**.
- Scholars must **come prepared** to class with their necessary materials.

Telephone Use

Parents are asked to call the front office if there is an emergency and they need to speak with their child. Otherwise, students will not be allowed to use the telephone. Exceptions will be made only in emergency situations.

Cell Phone Use: Cell phone use is not permitted at school. Parents who allow their child to bring a phone to school accept the responsibility of loss or damage to the phone. Teachers will collect phones each morning and distribute at the end of the day. We will do our best to keep the phones safe, but we recommend you do not send your student to school with a phone. If a phone is seen, heard or found on a student after arrival collection, it will be taken from the student and a parent will be required to pick it up and have a meeting with the Director of Culture. If a phone is confiscated three times from the same student it will be held for an extended period of time and the student and parent will meet to sign a cell phone contract with the Director of Culture. **The school will not be responsible for broken, lost, or stolen phones (even if it is being held by a member of the school staff).**

Toys, Electronic Games, Beepers, Key Chains, and Sports Equipment: Students are not allowed to bring lasers/laser pointer keychains, water guns, key chains, electronic games, iPods, and other similar personal property to school. The school is not responsible for these items if lost or taken from students. If taken from a student, the parent will have to pick up the item. We will not send these items home with the student since they are not allowed at school. If these items are allowed at school on special occasions, parents will be notified in writing.

Behavioral Expectations Outside of the Classroom and School: Outside of the classroom, we expect scholars to interact respectfully with all staff members and to follow all directions. High expectations for student behavior do not end at dismissal. Because part of our mission is to build student character, we must eliminate the disconnect between in-school and out-of-school behavior. If we see or hear of things happening outside of school that are examples of poor decision making or character, we will use it as an opportunity to counsel our scholars and give them an opportunity to examine their choices.

To this end, please report issues that you witness or hear about to the Dean of Students. While we generally do not issue school-based consequences in these situations, we do want to address concerns with students and help them make better choices.

Field Trip Expectations: All scholars are expected to maintain the highest behavioral expectations while on field trips as they represent Akili Academy in the community. Scholars who have a major behavior infraction in the week prior to a field trip may be required to stay at school during the field trip. Scholars who commit a major behavior infraction while on a field trip may have field trip privileges suspended in the future.

Consequences

Akili Academy uses consistent, escalating consequences within the classroom for failure to meet behavior expectations. In each case, the consequences are designed to motivate positive behavior. Parents are an essential part of the process – the effectiveness of consequences is heightened when the scholar is aware that both school and home are working together and standing behind the systems in place. The below chart provides examples of our tiered behavior approach but is not a complete list. Behaviors considered level one (1) are the least disruptive to school culture while level three (3) behaviors earn the most serious consequences.

1	2	3
Examples of Distracting Behaviors	Examples of Disrespectful Behaviors	Examples of Dangerous/Destructive Behaviors
<ul style="list-style-type: none"> ● Running in the hallway ● Talking without permission ● Not showing control of one's body ● Pouting ● Throwing objects ● Not following directions the first time ● Making inappropriate noises 	<ul style="list-style-type: none"> ● Talking back ● (K-1) Pinching, pulling hair ● (K-2) Intentionally bumping into others ● Leaving class without permission ● Repeatedly not following a direction ● Cursing ● Insubordination ● Teasing 	<ul style="list-style-type: none"> ● Bullying* ● Excessive Level 2 Behaviors ● Physical aggression ● Using an object as a weapon ● Sexual misconduct ● Unauthorized use of an electronic device ● Refusal to cooperate in TOC ● Theft of classmates' or school property

**Using social, emotional, and/or physical power to create an unsafe or uncomfortable environment for another person.*

Possible Consequences

The below actions may be taken at any time:

- Parent Conference
- Time-Out Center Visit (TOC)
- Detention
- In-School Suspensions
- Out of School Suspensions
- Mandatory Parent Class Observations

In addition, the following behavior is automatic grounds for being sent to the Time-Out Center and can result in additional follow-up actions such as after school detention or in-school suspension:

- Blatant disrespect to a teacher
- Threatening another scholar
- Leaving the classroom
- Lying to a teacher about where a scholar is supposed to be or has been

Parent Meetings

A parent meeting will be required in the following circumstances: excessive tardies or absences, disruptive or defiant behavior, disrespect to adults on campus, refusal to do homework, or other reasons deemed appropriate by the school principal.

After School Detention

Detention will be held every Tuesday and Thursday from 4:30-5:30. The purpose of detention is to minimize time out center visits and lower suspension rates to increase time in class. If a scholar receives a detention, a parent or guardian will be notified via phone call, and a letter will be sent home for a parent to sign. Please have your scholar return the signed form to school on the next day. Transportation is not provided for after school detention and all scholars must be picked up from school at 5:30pm.

The following behaviors may result in a detention:

- 3 visits to TOC in one week
- Not adhering to TOC rules
- Blatant disrespect
- Using obscene language
- Pushing/shoving scholars
- Refusal to do classwork
- Uniform violations
- Leaving the classroom
- Minor vandalism
- Misbehavior during homework club
- Cheating
- 3 missed homework assignments
- Any behavior deemed inappropriate by the Director of Student Culture and or Principal

School Suspension

Although suspension and expulsion are viewed as last resort consequences in dealing with inappropriate and disruptive behavior, both will be used as a consequence for consistent and serious misbehavior. Suspension decisions will be made by the school principal, however no decision will be made prior to a student's opportunity to be heard. Parents may appeal these decisions to the Crescent City Schools CEO or Board Chair.

The following infractions may result in a suspension:

- Hitting/fighting
- Threatening an adult or fellow scholar
- Bullying
- Chronic disrespect to teacher
- Chronic disruption of learning
- Stealing school or fellow scholar's property
- Leaving school without permission

Additionally, parents will be called in the event of extreme behavior. We will ask the parent to come to school and pick up the scholar if s/he is in crisis, defiant, violent, or uncontrollable. In these cases, if the parent does not arrive to pick up their child within 3 hours of the first phone call, Child Protective Services will be called.

Scholars who have been suspended, either in-school or out of school, will be required to have a parent meeting before they return to school. If the parent does not arrive for their parent meeting and sends their scholar to school anyway, their scholar will report to the Time Out Center and not attend class that day.

Expulsion

Students may be recommended for expulsion for serious behavior violations. For example, carrying or possessing a weapon (knife, firearms, or other dangerous instrument); possession, distribution, selling, giving, or loaning any controlled dangerous substance; hitting a staff member, or conviction of a felony may result in expulsion. In the case of expulsion, Akili Academy follows the policy set forth by the Recovery School District. Please contact the Director of Student Culture for a copy of the policy.

Lower Elementary School Behavior System

System Overview: In the lower elementary school (Kindergarten-4th Grade), classrooms use the color chart to track daily behavior. All scholars start the day on blue and maintain that color or move down the color chart in accordance with their behavior. Consequences are linked to the behavior chart. Scholars should aim to remain on Blue and Yellow throughout the day and strive to demonstrate positive behavior so that they may participate in PBIS incentives.

Behavior Chart:

BLUE: Followed all school expectations during the day

YELLOW: Struggled to follow some school expectations during the day

RED: Consistently struggled to follow school expectations throughout the day

PURPLE: Failed to follow school expectations throughout the day

Upper Elementary School Behavior System

System Overview: In the Upper Elementary and Middle School (3rd -8th Grade) classroom behavior is monitored through a points system. Scholars begin every week with one hundred points (100) but will lose points throughout the week for certain misbehaviors. Loss of points is related to a system of tiered consequences. If a student is disrespectful to classmates/staff or is a major disruption to the learning environment, he/she will automatically be sent to the Time-Out Center (TOC). Parents will receive a phone call from a Time-Out Coordinator if this happens. Parents will receive a weekly behavior report which indicates how many points a scholar lost throughout the week. Scholars should aim to retain 90 points throughout the week and strive to demonstrate positive behavior to participate in PBIS incentives.

Bullying & Harassment: All students have a right to a safe and healthy school environment where mutual respect, tolerance, and acceptance are promoted and experienced as the norm. Bullying or harassing behavior that infringes on the safety of any student will not be tolerated for any reason, including: intellectual ability, race, color, religion, sex, sexual orientation or preference, gender identity or expression, ethnicity, national origin or immigration status, disability, or identification as an

exceptional child. A student shall not bully or intimidate any other person through words or actions. Such behavior includes, but is not limited to, direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation. This policy applies when on school property, at a school-sponsored or school-related function or activity, on a school bus or other vehicle, and at designated school bus stops.

Reports of bullying or harassment will be promptly investigated and students found to have engaged in such behavior will be subject to consequences as listed above.

Students With Disabilities

While all students may receive consequences for failing to meet behavior expectations, the consequences used for students with disabilities will not constitute a “change in placement,” - except in the case of emergency circumstances as described below – when the offense is directly related to his/her disability or when the IEP or Section 504 plan is not implemented. Consequences constitute a “change in placement” when a student is:

- Suspended for more than 10 consecutive days, or
- Suspended for more than 10 total days in a school year if the suspensions constitute a pattern based on the school’s analysis of the similarity of the precipitating behaviors, the length of each suspension, the total amount of suspensions, and the proximity of the suspensions to one another.

Any student with a disability who is removed from his/her current placement for more than 10 days will receive IEP services beginning on the 11th day of removal.

Within 10 days of any decision resulting in a “change of placement,” the school will meet with the parent and relevant members of the child’s IEP team to review all relevant information in the student’s file, including the IEP, to determine whether the student’s behavior resulting in the “change of placement” was 1) caused by or directly and substantially related to the student’s disability, or 2) a direct result of the school’s failure to follow the student’s IEP.

- If this review team concludes that the answer to either of the above questions is yes, then the student’s behavior is a manifestation of his/her disability. The student will be returned to the placement from which he/she was removed unless the parent and the team agree to a change of placement and the school conducts, if necessary, an FBA of the student or reviews and modifies the student’s BIP. If the IEP was not implemented, the team will document why it was not implemented and whether this impacted the student’s behavior.
- If this review team determines that the student’s conduct was not a manifestation of his/her disability, then the student may be subject to the same consequences as general education students. The team will identify and document education services the student will receive to enable him/her to continue to participate in the general education curriculum, although in another setting (IAES), and to progress toward meeting the goals set out in the IEP

In circumstances related to a student’s use of weapons or drugs or the imposition of serious bodily injury, the school may remove a student for 45 school days. During this 45-day period, the school will

convene a meeting (as described above) to determine whether the student's behavior is a manifestation of his/her disability. The student will receive, as appropriate, an FBA and BIP services and modifications that are designed to address the behavior related to the removal so that it does not recur.

Parents who disagree with the appropriateness of the alternative placement or remedial disciplinary setting or services may request an expedited due process hearing. If the school has documented reasons to believe that keeping the student in the school is substantially likely to result in injury to the student or to others, the school will request an emergency hearing to ask a hearing officer to transfer the student to an IAES for up to 45 school days. During the appeal of a discipline decision, if disciplinary action was the result of:

- Weapons, drugs, or serious bodily injury: the student will remain in the IAES pending the decision of the hearing officer or until the expiration of the 45-day placement, whichever occurs first, unless the parent and school personnel agree otherwise;
- Behavior that is not a manifestation of the student's disability: the student will remain in the IAES pending the decision of the hearing officer or until the expiration of the alternative placement, whichever occurs first, unless the parent and school personnel agree otherwise.

In some cases, a student without a disability may be deemed to have one. This occurs when any of the following factors are present:

- The parent has requested an evaluation;
- The parent expressed concern in writing to the student's teacher or school administration about the student's need for special education and related services; or
- The student's teacher or other school staff told the special education services staff or other school supervision personnel of specific concerns about the student's pattern of behavior.

Nothing in this section shall prohibit school personnel from reporting a crime committed by a student with a disability to appropriate authorities or prevents State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a student with a disability. School personnel reporting a crime committed by a student with a disability will ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to whom the crime is reported. Records will only be transmitted to the extent allowed by FERPA and other relevant laws.

School Uniforms

At Akili Academy we take pride in our school and show this through our school uniforms. We have a required school uniform for several very important reasons. 1) Uniforms unite us as a school and community. 2) Uniforms reduce distractions and clothing competition. 3) Uniforms look professional. **Please note that uniform violations can result in an after school detention.**

Uniform Requirements	
<p style="text-align: center;">Kindergarten – 2nd Grades:</p> <ul style="list-style-type: none"> ● Shirt: Official Akili Academy <u>light blue</u> polo shirt ● Pants/Shorts: Navy blue pants or shorts (no jeans, cargos, labels, overalls) ● Pants/Shorts/Skorts/Jumper: Navy blue (no jeans or designer labels) Skirts: Navy blue (Only to be worn with shorts or leggings underneath) ● Belt: Solid black belt mandatory with pants that have belt loops. ● Sneakers/Tennis Shoes: Solid black shoes with no logos, swooshes, prints, stripes in any other color. No boots, sandals, moccasins, clogs, or open toe shoes. ● Stockings/Leggings: No stripes, prints, florals, colors, dots, or designs 	<p style="text-align: center;">3rd – 5th Grades:</p> <ul style="list-style-type: none"> ● Shirt: Official Akili <u>navy blue</u> polo shirt ● Pants/Shorts/Skorts/Jumper: Khaki (no jeans or designer labels) Skirts: Khaki (Only to be worn with shorts or leggings underneath) ● Belt: Solid black belt mandatory with pants that have belt loops. ● Sneakers/Tennis Shoes: Solid black shoes with no logos, swooshes, prints, stripes in any other color. No boots, sandals, moccasins, clogs, or open toe shoes. Stockings/Leggings: No stripes, prints, florals, colors, dots, or designs
<p>6th & 8th Grade:</p> <ul style="list-style-type: none"> ● Shirt: Official Akili <u>white oxford button-down</u> shirt (a white t-shirt may be worn beneath). ● Pants/Shorts: Khaki pants or shorts (no jeans, cargos, labels, overalls) ● Pants/Shorts/Skorts/Jumper: Khaki (no jeans or designer labels) Skirts: Khaki (Only to be worn with shorts or leggings underneath) ● Belt: Solid black belt mandatory with pants that have belt loops. ● Sneakers/Tennis Shoes: Solid black shoes with no logos, swooshes, prints, stripes in any other color. No boots, sandals, moccasins, clogs, or open toe shoes. Stockings/Leggings: White, Black, Navy Blue - No stripes, prints, colors, dots, or designs 	
<p>Additional Uniform Guidelines for Cold Weather</p> <ul style="list-style-type: none"> ● Sweatshirt: Only the Akili uniform sweatshirt may be worn in the building. 	

- **Undershirts:** Long sleeve undershirts must be solid color in white, navy blue, black or gray. No prints, designs, or stripes.
- **Coats:** Students will not be permitted to wear coats indoors. Please have your child wear an Akili sweatshirt if you suspect they will be cold.

General Uniform Guidelines for All Students

- **Other Logos:** No logos, emblems, markings, designs, or insignias of any kind are allowed on shirts, sweaters, pants, jumpers, belts, or socks.
- **Shoes:** Students must wear closed-toed tennis shoes daily. Because students walk a lot during each day and have exercise time each day, we ask that students wear tennis shoes instead of dress shoes. All tennis shoes should be plain black without any distinctive logos or markings. No high heels or boots are permitted.
- **Uniform Shirts:** Only the top button may be undone on shirts. All shirts must be tucked in at all times and appear neat and business-like.
- **Fit:** Clothing must fit appropriately. Excessively baggy pants, shirts, etc. are not allowed.
- **Jewelry:** Large earrings, multiple chains or rings, and lots of bracelets distract from the uniform. In addition, such items can get lost or stolen. Students may wear only one chain or necklace, and it must be tucked neatly under their uniform shirt. If a student wears jewelry that the Principal considers excessive, then the student will be asked to remove it.
- **Head Coverings:** Students must remove all hats, head-wraps, bandanas, do-rags, scarves, kerchiefs, and other head-coverings upon entering the building.
- **Hats:** Students are not allowed to wear baseball hats, scarves, headbands, and bandanas in the building. Small clips or bands for the hair are permitted.
- **Shoelaces:** Students are expected to have shoelaces tied at all times.
- **Make-Up:** Make-up is strictly not allowed. Please do not send your scholar to school with make-up. If make-up is found, it may be confiscated by the school.
- **As Necessary:** Whenever **any** element of physical appearance or grooming—even if it is allowable under the school’s current rules—becomes a distraction to one’s self or to others, it is no longer acceptable and steps will be taken to remove the distraction.
If your child requires a religious accommodation to the uniform policy, please contact the school to discuss.

***Note:** Pre-scheduled “Dress Down” days will occasionally occur during the school year. Please be sure to follow all guidelines sent home for those special days or your scholar may not be permitted to participate in future “Dress Down” days.

How to Purchase Additional Uniforms

Uniform shirts and sweatshirts only are ordered and sold through Akili Academy. Please contact the main office at 504-355-4172 to order. All other uniform components are the responsibility of the parent/guardian.

Extracurriculars

Enrichment

Akili offers enrichment offerings for all students. In Kindergarten through fourth grade students attend art, music, and PE with their homeroom classes. In fifth grade students choose their enrichment class. Students are able to choose from art, dance, drumline, newspaper, and athletics.

Athletics

Akili Academy participates in the New Orleans Charter School Athletic Association. Students athletes in 5th-8th grade use our value of teamwork and must uphold a high behavior standard to compete. We offer football, volleyball, basketball, baseball, softball, and track.

ACADEMICS

At Akili Academy we believe that all scholars have the right and the ability to succeed in high school and college. The educational philosophy of Akili Academy of New Orleans is driven by our college preparatory mission. Our philosophy is based on four core beliefs:

- All students can learn.
- Great teachers and great teaching are essential to scholars' academic success.
- A highly structured, focused, and engaging school culture drives student achievement.
- Data analysis of proven curriculum drives effective instruction.

In support of our commitment to college preparation, Akili Academy bases its academic program on the Louisiana Standards in reading, writing, and math and focuses on targeted literacy instruction in all grades. As part of our implementation of CCSS, we commit to:

- a focus on academic writing and habits of academic discussion in all content areas and grade levels.
- close reading instruction across the content areas and grade levels.
- teaching scholars a deep conceptual understanding of mathematics across all grade levels.

At Akili Academy, we measure a scholar's understanding of grade level standards through the method of standards-based grading. Standards-based grading (SBG) allows an educator to assess only content students have learned in the classroom that is aligned to state standards. SBG allows educators to keep

content rigorous while ensuring that grades always reflect student mastery of content rather than participation. Grading is reflected on a scale from 0-4.

Scale	Description
0	Student has no knowledge of standard
1	Student is able to demonstrate knowledge of some but less than half of grade level standard
2	Student is able to demonstrate knowledge of at least half of grade level standard
3	Student is able to demonstrate complete knowledge of grade level standard
4	Student is able to demonstrate complete knowledge of grade level standard and additional knowledge above the grade level standard

Scholars who consistently earn a score of 2 on grade level standards are eligible for promotion. Please see promotion requirements by grade level for additional information.

Small Group Literacy Instruction and Intervention

One vital element of Akili Academy’s academic program is our commitment to small group instruction. We know that research shows 74% of students who do not read on grade level by third grade are more likely to struggle academically for the remainder of their school career, are more likely to never read on grade level, and are ultimately more likely to drop out of school. Because of this, we believe that it is imperative that we focus intentionally on literacy development in both elementary and middle school through small group instruction and intervention so that all students read on or above grade level. Literacy is the very foundation of our promise to prepare students for success in high school and college. As part of our literacy program, we commit to:

- guided reading lessons in all grades
- quarterly STEP and F & P testing and data analysis
- Accelerated Reader program to support independent reading
- co-teaching and self-contained models for special education at every grade level
- a three tiered intervention program at each grade level

Response to Intervention - Akili Academy uses a Response to Intervention (RTI) model to provide preventative and remedial services to students who are failing to meet grade level expectations compared to their same grade peers. RTI is a multi-tiered, decision-making framework used for the early

identification and support of students with skill gaps in specific areas. An RTI model assumes that student skill gaps can be reduced and prevented through the use of early identification and early intervention services that use evidence-based practice and through frequent monitoring of student progress. Core features of RTI include:

- Use of universal screening data to identify students who may need more support
- Frequent monitoring of student progress to aid in data-based decision making
- Instruction using evidence-based practices, such as direct instruction, modeling, frequent opportunities for practice, and performance feedback
- Multiple tiers with increasing intensity of intervention
- Intervention matched to student need
- Multidisciplinary team meetings to review and make decisions regarding student progress
- Parent communication and involvement in the process

The structure of intervention at Akili Academy can be broken down into three tiers, which are described below.

- Tier I – General Education Setting
 - Tier I instruction is provided to all students in the general education setting through the use of grade-level reading and math curricula and evidence-based instructional practices.
 - Tier I may include Guided Reading pull-out groups for some scholars as determined by teachers.
- Tier II – Small Group, Targeted Intervention
 - Tier II interventions are provided in addition to Tier I instruction.
 - Tier II groups are no larger than 6 scholars. They may occur at a minimum of 30 minutes/day, four days/week.
 - Tier II reading groups consist of Guided Reading using on-level text with an additional focus on specific skill deficits. Skill deficits are determined through analysis of benchmarking testing as well as Curriculum-Based Measurement (CBM) probes administered by interventionists.
 - Tier II math groups focus on basic skill remediation and fluency practice and can consist of small group computer-based intervention programming (i.e. ST math), small group pull-out, or small group push-in.
 - Scholars are considered for Tier II by teacher or interventionist referral, parent request, or based on analysis of benchmark data.
- Tier III – Intensive Intervention
 - In most cases, Tier III intervention is provided in addition to Tier I and Tier II intervention.
 - Tier III groups consist of 1-3 scholars and occur a minimum of 30 minutes/day, four days/week.
 - Reading, math, and writing intervention are all structured the same way. Interventions consist of intensive practice based on skill deficits at the instructional level of the group – determined through analysis of progress monitoring probes and benchmark assessments. Specific interventions and intervention strategies matched to the skill deficits are used.

All interventions include daily fidelity monitoring. State guidelines require that the fidelity of interventions is monitored in order to ensure that interventions are conducted as planned and that outcome data reliably reflects the effectiveness of the intervention. Additionally, progress monitoring occurs at least every other week in order to track the progress of each scholar receiving intervention services. Skill-specific monitoring probes are used.

School Building Level Committee (SBLC) - All referrals for RTI are reviewed weekly at School Building Level Committee (SBLC) meetings, and the team determines the best placement for the scholar. The School Building Level Committee (SBLC) is a general education committee comprised of multiple disciplines that engages in a problem solving process centered around student progress, interventions, and support services. Including members from multiple disciplines ensures that all aspects of a child's academic, social-emotional, and physical well-being are considered and addressed. Additionally, a teamwork approach allows for a multitude of evidence-based practices and strategies to be shared among team members, encourages consideration of multiple perspectives, and provides team support for decisions regarding a student's educational programming. When scholars are referred for RTI, they are placed into groups based on need, level of skill, and group availability. Typically a scholar progresses through the Tiers of intervention, but sometimes a scholar may exhibit such a significant skill deficit that he/she will be placed immediately into Tier III before going through Tier II. After a scholar is placed in the RTI program, progress monitoring outcome data is reviewed by the SBLC at least once per trimester to determine if the intervention is effective. When determining options for the student the options include but are not limited to:

- Conduct no further action at this time
- Continue current intervention and progress monitoring through the RTI process
- Conduct additional interventions through the RTI process (change intervention or change tiers)
- Refer the student to the appropriate committee to conduct a 504 evaluation
- Refer the student for appropriate support services (i.e. counseling, health services, speech-language)
- Refer the student for an individual evaluation if an exceptionality is suspected

English Learners

The school uses home language questionnaires, classroom observations, literacy assessments, and other screeners to identify which students are English Learners (EL). The screening will identify their current level of proficiency of the English Language. The school will notify parents of identified EL students and the extent of their additional services.

The school's program for EL students includes: EL pull out services, English Language remediation through computer program, and a structured immersion program. EL students are not unnecessarily segregated or excluded from other students, programs, or activities. Staff that teach EL students have the appropriate certifications and/or training.

The school monitors student performance on literacy assessments, State exams, and other classroom work to determine when students should be exited from EL status and/or ALP. Once exited, students are continually monitored to ensure they have sufficiently overcome language barriers. Additionally, the school regularly examines its EL programming and ALP to determine if students are successfully overcoming language barriers and meeting academic goals. The school modifies the program when necessary based on these examinations.

Exit procedures from our specialized language program are:

For grades K-2:

- Two years at composite level 5 on the English Language Development Assessment (ELDA); or, in the same year;
- At composite level 4 on ELDA and at grade-level/benchmark/low-risk on a standardized reading assessment, such as STEP.

For grades 3-8:

- Two years at composite level 5 on ELDA; or, in the same year;
- At composite level 4 on ELDA and at proficient on the English Language arts portion of the iLEAP, LEAP, LAA1, or LAA2.

These scores will determine your child's entrance into the general education curriculum without the specialized language instruction support. Your child will be monitored in all subjects for a period of two years.

Promotion Requirements

Akili Academy of New Orleans follows the promotion policy outlined in the Akili Academy Pupil Progression Plan. Promotion from one grade to the next is based upon the multiple criteria listed below:

- Performance in the courses of study.
- Performance on state standardized testing.
- Attendance.

Occasionally, teachers also find that a student is not ready for the next grade. This may be due to a lack of social-emotional maturity, academic problems, or a combination of these factors. Repeating a grade can give a student the edge he or she needs to achieve success in future grades. A teacher makes the recommendation that a child remains in his present grade for another year after consulting with school

administrators and discussing the student with the Academic Concerns Team. We make every effort to inform parents as early as possible in the spring if we feel a child will have to repeat the grade.

Promotion from Kindergarten

For promotion from kindergarten, the student shall attain mastery of at least 70% of the required grade level Louisiana State Standards as evidenced by work samples, anecdotal records, pictures/portfolios, observations, and assessments. Students must reach a STEP level 3 or make 1.5 years of reading level growth.

Promotion from First and Second Grade

For promotion from first and second grade, the student shall attain at least 70% average in each of the promotional subjects of Reading, Writing, and Mathematics based on grade level Louisiana State Standards. Students must reach a STEP level 6 (in 1st grade) or 9 (in 2nd grade) or make 1.5 years of reading level growth.

Promotion from Third and Fourth Grade

For promotion from third grade, the student shall attain at least 70% average in each of the promotional subjects of Reading, Writing, and Mathematics based on required grade-level Louisiana State Standards. Students must reach an F&P level P (in 3rd grade) and F&P level S (in 4th grade) or make 1.5 years of reading level growth.

Promotion from 4th through 8th Grade

The student shall attain at least a 2 average on grade level standards in each of the promotional subjects of English Language Arts (reading, oral and written communication, handwriting, and spelling) and Mathematics based on the required grade-level Louisiana State Standards and attain at least a 2 combined average on grade level standards on Science and Social Studies. Students must reach F&P level V (5th grade), X (6th grade), Y (7th grade), Z (8th) or make 1.5 years of reading level growth.

8th Grade Promotion Ceremony

At the close of the academic year, Akili Academy hosts a promotion ceremony for our 8th grade class. Participation in the ceremony is a privilege designed to honor our scholars who have displayed academic success and who have displayed the Akili values throughout the school year. Requirements to participate include an average of 2 on all grade level standards, excellent behavior in the months leading up to promotion, and official enrollment in high school.

Homework

Purpose: Homework is an essential part of the Akili Academy educational program. It is designed to reinforce skills taught in the classroom, to help scholars develop a deeper understanding of concepts, and to promote good study habits. Homework should always be meaningful and directly related to lessons in the classroom. Ultimately, Akili Academy believes that scholars who develop strong homework



habits in elementary and middle school are better prepared for success in high school and college. As a result we work with scholars to develop these habits.

Materials: All scholars are provided with Homework Folders. Homework Folders are designed to teach students essential organizational skills. In 5-7th grade, scholars will also receive a weekly agenda on which to record homework assignments and set weekly goals.

Content and Standards: Homework will be assigned EVERY night at Akili Academy. Homework includes 20 minutes of required reading every night (including weekends and holidays), for which a parent/guardian signature is required on the reading log. Homework must be completed in full and in accordance with Akili Academy's high standards for hard work and professional presentation. The State Library of Louisiana and the local public library may offer after-school online homework assistance. See homeworkla.org for more information.

Reading Log: Parents/Guardians should make sure to supervise their scholar in reading at least 20 minutes every night and every day on the weekends. Parents/Guardians are expected to sign the Reading Log on a daily basis.

Procedure: Homework folders are turned in to teachers each morning as soon as scholars arrive at school. If homework is late, missing, incomplete, or of poor quality, then scholars attend Homework Club during lunch and recess to complete homework. Parents/guardians will receive a phone call from their scholar's teacher if homework assignments are habitually incomplete.

Homework Club and Detention: If a scholar is unable to complete their homework, they will have the opportunity to complete homework during the lunch and recess period during the next school day. Homework Club is grouped by grade level and scholars receive the assistance of a teacher. Scholars who turn in incomplete homework more than three times will be assigned an after school homework detention.

Assessments

Akili Academy employs multiple assessments to monitor student progress, inform instruction, and ensure that all students succeed. Staff work to ensure that assessments are not stressful times for students; rather they are presented as opportunities to show off all that students have learned. The assessments, which include MAP (a nationally normed standardized test), STEP and F & P (assessments of literacy development), internally developed assessments, interim assessments, and state assessments (beginning in third grade) are administered throughout the year. Teachers analyze the results to inform their instruction, identify students in need of extra help, and assess the overall effectiveness of the school's curriculum. Results are shared with families through weekly grade reports, report cards that are distributed three times each year, and through graded work that is sent home by the teacher every Friday.

***Note:** A schedule of interim and state assessments can be found in the Akili Academy monthly and yearly calendars.

OPERATIONS

School Calendar and Hours of Operations

School Calendar and Emergency Closure Procedure

Yearly School Calendar: A school calendar is distributed to all Akili Academy families at the beginning of each school year. The school calendar is also readily available in Akili Academy's main office and on our website.

Monthly School Calendar: A monthly school calendar is distributed to all Akili Academy families at the beginning of each month. It is also available on our school's website.

Emergency School Closure: In the case of an emergency school closure, Akili Academy will issue an automated phone and text notification to all parents/guardians. In addition, in cases where there is a possibility of an emergency closure, please listen to local radio and television stations.

***Note:** At the discretion of the Principal, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days during or at the end of the school year.

Hours of Operation

Daily Schedule: 8:40 AM-4:30 PM: standard academic school day

Early Dismissal: Occasionally, the school will run an early dismissal. On these days, school dismisses at 1:45 PM. These days are marked on the school calendar and highlighted in yellow.

Additional Changes to Hours of Operation

Please consult the monthly and yearly school calendars and refer to the weekly newsletter for any additional changes to the hours of operation that may arise throughout the school year.

Arrival & Dismissal Policies

Arrival Procedures

Drop-off Arrival:

- **Opening Time for Arrival:** Akili Academy officially opens to students at 8:30 AM each day. **We ask that scholars not be dropped off at Akili Academy prior to 8:30 AM.** Because they are preparing for the school day, Akili staff members are not able to monitor scholars before 8:30 AM.
- **End of Arrival:** Arrival closes and the school day begins at 8:40 AM sharp.

- **Arrival Tardy Procedure:** Scholars arriving past 8:40 AM will be tardy and must be signed into the main office by a parent/guardian before reporting to class.

Bus Arrival:

- Parents/Guardians **or** older siblings of scholars below the age of nine (9) years **must** accompany their scholar to their bus stop each morning.
- Parents/Guardians who are required to accompany their scholar to and from their bus stop are urged to arrive at their scholar's bus stop at least 10 minutes prior to their scheduled bus pick-up times.

Dismissal Procedures

Dismissal Times:

- The standard academic school day officially ends at **4:15 PM**.
- Aftercare is available from 4:15 PM until 5:30 PM. Aftercare applications may be filled out in the front office.
- Early dismissal days officially end at **1:45 PM**.

Pick-up Dismissal:

- **For those scholars who do not elect to participate in our aftercare program, parents/guardians are responsible for pick-up by 4:30 PM.** Pick-ups should be made in the car pick-up line located by the Alvar Street school entrance.
- All parents/guardians that elect to pick up their scholars will receive a name placard with their scholar's name displayed clearly. Parents/Guardians or designated pick up persons must display their scholar's pick up placard in the pick-up line in order to have their scholar released into their custody.

Walking Scholars: Scholars who walk home must be 9 years of age or older and have a school authorization form signed by their parent/guardian. Parents/Guardians may request this form from the Akili Academy front office. Scholars under 9 years of age may be walked home by an older sibling (over the age of 9) and must be noted on the the walker release form.

Parent/Guardian Pick Up and Notification Policy: No scholar will be allowed to leave the school with an adult who is not his or her legal guardian unless the parent/guardian has called the Akili front office or has designated a pick up custodian as that scholar's temporary or permanent transport.

Pick Up Authorization: Parents/Guardians **MUST** submit a release form listing the names and information for any individuals, besides parent/guardians, who are regularly authorized to be a pick up custodian for their children.

In communicating a temporary or permanent change of pick up custodian the parent/guardian must specify:

- The scholar's name, grade, and homeroom
- The name and working phone number for the adult picking up the scholar
- The specific pick-up dates

Parent/Guardian Notification Cut-Off Times: The times by which a parent/guardian must call the Akili Academy main office to provide the details of any change of pick up custodian or transportation change of any kind are as follows:

- Prior to 3:30 PM on standard days
- Prior to 1:00 PM on early dismissal days

Bus Transportation Procedures

Apple Bus Company

Akili Academy offers free bus transportation through Apple Bus Company.

Bus Transportation Guidelines

Bus Stop Generation: Any Akili Academy scholar whose parent/guardian does not indicate that their scholar will be picked up from school daily or is to be a walker, will have a bus stop generated for them in close proximity to their Orleans Parish residence. Akili Academy will notify parents/guardians of their scholar's bus stop locations and pick up/drop off times prior to the start of the school year.

Special transportation services are also provided to any student with special needs whose IEP requires special transportation.

Bus Stop Guidelines:

- Parents/Guardians *or* older siblings (over the age of 9) of scholars below the age of nine (9) years and students with an IEP requiring an adult to deliver and receive them from the bus must accompany their scholar to their bus stop each morning and must be present to pick up their scholar at their bus stop in the afternoon.
- These scholars who are not met by an adult will be taken to the local NOPD precinct, at which time the registered parent/guardian will be contacted.
- Parents/Guardians who are required to accompany their scholar to and from their bus stop are urged to arrive at their scholar's bus stop at least 10 minutes prior to their scheduled pick up and drop off times.

Transportation Change Policy (Permanent Changes):

The following transportation changes must be requested through the school's front office. Please allow 3 to 5 school days for permanent changes to take effect.

- Change from pick-up to bus rider
- Change from bus rider to pick-up
- Change of address that requires new bus stop assignment

In addition, please also note the following bus specific transportation guidelines:

- Scholars electing to ride the bus must have a permanent bus stop that they use daily, as generated by Akili Academy.
- Scholars may not switch from their regularly scheduled bus or bus stop to a different bus or bus stop for a day for any reason.
- It is the parent/guardian's responsibility to provide transportation for any scholar that is suspended from riding the bus.
- Please do not attempt to schedule bus changes directly with the bus company or bus drivers.

Bus Behavior Policy

Bus Riding Behavioral Expectations: Scholars are expected to demonstrate the same high behavioral standard on the school bus as they do during the school day. In order to maintain a safe atmosphere on the school bus, scholars are expected to:

- remain seated at all times;
- talk quietly and use whisper voices;
- keep all parts of the body inside of the bus;
- follow all directions given by the bus driver;
- be safe when waiting for, riding on, and boarding and exiting the bus. Students are expected to look both ways before crossing streets, stay off the street when waiting for the bus, and cross in front of the bus when necessary after disembarking.

Bus Disciplinary Reporting Procedure: Bus drivers have the authority to discipline students on the bus and will report all scholar behavior issues directly to Akili Academy immediately upon completion of the bus route.

- **1st Report:** Scholar is spoken to by Director of Student Culture and family is notified
- **2nd Report:** Parent and scholar receive warning from Akili that another report will result in a bus suspension.
- **3rd Report:** Scholar receives a bus suspension for a length of time determined by the Director of Student Culture.
- **Three incidences of physical aggression on the bus or three bus suspensions will result in expulsion from the bus. Families will have complete responsibility for transportation; however, Akili Academy will provide bus tokens if requested.**

***Note:** Any specific behavioral incident is subject to disciplinary measures or suspension at the discretion of the Dean of Students.

Attendance Policy

Akili Academy follows the attendance policy outlined by the Akili Academy Pupil Progression Plan.

Daily Attendance

The calendar has 177 days of school. Students who are absent more than 15 days may be retained in the grade unless they are officially excused from school. A scholar is considered to be absent when they are present for less than 25% of the school day. Student attendance is mandatory.

Policy and Procedure for Notification of Absence: Parents/Guardians should call the school as early as possible if their scholar will not be attending school for any reason. Calls should be made as far in advance as possible and can be left on the school's voice mail.

Truancy Standard: A scholar is considered habitually absent or tardy (**truant**) when either condition continues to exist after all reasonable attempts made by the school personnel have failed to correct the condition after the *fifth unexcused absence or fifth unexcused occurrence of being tardy*. (LRS 17:23)

Classifications of Absences

Excused Absences: Absences incurred due to a personal illness, serious illness in the family, or extenuating circumstances are excused. **In each case, the absence must be supported by an official medical, legal, or bereavement notice which must be submitted to the main office within 5 days of the absence.** Scholars are eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed. This does not exempt the scholar from truancy.

Examples of Excused Absences for Extenuating Circumstances - Exceptions to the attendance policy are considered as Extenuating Circumstances. Documentation for excused absences and extenuating circumstances must be submitted to the main office.

- Extended personal physical or emotional illness as verified by a physician or nurse practitioner (original doctor's note)
- Temporary illness
- Extended hospital stay as verified by physician or dentist (original doctor's note)
- Extended recuperation from an accident as verified by a physician or dentist in the state
- Observation of special, recognized holidays of the scholar's own faith
- Visitation with a parent who is a member of the United States Armed forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per year.

Unexcused absences: Any absence not meeting the requirements set forth in the excused absence and extenuating circumstances sections above are unexcused. Scholars may be given a failing grade and may not be given the opportunity to make up work. Five or more unexcused absences will be considered as truancy.

Examples of Unexcused Absences:

- Missing the school bus

- Trips not approved by the principal
- Vacations during the school year
- Birthdays or other celebrations
- Caring for a young child or elderly adult
- Trips to homeland
- Skipping or cutting class
- Other personal appointments

Suspensions: Suspensions do not count toward unexcused absences or truancy. A suspended scholar is allowed to make up missed work and is eligible for consideration to receive credit provided it is completed satisfactorily and in a timely manner. This absence is considered when determining whether or not a scholar may or may not be promoted but is not considered for the purposes of truancy. Scholars absent from school as a result of any suspension are counted as absent.

Tardiness

Late scholars miss academics, and every instructional minute counts. Scholars are expected to be in attendance every minute of the day. Scholars that are late miss essential instruction. Parents are expected to cooperate with school personnel throughout the school year. **Tardy shall include, but not be limited to, leaving or checking out of school prior to the regularly scheduled dismissal time or arriving late after school officially begins,** but shall not include reporting late to class when transferring from one class to another during the school day. Tardies are only excused with an official note from a physician's office. **Habitual tardiness will be considered as truancy and will be referred to the Supervisor of Child Welfare and Attendance.**

Definition of Tardiness: Our doors open at 8:30 A.M. each morning. Students must arrive between 8:30 A.M. and 8:40 A.M. Students arriving after 8:40 A.M. are considered tardy. All tardy students must report to the front office and be signed into school by the adult dropping them off. In cases when a school bus arrives late, those students riding the bus are not considered tardy.

***Note: Three tardies equal one absence and may be reported to the State of Louisiana as such.**

School Visitor Policy

Parents/Guardians are a vital part of the Akili Academy community and partners in their scholar's education. Parents/Guardians may observe their scholar in class and may take part in scheduled volunteer opportunities.

Parent/Guardian Visit Classifications and Procedures



Pre-Scheduled Visits: Parents/Guardians may coordinate with their scholar's teacher to schedule a planned visit to observe class. The teacher and the parent/guardian must agree upon the date and duration of the visit. Akili Academy does not allow any unscheduled visits.

Visit Procedure: Upon arriving at Akili, all visitors must first sign in at the security desk, then report to the front office to retrieve a visitor's badge. In the case of a scheduled visit, an Akili Academy staff member or security agent will escort the parent/guardian at the scheduled time.

Visit Regulations

- To limit disruption, parent/guardian visitors may not talk to a scholar or a teacher while observing a class.
- For the safety of our scholars, parent/guardian visitors must wear a visitor name badge while in the school.
- Parent/Guardians who travel to Akili Academy to drop off items for a scholar or to leave a message must report to the front office where they may leave the item with the office manager for delivery.

Student Birthday Celebrations: Although we enjoy knowing it is a student's birthday, parties are not allowed at school. Each homeroom class will celebrate birthdays as a class during Celebration time at the end of the day once a month on Fridays. Please do not send gifts (balloons, flowers, candy, etc.) to school except for on the birthday celebration Friday- contact your student's teacher for dates and times of birthday celebrations. Although it is a nice thing to do, gifts cause a distraction for the student and his/her classmates. On these designated Fridays, feel free to send enough cake/cupcakes or healthy options for the class to celebrate together if you choose.

Student Enrollment Policy

Akili Academy is an open enrollment school in the Recovery School District and abides by the enrollment policies developed by the EnrollNOLA office. This means that we are open to all who live in Orleans Parish: we have no requirements for admission, we do not test prior to entry, and, when there are more applicants than seats available, we use a random lottery to determine placement. We do not charge parents for anything associated with their child's education, except for the uniform and occasional trips. The admissions process is designed to ensure equal access for all students, and the school does not discriminate in admissions, nor any of its program or activities, on the basis of intellectual ability, race, color, religion, sex, sexual orientation or preference, gender identity or expression, ethnicity, national origin or immigration status, disability, or identification as an exceptional child.

All enrollment is now handled centrally through the city's EnrollNOLA office. A free appropriate public education, including any necessary special education services, are provided at Akili Academy, as required, under the Individuals with Disabilities Education Act (IDEA).

Crescent City Schools

Crescent City Schools is the non-profit charter management organization that oversees the workings of Akili Academy. Crescent City Schools is governed by its own board of directors. If you are interested in attending a board meeting, they are open to the public and take place the last Wednesday of most months at 6pm. The location of the board meetings rotates among the three Crescent City Schools. The board meeting and location schedule is always posted online at www.crescentcityschools.org and in our front office.

HEALTH AND WELLNESS

School Meal Program

School Meals Offered: Breakfast, lunch, snack, and supper are served to Akili Academy scholars. Akili Academy believes strongly in the value of providing healthy food options to its scholars.

Packed Lunch Policy

Parents/Guardians may choose to send their scholars to school with a packed lunch from home. Parents/Guardians who do so must adhere to the following guidelines:

- The scholar's lunch must contain at least a sandwich or Lunchable to be considered a nutritious lunch.
- The entire lunch must be in one bag or container with the student's name on it.
- Only milk, water, or fruit juice are allowed as beverages.
- **Candy, gum, packaged noodles, chips, and soda are not allowed to be consumed at school.**

Fire Drills

As a safety measure, and in keeping with regulations set up by the New Orleans Fire Department, fire drills are conducted regularly. A steady, continuous sounding of the fire alarm signals a fire drill. Quiet and rapid, but safe, movement towards specified exits are to be observed during these drills. Students and teachers are expected to take all fire alarms seriously. A copy of the fire drill instructions and a chart showing an emergency dispersal plan can be found in each classroom.

Student Records

We understand and respect the importance of student privacy. We are committed to keeping all personally identifiable information about your child(ren) private and only sharing that information when legally required to do so or when necessary for the education, health, or safety of your child(ren). Below are examples of what information may be shared.

- Directory information and educational records may be shared with employees of Crescent City Schools, including teachers and administrators, to be used for designing, implementing, and evaluating educational programming and academic achievement.

- Directory information and educational records may be shared with high schools, postsecondary educational institutions, and the Office of Student Financial Assistance to be used for processing applications for admission and financial aid.
- Directory information and educational records may be stored on third-party computer systems for data storage and back-up purposes.
- Directory information and educational records may be shared with the Louisiana Department of Education and third party providers to provide and bill for special education and mental health services and evaluations. (This includes billing Medicaid when applicable.)
- Directory information may be shared with third party providers to provide educational programming, co-curricular programming, and assessments.
- Directory information and health information may be shared with medical professionals and third party providers to provide medical care or billing for medical care services. (This includes billing Medicaid when applicable.)
- Directory information may be shared with third party providers for the provision of transportation and food services.
- Samples of student work and accomplishments may be displayed in the school or published to recognize your child(ren)'s achievements.

We will NOT share personally identifiable information with any person or entity who desires to use the information for purposes that do not benefit the education, health, or safety of your child(ren).

Parents may withdraw consent for sharing information in this way by submitting a request in writing to the main office.

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days after the day the school receives a request for access. Requests for access should be submitted to the office manager and include what records are to be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Requests to amend records should be submitted to the principal and should clearly identify the part of the record wished to be changed and the reason. The school will notify the parent or eligible student of its decision and the right to a hearing.
- The right to provide written consent before the school discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception is disclosure to school officials with legitimate educational interests. School officials include employees of Crescent City Schools and contractors, consultants, of other individuals performing a function for which the school would otherwise use its own employees and who is under control of the school with respect to use and maintenance of education records. Legitimate educational interests include professional responsibilities related to the student's education. The school may also disclose educational records to other schools in which a student seeks to enroll or is already enrolled.
- The right to file a complaint with the U.S. Department of Education at:



Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The school may also disclose directory information unless you have advised us to the contrary in writing. The primary purpose of disclosing directory information is to allow the school to include information from your child's records in certain school publications and displays. Examples include:

- Bulletin boards located throughout the building
- Honor rolls and other recognition lists
- Event programs
- Sports activity sheets and rosters

If you do not want the school to disclose any or all types of directory information listed below, you must notify the school in writing within 90 days of the first day of school (or within 90 days of enrolling if enrolling mid-year). The school has designated the following information as directory information:

- Student's name and Grade level
- Participation in activities and sports
- Honors and awards received
- Dates of attendance

Parents may also review a child's records upon request.

Nursing Services & Medication

Nursing Services: On-site nursing services are available to all scholars through Akili Academy's School Nurse.

Immunization Records: The law requires Akili Academy to collect completed immunization forms for every student. These forms are made available by the School Nurse and can be obtained by contacting the Main Office.

Medication Administration and the MAF: Akili Academy's School Nurse is available to administer prescribed medication to scholars. However, all medication-even over-the-counter medications-can only be administered after a parent/guardian has returned a Medical Administration Form (MAF), completed by a healthcare provider. Families can get a copy of this form by contacting Akili Academy's main office. Scholars with conditions requiring the administration of medication who have not completed the MAF may be restricted from attending school at the discretion of the School Nurse and Akili Academy administration.

***Note:** All student medicines will be kept in a locked cabinet and Akili Academy will keep a detailed log of all medicines that are administered.

Severe Allergies

Anaphylaxis is a severe systemic allergic reaction from exposure to allergens that is rapid in onset and can cause death. Parents of students with known life threatening allergies and/or anaphylaxis are encouraged to notify the School Nurse and should provide the school with written instructions and prescribed medications from the student’s health care provider for handling anaphylaxis, on an annual basis.

It is the policy of the Harriet Tubman to follow the medical and legal guidelines developed for students with an identified severe allergy to food, insect stings, latex, and/or unknown allergens, in addition to those who may have not yet had an identified allergy or condition which puts them at risk to experience an unexpected event, that are at a potential risk for a life-threatening reaction (anaphylaxis).

These guidelines include:

- Education and Training for school personnel on the management of students with life-threatening severe allergies, including training related to the administration of medication with a cartridge injector.
- Procedures for responding to known and unknown life-threatening allergic reactions.
- A process for the development of individualized health care and allergy/anaphylaxis emergency action plans for every student with an identified allergy.
- Protocols to prevent exposure to food allergens or precautions to avoid exposure to other allergens.

Akili Academy will make every effort to provide at least two (2) doses of auto-injectable epinephrine (hereinafter called ‘unassigned or stock epinephrine’) on site, under the standing order of a Louisiana licensed physician, to assist those persons who may experience anaphylactic emergencies and do not have a prescribed treatment. The stock epinephrine may be administered by a school nurse or employee of the school who is authorized and trained in the administration of epinephrine to any student or other person, who in good faith, is believed to be having an anaphylactic reaction. This policy is not intended to replace or override student specific orders or currently prescribed medications for anaphylaxis.

Accidents

All accidents that occur on school grounds or at school events must be reported immediately to the teacher on duty. School personnel may administer first aid when necessary. Parents will be notified in case of an accident and are expected to come to the school immediately if requested to so do.

Human Services

Below are emergency telephone numbers that may be useful to parents/guardians and students:

Akili Academy Main Office: (504) 355-4172
Child Protective Services: 855-4LA-KIDS (855-452-5437)
Domestic Violence Hotline: 504-837-5400
Drug Dependence Hotline: 800-662-4357
Mental Health Hotline: 800-248-1152



Police/Fire Emergency: 911

Poison Control: 1-800-222-1222

Rape Crisis Hotline: 504-482-9922

Runaway Hotline: 800-RUNAWAY (800-786-2929)

Suicide Prevention: 800-784-2433



Akili Academy Family Handbook Acknowledgement Form

By signing below, I am stating that I have thoroughly read and reviewed the Akili Academy Family Handbook for 2016-2017 and am aware of and understand all school policies. I know that if I have questions about any of the policies in this document that I am to direct them to the Main Office.

Parent/Guardian Signature: _____

Scholar's Name: _____

Scholar's Grade: _____

Scholar's Homeroom: _____