



# 2023-24 Community Handbook

*"Without community there is no liberation." - Audre Lorde*

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All the work we do improves our  
lives, community, & environment.

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## Mission

Living School improves lives, communities, and our environment by providing an excellent holistic education.

## Vision

We envision the right relationship amongst all our relations: all children get what they need to live healthy, rewarding lives in equitable, peaceful communities, in biodiverse, thriving ecosystems.

(504) 218-4437 | [info@livingschoolnola.org](mailto:info@livingschoolnola.org)

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## Welcome from the Living School Team!

Dearest Living School Community,

Welcome to the 2023-24 school year at Living School! We are so excited to have you in the Family and look forward to improving lives, communities, and environment together. We are honored to walk side by side with you on this journey. We believe that at the core of any meaningful life experience is the quality of relationships we develop with all our relations along the way. We look forward to building and nurturing strong relationships with each of you, in unity, toward the future we all dream of: right relationship amongst all our relations.

As each of us strive to make our unique contribution to the Living School Community, we agree to pursue our organization's mission and embody our vision. May this handbook serve as a guide that outlines how we approach our shared work. Thank you in advance for the tremendous time, care, and effort we know each of you will contribute to helping our young people, communities, and environment thrive.

In unity,

The Living School Team

## School Information

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### Living School's Student Rights

1. Safety - I have the right to physical and emotional safety at all times.
2. Health - I have the right to do what I need to support my healthiest self physically and emotionally.
3. Peace - I have the right to peace from violence and tranquility from harsh stimuli (e.g. sights & sounds).
4. Autonomy - I have the right to make my own sovereign decisions about my life & body.
5. Resources - I have the right to the abundance of resources in our community to meet my needs.
6. Voice - I have the right to use my voice and be heard by all stakeholders.
7. Choice - I have the right to choose how to meet my needs and uphold community norms.
8. Security - I have the right to security over my body & property.
9. Identity - I have the right to be celebrated and protected in all of my identities.



# Core Values

## Restorative Practices



The Indigenous Medicine Wheel guides us in restoring holistic health and education to all of our students



### Cooperation

We Are A Democratic Community



### Justice

All the work we do improves our lives, communities, and environment



### Sankofa

We seek Right Relationship with All our Relations (plant, animal, human, etc.)



### Skillfulness

We Learn By Doing

1. Cooperation: We are a Democratic Community. We have the courage to work together to recognize and uplift each other's mutual humanity in pursuit of the right relationship and the greater good. We seek to elevate all voices and experiences.
2. Justice: All the work we do improves our lives, communities, and environment. All decisions come down to what most furthers our mission to cultivate equity: holistic health for individuals, communities, and ecosystems. We seek to help and do real & sustaining good for ourselves and all other beings. We embrace healthy conflict. When harm does occur, we learn, grow, and repair it.
3. Sankofa: We seek Right Relationship with All Our Relations. All interactions and relationships are grounded in mutual respect, trust, and love for one another. We are working towards fulfilling the promises of our ancestors and ensuring a healthy future for our descendents for many generations.
4. Skillfulness: We Learn by Doing. We each constantly strive to be the best version of ourselves, giving and receiving feedback regularly to help one another improve. We pursue mastery of knowledge, skills, mindsets, and habits that will improve lives, communities, and environments.

## Living School's Story

To read more about our story, visit <https://tinyurl.com/lstory>.

### Living School's Story: 2012 - 2023



2012 - 2014

2014 - 2019

2019 - 2023

2023 & Beyond

#### Community Organizing

Over 500 students, families, and educators came together to envision and test out best practices for raising healthy children in healthy communities.

#### Pitches, Pilots, & Preparation

We named the vision Living School and pitched it both locally and nationally, earning our first investments and launching our first pilots in preparation for our charter.

#### First 4 years of Living School!

We launched in 2019 with 38 students in 9th grade and in Spring 2023, we graduated our founding class with half earning college acceptance and  $\frac{3}{4}$  earning certification or an equivalent.

#### Living Future

We are expanding our enrollment and programming and working toward our permanent Living Campus while we measure the impact of our work on healthier lives, communities, and environment.



## Our School Goals

We are accountable for cultivating healthier beings, communities, and ecosystems.

Goals	1. Personal Wellbeing			2. Community Wellbeing			3. Environmental Wellbeing		
Domain	A. Physical	B. Mental, Social & Emotional	C. Achievement & Self-Efficacy	A. Jobs	B. Justice	C. Family & Relationships	A. Resources	B. Biodiversity	C. Climate
Vision	Our Legends will live <u>vigorous physical lives</u> supported by <u>responsible, healthy choices</u> .	Our Legends will live fulfilling lives enriched by <u>personal goals</u> and a web of <u>healthy, diverse relationships</u> .	Our Legends will have the <u>resources, skills, habits, and strengths</u> to <u>improve all aspects of life</u> .	Our community will employ all people seeking work at an <u>equitable (living) wage</u> to do <u>work that improves life</u> .	Our community will be <u>peaceful and equitable</u> and ensure that <u>injustice is repaired restoratively</u> .	Our community will be strengthened by <u>supportive families</u> and <u>webs of healthy relationships</u> .	Our <u>natural systems (air, water, soil)</u> <u>will be clean and available equitably</u> to all.	Our environment will be composed of <u>thriving ecosystems</u> with <u>increasing biodiversity</u> of life.	Our <u>climate will be stable</u> and safe for the <u>continued health of life</u> on Earth.

## Graduation Requirements

The Louisiana Department of Education offers public high school students 2 different diploma pathways. At Living School, we work to help every student earn a TOPS University Diploma because it gives students the most options after high school including all colleges & universities (4 year, 2 year, & trade) as well as opportunities for direct employment.

To earn a TOPS University Diploma, students must earn a total of 24 credits in the following categories:

<u>Category</u>	<u>Required Courses</u>	<u>Required Credits</u>
English	English 1, 2, 3, & 4	4
Math	Algebra 1 & 2, Geometry, + 1 from a list	4
Science	Biology, Chemistry, +2 from a list	4
Social Studies	Civics, US History, + 2 from a list	4
World Languages	2 from a list	2
Health & PE	PE I, PE II, Health	2
Fine Arts	2 from a list	1
Electives	3 from a list	3

For more details on graduation pathways, requirements, and endorsements, visit the Louisiana Department of Education website at <https://www.louisianabelieves.com/courses/graduation-requirements>.

Living School tracks students' progress toward graduation on their Individual Graduation Plan which gets updated & reviewed alongside the student and their family every semester. Please direct any questions to our College & Career Advisor.

## Grade Progression

Students can be promoted to the next grade when they meet the following minimum credit requirements:

9th Grade	Promoted by sending Middle School
10th Grade	6 or more TOPS University credits
11th Grade	12 or more TOPS University credits
12th Grade	18 or more TOPS University credits
Graduation w/ TOPS University Diploma	The 24 TOPS University Credits listed above

Note that having the number of credits to matriculate to the next grade does NOT necessarily mean that a student is on-track for graduation. Refer to the Graduation Requirements table above. For more information about credits and grade progression, please refer to our [Pupil Progression Plan](#).

## 4-Year Student Experience

Below is how our programming is designed to help our students achieve our 3 Graduate Outcomes over their 4 years at Living School:

Living School Graduate Outcomes		
I. Habits of a Healthy Life	II. Living-Wage Job Offer	III. College Acceptance

Each of these outcomes is supported by key Milestones we help our students achieve:

<ul style="list-style-type: none"> <li>a. Personal Life Plan with a strong financial plan</li> <li>b. Habits of daily &amp; timely attendance, preparation, organization, time management, and communication</li> <li>c. Habits of exercise, nutrition, rest, and safe choices</li> <li>d. Habits of managing stress, building confidence, cultivating self-love, and maintaining healthy, diverse relationships</li> </ul>	<ul style="list-style-type: none"> <li>a. Digital Portfolio showcasing student's growth, strongest work, leadership, and accomplishments</li> <li>b. Strong written &amp; verbal communication skills</li> <li>c. Advanced trade certification(s)</li> <li>d. Internships with strong letters of recommendation</li> <li>e. Strong resume of extracurricular participation, employment, &amp; leadership</li> <li>f. Completed Applications to a diverse array of 5+ career-aligned jobs</li> </ul>	<ul style="list-style-type: none"> <li>a. TOPS University Diploma with 24+ college-preparatory credits</li> <li>b. Strong GPA (3.0+)</li> <li>c. Strong LEAP scores (Basic+) in all 6 tested subjects</li> <li>d. Strong ACT score (21+)</li> <li>e. Dual Enrollment Credits earned from a local college or university</li> <li>f. Completed FAFSA &amp; scholarship apps</li> <li>g. Strong written &amp; verbal communication skills</li> <li>h. Completed College Applications to a diverse array of 5+ college options</li> </ul>
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We support every student in achieving all the Milestones above, and we also know that each student's path will be unique. Below are some of the in-house & partner-provided options we have aligned to each outcome:

<u>In-House</u> <ul style="list-style-type: none"> <li>- Holistic, Restorative Culture including counseling</li> <li>- School-Based Health Center</li> <li>- Micro-loans for entrepreneurial projects</li> </ul> <u>Partner-Provided</u> <ul style="list-style-type: none"> <li>- Wrap-around student &amp; family services</li> </ul>	<u>In-House</u> CTE+Entrepreneurship pathways: <ul style="list-style-type: none"> <li>- Skilled-Trades</li> <li>- Coding &amp; Computer Science</li> </ul> <u>Partner-Provided</u> <ul style="list-style-type: none"> <li>- Internships at employers.</li> <li>- Pathways* in Pre-Engineering, Health Sciences, Digital Media Production, Cosmetology, and others</li> </ul>	<u>In-House</u> Full transcript of 24 college-preparatory credits.  <u>Partner-Provided</u> Selected dual-enrollment college courses at Delgado, UNO, SUNO, Dillard, Xavier, Loyola, & Tulane
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\*We are committed to teaching and supporting Entrepreneurship skills in-house regardless of which pathway a student pursues.

### Example 4-year Course Progression:

9th Grade	10th Grade	11th Grade	12th Grade
English 1* Algebra 2* Physics African American History Spanish 1t** Elective 1** PE 1	English 2* Geometry* Biology* Civics** Spanish 2** Elective 2** PE 2 & Health	English 3** Algebra 2** Chemistry** US History* Art** Elective 3**	English 4** Statistics** Coding** World Geography**

\*LEAP tested subjects | \*\*Can be substituted for a dual-enrollment course with a college or training provider

All courses taken at Living School are eligible to be taken as an Honors course for an extra grade point by contract agreement with the Lead Instructor. Courses may be offered in a different order year-to-year.

	I. Habits of a Healthy Life	II. Living-Wage Job Offer	III. College Acceptance
9th	I.a. PLP first developed	II.d. In-school Internships	III.a. TOPS University-aligned courses III.h. College visits
10th	I.a. PLP financial plan developed	II.a. Beginners CTE Certification II.d.. Internships for eligible II.f. Job application support	III.d. ACT Prep III.e. Dual-enrollment available III.h. College visits & research
11th	I.a. Continue updating PLP & financial plan	II.a. Advanced CTE Certification #1 II.d. Internships for all II.f. Job application support	III.d. Practice-ACT III.e. Dual-enrollment available III.h. College visits & research
12th	I.a. Update PLP & financial plan to include potential family	II.a. Advanced CTE Certification #2 II.d. Internships for all II.f. Applications to career-focused jobs	III.d. ACT Testing III.e. Dual-enrollment encouraged III.f. Complete FAFSA III.h. College applications

For some experiences there are eligibility requirements imposed by Living School & our partners to ensure a student has demonstrated evidence of their readiness to take full advantage of the opportunity:

	<u>Training Provider Dual-Enrollment</u>	<u>College Dual-Enrollment</u>	<u>Internships / Employment</u>
<u>Minimum Age/Grade</u>	16 / 10th	15 / 10th	14 / 9th
<u>Minimum GPA</u>	3.0	3.0	2.5
<u>Attendance</u>	5 or fewer unexcused absences & unexcused tardies the prior semester		
<u>Right Relationship</u>	Strong patterns of communication, time management, & organization No patterns of incidents, major harm, or unhealthy conflict		

\*Some students with IEPs and other unique circumstances may have alternative eligibility criteria.

## 23-24 Academic Calendar

### School Hours

Regular Days: 8:40 AM - 3:40 PM  
Early Release Days: 8:40 AM - 1 PM

### Governance Meetings

Staff Council: Fridays @ 2:30 - 4 PM  
Student Council: Wednesdays @ 2:55 - 3:35  
Family Council: 2nd Tue Monthly @ 5 - 6 PM  
Board: 2nd Tue Monthly @ 6 - 8 PM



**LIVING SCHOOL**  
**LEARN BY DOING**

### Front Desk

(504) 218-4437  
info@livingschoolnola.org  
attendance@livingschoolnola.org

### CEO: Stefin Pasternak

(504) 410-5736 | spasternak@livingschoolnola.org

### School Director: Ashona Winzy

(504) 453-8046 | awinzy@livingschoolnola.org

## 2023-24 Living School Academic Calendar

### Student Events & Holidays

July 2023	
7/3 - 7/4 - July 4th (No Summer School)	
7/7 - Last Day of Summer School 2023	
7/17 - 8/4 - Staff Odyssey (No Students)	
7/21 - Summer Graduation	
7/26 @ 5 - 6:30 PM - 9th Orientation	
7/26 @ 7 - 8:30 PM - 10th Orientation	
7/27 @ 5 - 6:30 PM - 11th Orientation	
7/27 @ 7 - 8:30 PM - 12th Orientation	

### Staff Only Break Early Release Important Date School Event

July 2023						
Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2024						
Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

### Student Events & Holidays

January 2024	
1/1 - 1/5 Winter Break	
1/8 - Staff Odyssey (No Students)	
1/9 - Semester 2 Starts	
1/15 - MLK Day (No School)	
1/19 - S2 Add/Drop Deadline	

August 2023	
8/7 - Semester 1 Starts	
8/18 - S1 Add/Drop Deadline	

August 2023						
Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2024						
Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

February 2024	
2/7 - 2/9 - Half Days	
2/12 - 2/16 Mardi Gras Break	

September 2023	
9/4 - Labor Day (No School)	

September 2023						
Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

March 2024						
Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

March 2024	
3/4 - 3/6 - ACT Prep Camp	
3/7 - ACT Testing	
3/11 - 3/15 - S2 SLCs & Progress Report Conf.	
3/11 - 3/29 - ELPT Testing	

October 2023	
10/2 - 10/6 - S1 SLCs & Progress Report Conf.	
10/9 - 10/13 Fall Break (No School)	
10/30 - 11/4 - Homecoming Week	

October 2023						
Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2024						
Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April 2024	
4/1 - 4/5 Spring Break (No School)	
4/22 - 4/26 - S2 LEAP Prep Camp	
4/29 - 5/3 - S2 LEAP Testing	

November 2023	
11/3 - Homecoming Dance	
11/20 - 11/24 Thanksgiving Break	
11/27 - 12/1 - LEAP Prep Camp	

November 2023						
Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2024						
Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

May 2024	
5/9 - Living Fest! (Seniors' Last Day)	
5/10 - Final Day for Spring Graduation Eligibility	
5/10 - Last Day to Turn in Work for a Grade	
5/13 - 5/17 - S2 Presentations of Learning	
5/20 - 5/24 - Closeout Week	
5/24 - Graduation! & End of S2	
5/27 - 5/31 - Summer Break (No School)	

December 2023	
12/4 - 12/8 - S1 LEAP Testing	
12/14 - Winter Exhibition (5 - 8 PM)	
12/15 - Last Day to Turn in Work for a Grade	
12/18 - 12/21 - S1 Presentations of Learning	
12/25 - 12/29 Winter Break	

December 2023						
Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2024						
Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

June 2024	
6/3 - Summer School 2024 Starts	
6/19 - Juneteenth (No School)	
6/24 - 6/28 - Summer LEAP Testing	
6/28 - Last day of Summer School 2024	

Updated 5/22/23 | Board Approved 6/10/23 | Events subject to change

## Living School Team & Contacts

All Living School Team members are hired to serve our community and are available to any stakeholder. Note that the organizational chart below may change. For updates, visit our website: [LivingSchoolNOLA.org](https://LivingSchoolNOLA.org).

Name	Title	Contact me about	Contact Info*
Stefin Pasternak**	CEO	<ul style="list-style-type: none"><li>• Board &amp; Governance concerns</li><li>• Policy &amp; external affairs</li><li>• Finances &amp; Accounting</li></ul>	(504) 410-5736 spasternak@
Ashona Winzy	School Director	<ul style="list-style-type: none"><li>• School wide support</li><li>• Director of Teaching &amp; Learning</li><li>• Staff Council Coordinator</li></ul>	(504) 453-8046 awinzy@
Eduardo Gonzalez**	Director of Emergent Bilingual Programs	<ul style="list-style-type: none"><li>• Emergent Bilingual Student Support</li><li>• Transcripts &amp; Pathway Support for EL students</li></ul>	(504) 405-4639 egonzalez@
Shantell Alfred	College & Career Advisor	<ul style="list-style-type: none"><li>• Transcripts, IGPs, &amp; Report Cards</li><li>• Dual-Enrollment, Internship, &amp; Employment</li></ul>	(504) 450-3213 salfred@
Kristen Ward**	Director of Student Support	<ul style="list-style-type: none"><li>• Special Education &amp; 504 Services</li><li>• Learning Supports &amp; Support Team</li></ul>	(504) 300-9868 kward@
Whitney Dickerson	Director of Talent & HR	<ul style="list-style-type: none"><li>• HR &amp; Talent needs</li><li>• Benefits &amp; Payroll coordination</li></ul>	(501) 392-4314 wdickerson@
Pamela Recasner	Director of Student Life	<ul style="list-style-type: none"><li>• Culture Director</li><li>• Athletics Director</li><li>• Student Council Coordinator</li></ul>	(504) 206-8381 presasner@
Renette Jones	School Nurse	<ul style="list-style-type: none"><li>• Physical Health Needs &amp; Support</li><li>• Medication &amp; Treatment Questions</li></ul>	(504) 939-9459 rjones@
Rosland Brown	Director of Site & Records	<ul style="list-style-type: none"><li>• Enrollment &amp; Registration</li><li>• Attendance Notes &amp; Records Requests</li><li>• Family Council Coordinator</li></ul>	(504) 218-4437 rbrown@
Ryan Fuller	Director of Data & Results	<ul style="list-style-type: none"><li>• Data systems support (e.g. PowerSchool)</li><li>• Compliance &amp; reporting</li></ul>	(337) 251-9626 rfuller@

\*All Staff & Board emails are [firstinitial][lastname]@livingschoolnola.org.

\*\* Hablan Español.

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## SchoolRunner App for Student Information

We use the SchoolRunner app to keep track of key student information including grades, attendance, and behavior. Each student and their family will receive a unique login to access their SchoolRunner account so you can see your up-to-date information at all times. We encourage families to log in at least once a week to discuss their student's grades, attendance, and behavior with them. You can access the app via any web browser at <https://livingschoolnola.schoolrunner.org/> or by downloading the app onto your phone.



## Democratic Governance

Living School is a Democratic School governed by our Student Council, Family Council, Staff Council, and Community Board of Directors. For most updated information visit [LivingSchoolNOLA.org](http://LivingSchoolNOLA.org).

Living School Democratic Governance Matrix				
The Governance Matrix below expand upon the Governance Responsibilities outlined in <a href="#">Living School's Bylaws</a>				
- Any items not explicitly delegated to a Council by the Board in the Bylaws is under the Executive Authority of the CEO				
Voting items must be presented at one meeting before being put to a vote at a future meeting				
- Meeting 1: Present proposal in writing (with any supporting documents), take questions & comments. Q & C can be emailed to presenter in the week following presentation.				
- Meeting 2+: Present revised proposal, may move for a vote when ready				
- Emergency decisions can be voted on in the same meeting that it's presented if the				
- Executive decisions that must be made before a quorum of the full body can be assembled are best made with a consensus of the Leadership Body of a Council				
Body (Branch)	Community Board (Oversight)	Staff Council (Executive)	Student Council (Legislative)	Family Council (Advisory)
Staff Coordinator	CEO	School Director	Director of Student Life	Director of Site & Records
Meeting Day & Time	2nd Tue of Month @ 6 - 8 PM	Fridays @ 2:30 - 4 PM	Wednesdays @ 2:55 - 3:35 PM	2nd Tue of Month @ 5 - 6 PM
Leadership Body	Board Officers	Systems Team	Student Union	Family Council Officers
Leadership Term Limit	1 Year Terms, 3 Term Max	1 Year Terms, No Max	1 Year Terms, 4 Term Max	1 Year Terms, 4 Term Max
Head	Board Chair	CEO	Student Council President	Family Council Chair
# of Leaders	4 (Chair, Vice-Chair, Treasurer, Secretary)	5 - 10 (Chiefs, Directors, & Elected Staff)	16 (2 per Homeroom; self-elected President, Vice-President, Secretary, & Treasurer)	9 (Chair, Vice-Chair, Treasurer, Secretary, Grade-Level Liaisons, Family Board Member)
Pathway to Leadership	Elected by the Board 2 Elected Guardians or Alumni	Hired into positions by HR 2 Elected by Staff	Each homeroom elects 2 StudU Reps Reps elect roles from within their ranks	Elected by Family Council
Hung Decision	Chair casts deciding vote	CEO casts deciding vote	President casts deciding vote	Chair casts deciding vote
Total membership 60% quorum	7 - 15	30 - 45	200 - 240	200 - 240
Term Limit	3 Year Term, 2 Term Max	Duration of employment	Duration of enrollment	Duration of student(s)'s enrollment
Votes	1 per Board Member	1 per Staff Member on Payroll	1 per Enrolled Student	1 per Enrolled Student
General Assembly	Monthly	Weekly	Weekly	Monthly
Committees	CEO Support & Evaluation Finance & Development Academics & Culture	Events & Rewards Restorative Approaches Athletics & Co-Curriculars Health & Wellbeing Staff & Family Relations Board Relations & Policy Community Relations & Communication Operations & Finance	Events & Rewards Restorative Approaches Athletics & Co-Curriculars Health & Wellbeing Staff & Family Relations Board Relations & Policy Community Relations & Communication Operations & Finance	
Final Approving Authority Anything not explicitly delegated to a branch defaults to the CEO or their designee	CEO Evaluation, Hiring, & Firing Budget Policies, Handbooks, & Manuals Bylaws Annual Calendar	Staff Development Rubric Compensation Framework	School Constitution Code, Norms, Agreements, & Rules Restorative Disciplinary Process	

### Student Council - Legislative Branch

All students at Living School have an equal vote on the Student Council, which controls the Living School Constitution, Code, Norms, & Rules. Students elect their peers to lead the Student Council.

### Staff Council - Executive Branch

All staff at Living School have an equal vote on the Staff Council, which runs Living School and enacts the Constitution, Code, Norms, & Rules passed by the Student Council.

### Family Council - Judicial Branch

All families at Living School have 1 vote per enrolled student on the Family Council, which helps advise both the Student & Staff Councils. Families elect their peers to lead the Family Council.

### Community Board of Directors - Independent Oversight

The Community Board of Directors is made up of at least 2 Parents/Guardians and at least 5 other independent community members who serve as legal oversight to the School (Louisiana Charter School law mandates that charters be operated by registered nonprofits governed by an independent Board of Directors). The Board elects its members to its leadership roles. All information about Board members, meetings, agendas, minutes, & documents can be found on the Board Public Portal:

[tinyurl.com/livingschoolpublicportal](http://tinyurl.com/livingschoolpublicportal)

# Cooperation: Restorative Approaches, Student Supports, & Privileges

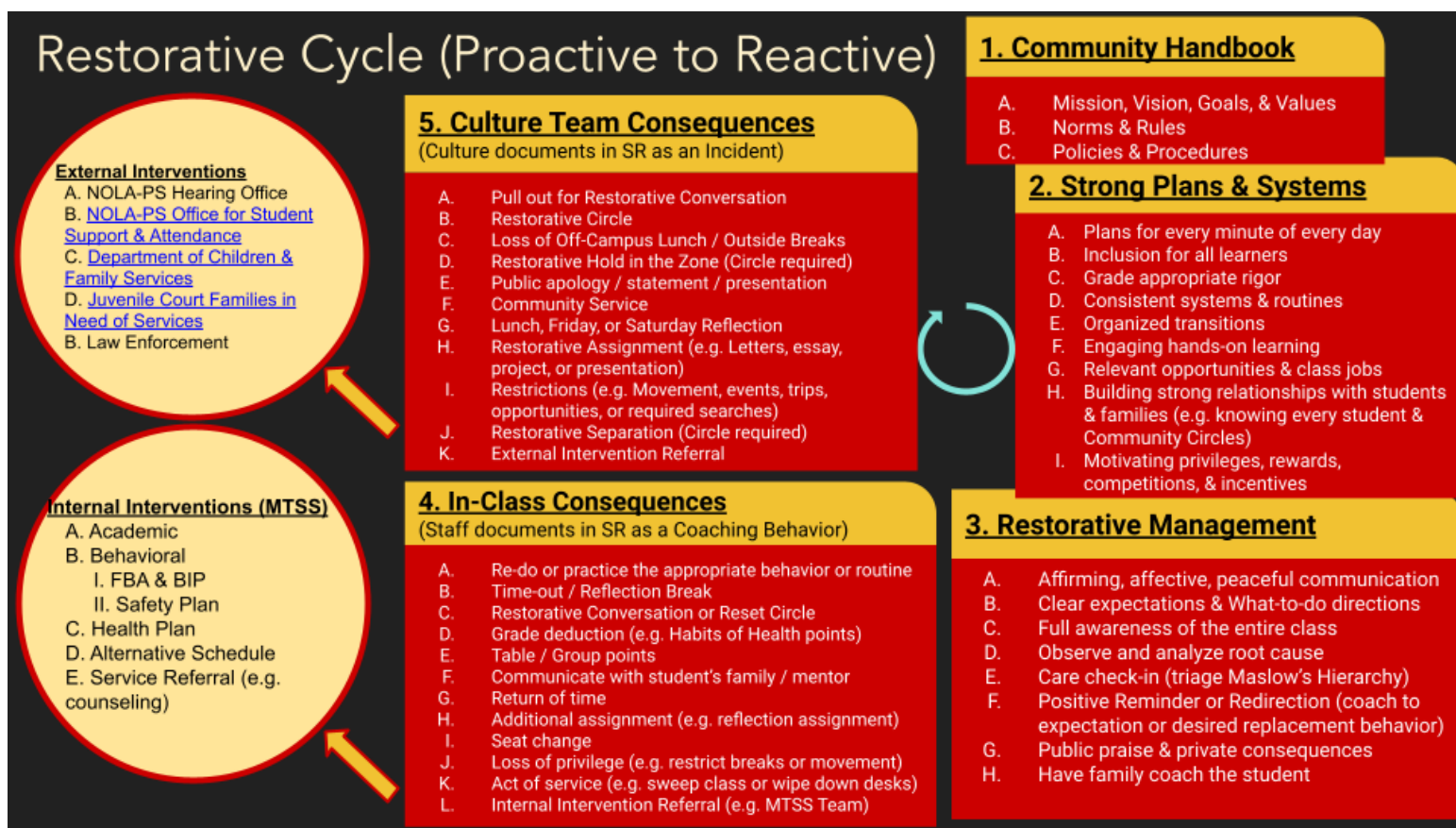
## Student Behavior & Restorative Approaches

At Living School, all stakeholders (staff, students, and families) are expected to uphold our School Values to help us ensure everyone's Rights. We conduct ourselves in a way that "does no harm" to ourselves or any member of our community. We embrace healthy conflict as a natural & important part of being in community.

We use Restorative Approaches to teach stakeholders how to nurture healthy relationships and a commitment to our community, meet everyone's needs, have healthy conflict, resolve differences peacefully & productively, and repair harm when it occurs.

## Restorative Cycle

Restorative Approaches include many different tools that we use in a Cycle from the Proactive strategies (like Policies, Plans, & Systems) to the Reactive strategies (Natural Consequences):



These Restorative Approaches provide a toolbox of healthy & non-confrontational methods of assisting those who are involved in conflict or misbehavior in understanding the impact of their actions and the power to repair harm caused. These approaches shift the focus of wrongdoing from rules that were broken to a focus on harm done to relationships. This shift gives those who caused harm an opportunity to understand the impact of their actions and to make things right. Instead of focusing on blame and doing things "to" people, Restorative Approaches work "with" all parties to build problem-solving skills that result in healthier and more humane communities.

Some of the most common Restorative Approaches we use include:

- **Community Circle**: A facilitated & structured group community-building activity to strengthen relationships and commitment to community.
- **Restorative Conversation**: Informal conversation(s) with the wrongdoer and the person(s) affected.
- **Natural Consequences**: Consequences that are aligned with and proportionate to the harm caused and that help the wrongdoer repair harm and improve their future behavior.
- **Restorative Circle**: A facilitated & structured group conference to resolve serious conflict or harm including those responsible for and affected by the wrongdoing. Often family and/or advocates are included to support the parties involved.
- **Restorative Hold**: In-school seclusion & reflection time to facilitate harm repair.
- **Restorative Separation**: Out-of-school seclusion & reflection time due to student and/or family refusal to abide by Community Norms, uphold previously made Agreements, and/or repair harm caused.
- **Referral to New Orleans Public Schools Hearing Office** - In the event that the above Restorative Approaches are not proving effective, we may refer a students for a Behavior Hearing with the NOLA-PS Hearing Office to further support the student and family in repairing harm, upholding agreements, and building healthy habits. Furthermore, if these interventions do not yield positive, harm-restorative results, students may be recommended for expulsion.

#### **Restorative Questions**

We use these 4 questions to help those affected by conflict to reach mutual understanding and resolution:

1. What happened? How did we get here?
2. What were you thinking at the time? What are you thinking now?
3. Who has been affected by what happened and in what ways? Who was harmed? Who caused harm?
4. What needs to happen to make things as right as possible with ourselves and the community?

#### **Restorative Accountability**

Restorative Approaches define Accountability as both ownership of responsibility plus repair of harm. We promote the opportunity to reflect and then act on that reflection in a way that builds, strengthens, and repairs relationships when they are harmed. Ultimately, Restorative Accountability aims to address the root causes of wrongdoing or conflict and improve future ways that keep us connected to the community

#### **Agreements & Consequences**

The outcome of many Restorative Approaches will be to reach mutually beneficial Agreements that will guide any natural consequences and repair of harm. Once all parties reach Agreements, they will be documented and shared in writing for record-keeping. Failure of any party to uphold Agreements made will result in further Consequences.

## Grievance Procedure

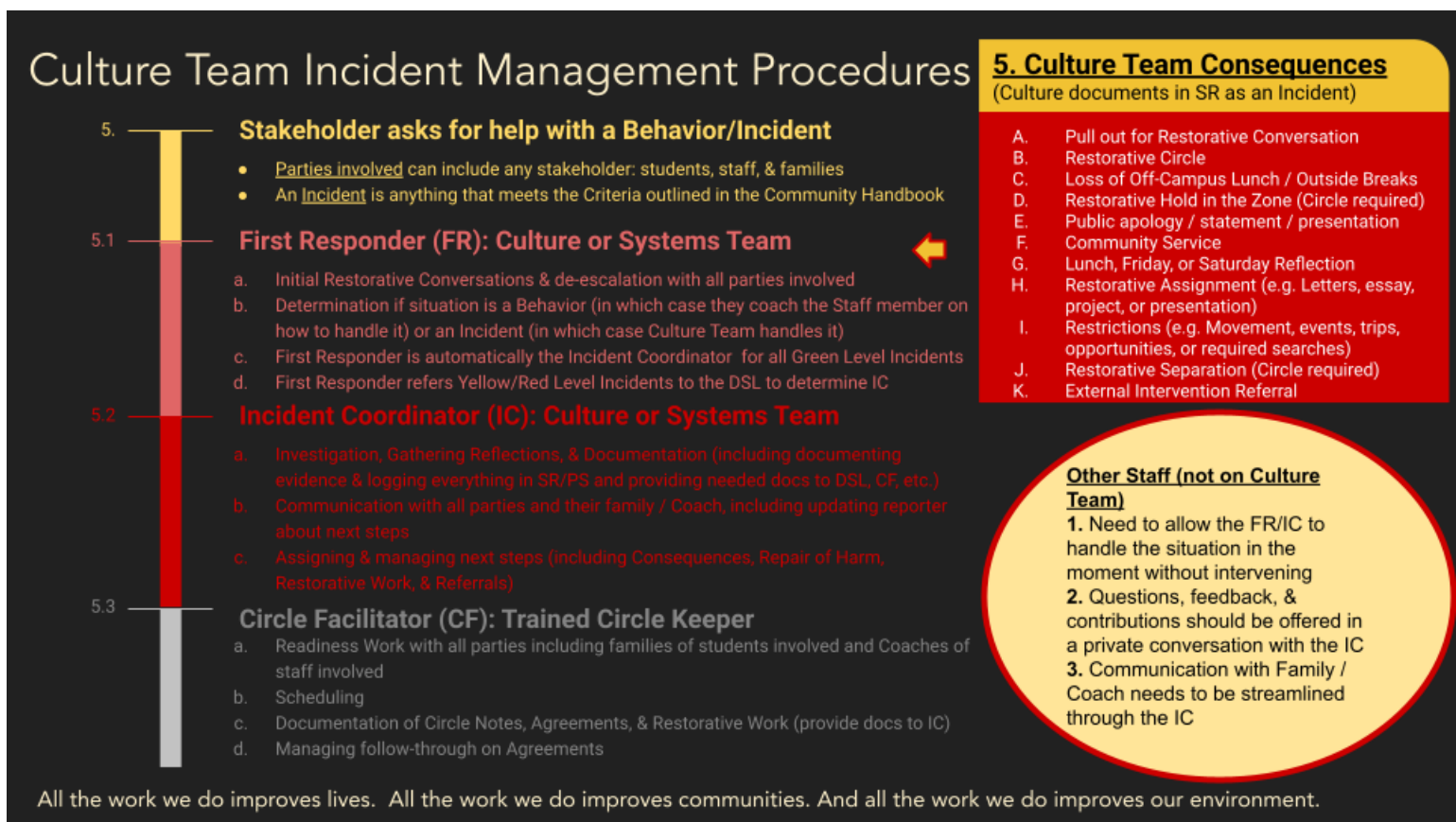
We know Stakeholders will sometimes have concerns about aspects of their experience at Living School. We are all on the same team and we welcome each Stakeholder's concerns & feedback. Stakeholders should always start by addressing concerns directly with the individual with whom they have an issue by scheduling time for a Restorative Conversation.

If further help is needed in resolving a concern, complete the [Restorative Request Form](#). A staff member will follow up on the information provided within 1 business day, and describe next steps to resolve the concern. These next steps will be scheduled within 5 business days whenever possible. We are always happy to provide a neutral, third-party facilitator to support these meetings, or any scheduled Circles, upon request.

If for whatever reason the grievance(s) still cannot be resolved, families may then contact our School Director for support. If further assistance is needed, please file a written (email or letter) appeal to our CEO followed by our Board Chair followed by New Orleans Public Schools.

## Incident Management

Our Culture Team, led by our Director of Student Life, are responsible for managing our Restorative Approaches. In order to be clear on how the Culture Team responds to our most serious Incidents, we follow the Incident Management flow chart below:



## Student Accountability Framework

While most conflict results in only Minor Harm that can be repaired with informal Restorative Approaches, there are times in a community where Major Harm is caused that require formal Consequences. The table below outlines how we classify Student Behaviors (that cause Minor Harm) & Incidents (that cause Major Harm) and the Menu of Consequences that may flow from these actions. These include but are not limited to:

Classroom Behaviors	Green Level Incident	Yellow Level Incident	Red Level Incident
<ol style="list-style-type: none"> <li>1. Tardiness to class</li> <li>2. Class disruption</li> <li>3. Leaving class without Staff consent</li> <li>4. Unprepared for class (e.g. missing laptop)</li> <li>5. Sleeping in class</li> <li>6. Not completing work</li> <li>7. Profane or obscene language or gestures</li> <li>8. Improper use of technology (e.g. cell phone violation)</li> <li>9. Refusal to cooperate with adult directions or class / bus norms</li> </ol>	<ol style="list-style-type: none"> <li>10. Pattern of repeated Classroom Behavior(s)</li> <li>11. Dress code violation</li> <li>12. Possession of a lighter, laser, torch, or toy guns</li> <li>13. Leaving campus w/o permission</li> <li>14. Using any object dangerously to harm or taunt others.</li> <li>15. Theft or Vandalism (valued at less than \$500)</li> <li>16. Using language to cause harm (e.g. racist, homophobic, or profane)</li> <li>17. Cheating or plagiarism</li> <li>18. Inciting a fight, bullying, cyberbullying, or intimidation</li> <li>19. Public displays of affection (beyond hand holding)</li> <li>20. Possession of over-the-counter medication</li> </ol>	<ol style="list-style-type: none"> <li>21. Pattern of repeated Green Level Incident(s)</li> <li>22. Sexual, Physical, Verbal, or Emotional Harassment or Bullying</li> <li>23. Possession and/or use of dangerous substances (e.g. illegal or prescription drugs)</li> <li>24. Sharing explicit material (e.g. sexting)</li> <li>25. Theft or Vandalism (valued at \$500 or more)</li> <li>26. Unlawful Entry</li> <li>27. Sexual activity</li> <li>28. Harming School Safety (e.g. Fighting; Battery; Threats; Inviting unpermitted Individuals on campus; Failure to notify Staff of a campus threat; Pulling Emergency Alarms; Propping open external doors)</li> </ol>	<ol style="list-style-type: none"> <li>29. Pattern of repeated Yellow Level Incident(s)</li> <li>30. Distribution of dangerous substances or weapons</li> <li>31. Use of a weapon</li> <li>32. Battery with injury</li> <li>33. Death Threats</li> <li>34. Illegal sexual activity</li> <li>35. Battery against a school staff member</li> <li>36. Committing a crime while off campus</li> <li>37. Premeditated fights</li> <li>38. Hate crimes</li> <li>39. Involved or engaging in gang activity on campus (e.g. gang fight) affiliated with a named organization</li> </ol>
Menu of Consequences			
<p>Administered by any Staff:</p> <ol style="list-style-type: none"> <li>a. Reminder of expectation or Redirection to replacement behavior</li> <li>b. Restorative Conversations</li> <li>c. Family Contact</li> <li>d. Community Service</li> <li>e. Return of Time or Reflection Time</li> <li>f. Confiscation of disruptive items</li> </ol>	<p>Administered by First Responder:</p> <ol style="list-style-type: none"> <li>a. Family Contact</li> <li>b. Restorative Conversation w/ Acknowledgement of Harm &amp; Harm Repair</li> <li>c. Community Service</li> <li>d. Lunch or After-School Reflection</li> <li>e. Restorative Hold</li> <li>f. Loss of Privileges (e.g. Off-Campus Lunch or Field Trips)</li> <li>g. Confiscation of disruptive items</li> </ol>	<p>Administered by Incident Coordinator:</p> <ol style="list-style-type: none"> <li>h. Any Green Level Consequences plus</li> <li>i. Restorative Separation</li> <li>j. Saturday Reflection</li> <li>k. Restorative Circle w/ Acknowledgement of Harm &amp; Harm Repair</li> <li>l. Restorative Assignment</li> <li>m. Referral for NOLA-PS Disciplinary Hearing</li> <li>n. Safety Plan w/ Restricted Movement</li> </ol>	<p>Administered by DSL:</p> <ol style="list-style-type: none"> <li>o. Any Yellow Level Consequences plus</li> <li>p. Referral for NOLA-PS Expulsion Hearing</li> <li>q. Referral to other external agency (like DCFS, Juvenile Court, or Law Enforcement)</li> </ol>

## Anti-Bullying Policy

All stakeholders have a right to a safe and healthy school environment free from bullying of any kind.

Bullying is defined as a pattern of behaviors that infringes on the physical, emotional, and/or psychological safety of any other person. This includes (but not limited to) physical or facial gestures; written, electronic, or verbal communication; physical acts; or purposeful shunning & exclusion from social activities or groups.

- Any member of the Living School community engaging in bullying will be subject to disciplinary action
- Community members who witness, suspect, or experience bullying are expected to immediately intervene restoratively and report incidents of bullying to school personnel using the [Restorative Request Form](#)
- The Culture Team will initiate an investigation of each complaint of bullying in a thorough and confidential manner within 2 working days of the report.
- If the complainant feels that appropriate resolution of the investigation or complaint has not been reached, they have the right to escalate the complaint in accordance with the Family-School Grievance Procedure outlined above.
- Living School protects the rights of anyone who reports bullying and prohibits retaliatory behavior or action against any complainant or any participant in the complaint process.
- Living School commits to providing counseling and other useful interventions to all parties affected until all harm is repaired.

For more on Louisiana's Anti-Bullying laws and policies, visit [www.stopbullying.gov/laws/louisiana/index.html](http://www.stopbullying.gov/laws/louisiana/index.html).

## Investigation

In the event the need for an investigation has been determined to protect the safety of our community (for example, in the instance of bullying or a threat), the following steps will be taken:

1. **Notification & Care:** If the incident involves an injury or similar situation, appropriate medical attention will be provided and the parent/guardian will be notified immediately. Parents or legal guardians of all affected parties will be notified that an investigation will be conducted.
2. **Investigation:** Investigations will be initiated within two (2) working days of the complaint or report being filed. Investigations will be unbiased, thorough, and consider all forms of relevant information. Investigations may include a Community Restorative Circle.
3. **Determination & Documentation:** Living School will maintain documentation of investigatory materials, to include input from the affected parties and their families and all final agreements & consequences.
4. **Reporting:** Living School and all of its employees as Mandated Reporters are required by law to report all incidents of Bullying to the Louisiana Department of Education and any incidents of potential abuse or neglect of minors to the Louisiana Department of Child & Family Services.

## Referrals for Student Support, Special Education, and Emergent Bilingual Services

Our mission is to support the health and well-being of every student in our community and we know that no one knows our students' needs better than themselves and their families. Accordingly, students and families are encouraged to make referrals for services they desire. We can provide IEPs, 504 Plans, and various other types of services and interventions to help us meet everyone's needs.

For any referral, we will discuss your student's strengths & progress, your concerns, and next steps to support your student's school success and holistic well-being. When helpful, we can schedule a meeting with the relevant personnel to determine how to best support your student.

## Referrals for Mental, Behavioral, Social, & Emotional Health Services

If your student is experiencing higher levels of stress, just experienced a recent trauma, or is struggling with any other mental, behavioral, social, and/or emotional health need, their Teaching Team can be a great starting point for helping share that information so that relevant staff is aware and can be better prepared to support your student through challenges and stressful situations.

If a student is having prolonged difficulties with their mental, behavioral, social, or emotional health, please reach out to our School Social Worker who can coordinate counseling and other support.

## Requests for Academic Accommodations and Services

If your student is having difficulties with their class or homework assignments, please reach out to their Teaching Team to schedule a meeting and coordinate tutoring or other support.

If you have any specific questions about English Language Supports, 504 plans and services, gifted and talented services, special education services, IEPs & evaluations, or if you suspect your student may need accommodations or may benefit from special education services, please reach out to our Director of Student Support and/or Director of Emergent Bilingual Services.

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## Health and Wellness

Living School is concerned as much with the health, safety, security, nutrition and psychological wellbeing of our students as we are about their academic progress. We know that students' health and wellbeing are foundational to promoting learning. To this end, we want to connect our entire community to our power to care for ourselves with habits that promote physical, mental, emotional, and spiritual health.

## School Nurse

Our part-time School Nurse supports the physical health and wellbeing of our Living School community. Their role includes sending out and reviewing medical records including immunizations; conducting vision & hearing screenings; dispensing first aid when on premises, health assessments and IHP's as needed, and contacting parents/caregivers about needed records.

## Administration of Medication at School

We can only provide medication to students with a Medication Order Form signed by a student's parent/guardian and a Louisiana licensed medical provider. Once the form is submitted, we are able to coordinate medication administration for medications that can not be given before or after school. Only trained staff can administer medications in accordance with the orders provided by the medical provider.

Once a Medication Order Form is signed and submitted, medication must be provided by the family in the original container with all pharmaceutical labels and instructions intact within a bag with the student's first and last name on it. The school nurse must receive the first prescription from the parent/guardian (not the student) at which time, a medication plan will be developed. Refills must be brought to school by a responsible adult and may only be received by trained individuals. Living School will be responsible for storing any provided medications in a secure and appropriate place and will coordinate the administration of said medication under the supervision of a trained staff member.

Students are only permitted to carry inhalers, epi-pens, or other emergency medical items when authorized with a Medication Order Form. All other non-emergency medications must follow the procedures above and be held by the school to allow us to supervise appropriate administration and prevent unauthorized sharing of medicines between students.

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### Infectious Disease Prevention

In order to minimize the danger of spreading infectious diseases, we will be implementing policies and systems in alignment with the Centers for Disease Control (CDC) & Louisiana Department of Health (LDH). These standards may change throughout the year.

### Screening & Turning Away Persons

Prior to entry to our school buses or building, all individuals may be screened for symptoms of contagious or otherwise dangerous conditions and denied entry if symptoms are found or suspected. While we never wish to exclude individuals, there may be times that we have to do this to protect the public health of our community.

We ask families to self-screen before heading to the bus or school each day to avoid the need to send a student back home. If a student is turned away at the school bus, a call will be immediately made to the family to inform them of a student returning home. If a student is found to be symptomatic in the building, they will be quarantined in the nurse's office or designated area until a safe means of transportation home can be arranged. If a student has a fever more than 100.4 degrees, the student must stay home. Students must be fever free for 24 hours without medication to bring the fever down before returning to school.

In cases of confirmed or suspected infections, quarantine, contact tracing, and other interventions will be determined by current health directives from the CDC & LDH.

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### Off-Campus Policy

Off-Campus Lunch can be earned by students with parent/guardian permission (in our Registration packet) who have met the criteria outlined below:

- Students must be in dress code
- Students must have a 75% C or higher in each of their class
- Students must have a pattern of honorable behavior including timeliness to school & classes

Students will be able to earn Off-Campus Lunch privileges in the following grades:

- 12th grade starting Quarter 1
- 11th grade starting Quarter 2
- 10th grade starting Quarter 3
- 9th grader do not have Off-Campus Lunch privileges

Students must uphold the following agreements to maintain Off-Campus Lunch privileges:

- Students may only frequent the following establishments: McDonald's, Taco Bell, Burger King, Baskin Robbins, Wendy's, Tony's Seafood, Subway, Papa John's and KFC.
- Walmart, Chevron, Shell, around or behind any abandoned building beside the school (former Big Lots & Schwegmann's) and New Orleans Hamburger & Seafood are off-limits for students during the school day.
- Students may not bring food back to be consumed in classrooms.
- Students must return to campus and be prepared to start class on-time
- Students must conduct themselves honorably, respecting our neighbors and their property
- Student must leave every place better than they found it
- Students must immediately communicate to the LSNO front desk (504-218-4437) if there is an accident/incident off-campus

Any behavioral incidents reported to the school by neighboring businesses will result in the loss of off-campus privileges. At all other times, students are expected to stay within the Living School campus including the Orchard/Outdoor Classroom, and Sports Field. Students are not permitted to visit any of the adjacent businesses during school hours. No school employee shall give permission for any student to travel off-campus during the school day. We reserve the right to start, stop, limit, and initiate boundaries around Off-Campus Lunch as needed throughout the year.

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## Athletics

Living School has been accepted as a member school in the Louisiana High School Athletic Association (LHSAA) and will participate in athletic contests against other member schools in Louisiana! The sports offered by Living School for the 2023-2024 school year include Volleyball (girls), Basketball (boys), Soccer (girls & boys) with expansion into other programs in coming years.

LHSAA provides schools with rules and regulations for play regarding student-athletes that must be adhered to for participation. The Basic Guidelines for Eligibility are as follows:

### Athletics Eligibility

**BONA FIDE STUDENT:** Students must be counted on the daily attendance records at your school. He/she is considered a student at your school after attending one class.

**ENROLLMENT:** Students must attend class during the first 11 school days of the first semester or he/she will be ineligible for the first 30 school days.

**AGE:** Students cannot become 19 years of age prior to August 1 of the current school year.

**PROOF OF AGE:** Students must provide legal proof of age, which meets the provisions of the LHSAA Handbook, to the school administrator to be kept on file.

**CONSECUTIVE SEMESTERS:** Once a student enters the ninth grade, he/she has eight consecutive semesters to play athletics. (Exception: "Hold Back Repeat Student" – See Rule 1.31 of the LHSAA Handbook)

**SCHOLASTIC:**

1. To be eligible for the first semester of a school year, a student shall have earned at least six (6) units from the previous school year which shall be listed on the student's transcript, including any special education subject(s) and shall have at least a "C " average as determined by the Local Education Authority when considering all "graded" subjects.
2. To be eligible for the second semester of a school year, a student shall pass at least six (6) units from the first semester of the school year, including any special education subjects.

**RESIDENCE AND TRANSFER:** If a student attends a school outside of his/her "Home Attendance Zone," he/she is automatically ineligible for one year unless he/she meets the provisions of the Residence and Transfer Rule.

**UNDUE INFLUENCE:** If a student has been recruited to your school for athletic purposes, the student will remain ineligible as long as he/she attends your school.

**AMATEUR:** Student cannot play high school athletics if he/she loses amateur status

**INDEPENDENT TEAM:** In certain sports, students cannot play on a school team and an independent team during the same sports season.

**MEDICAL EXAMINATION:** Student must pass a physical examination administered by a licensed physician, a licensed nurse practitioner that is in collaboration with a licensed physician, or a licensed physician's assistant under the supervision of a licensed physician and complete an LHSAA medical history evaluation form or the Louisiana School Entrance and General Health Exam Form prior to participating. (See Rule: 1.8 of the LHSAA Handbook). This form must be kept on file with the school and is subject to inspection by the LHSAA Rules Compliance Team.

**ATHLETIC PARTICIPATION FORM:** A school is required to complete and sign this form every year that a student participates in LHSAA athletics at the school. This form must be kept on file with the school and is subject to inspection by the LHSAA Rules Compliance Team.

**SUBSTANCE ABUSE/MISUSE CONTRACT:** A school shall only be required to complete and sign this form the first time a student participates in LHSAA athletics at the school. This form must be kept on file with the school and is subject to inspection by the LHSAA Rules Compliance Team.

**SUSPENDED AND INELIGIBLE STUDENTS:** Suspended and ineligible students cannot participate in any interscholastic contest on any team at any school at any level until he/she presents written clearance from the school he/she has been suspended/expelled from.

### Positive Behaviors, Interventions and Supports (PBIS)

PBIS is designed to reward positive classroom and schoolwide behavior. It teaches clear behavioral student expectations. The following PBIS systems are used reward and motivate students:

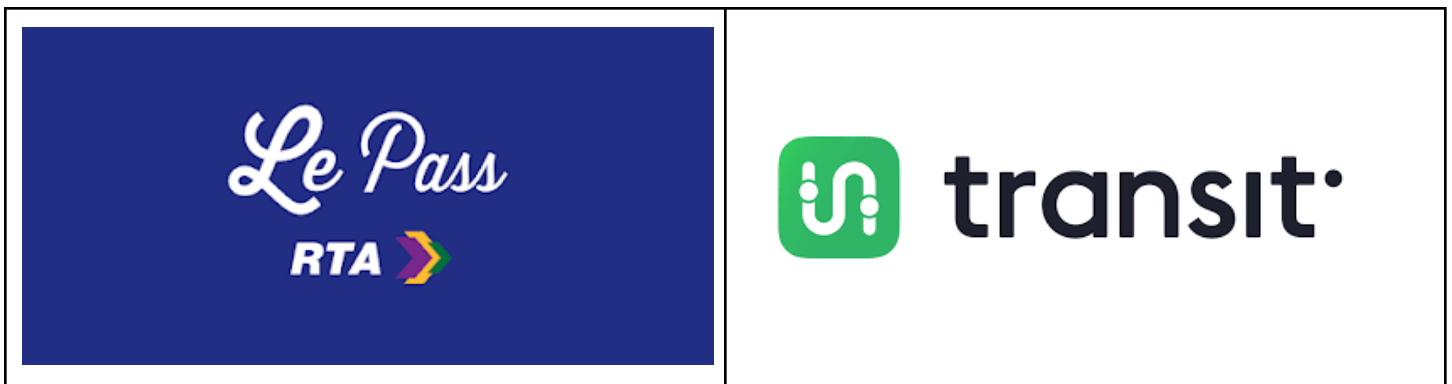
- Legends of the Month with special recognition posted and announced in the school.
  - Weekly classroom awards for positive behaviors demonstrated and demonstration of school values.
  - Quarterly grade-wide field trips, events and activities.
  - Monthly celebratory activities honoring schoolwide and/or grade-level achievements.
  - Attendance awards
  - Individual growth awards in subject areas
- 

### Transportation

We are committed to providing equitable transportation for each of our families. For students who live within a 90-minute RTA ride of Living School (with no more than 1 transfer), we will provide a yearlong RTA Pass. For students who live more than- a 90-minute RTA ride, who would require 2 or more transfers to get to Living School, or who have special needs that make RTA transportation challenging, we can provide School Bus service to a stop within 0.5 miles or 6 blocks of your address on-file (whichever is greater).

#### RTA Public Transit Riders

Students riding RTA will be provided with a yearlong RTA pass as a sticker affixed to their school ID that is good on all routes, all days & times through 7/31/24. RTA riders are encouraged to download the [RTA Le Pass App](#) or the global [Transit App](#) to help navigate their ride to school. If you have any questions or problems while riding public transit contact [the RTA Rideline at 504-248-3900](#) (be sure to say you are a Living School Student calling so the operator knows how best to support you).

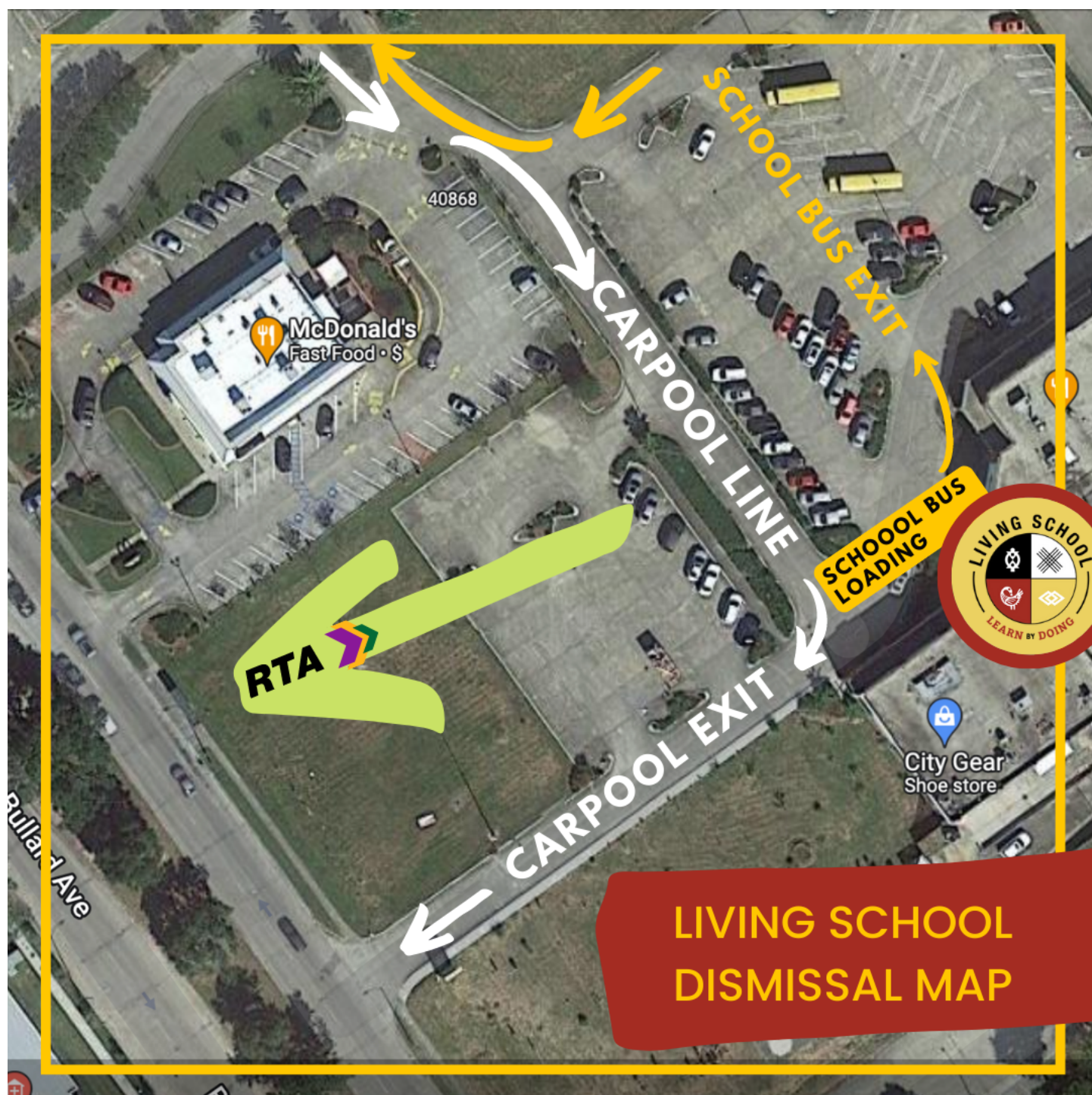


#### School Bus Riders

We work with locally-owned Galbreth Transportation to provide safe transportation to our students who are eligible for School Bus service. Eligible students will be assigned a bus driver, stop, and time. Please monitor your Living School email as stops & times are subject to change. Students are expected to be at their stop 10 minutes before their stop time and to follow all directions given by their driver. Students may lose School Bus privileges temporarily or permanently in accordance with our Student Accountability Framework above if they refuse to cooperate with any directions given by their driver.

### Car Riders

For students using private transportation, please follow the flow chart below during pick-up & drop-off.



### Student Drivers

Students with a valid Louisiana Driver's License are permitted to drive themselves to and from school and park in our parking lot. Students are not permitted to drive other students without written consent from the passengers' parents/guardians. Student drivers may not drive during the school day (including lunch) and may not leave early without their parent's/guardian's consent.

### Temporary Transportation Change Requests

Any temporary transportation change requests (for example, if a student needs to be picked up or dropped off at a different address temporarily or if the student needs to go home with a friend) must be made by a parent/guardian to our Front Office.

### Permanent Transportation Change Requests

Families may request a permanent change to their transportation by submitting a [Transportation Change Form](#) to the Front Office. We will process Transportation Change Forms as quickly as possible, but please note that transportation changes may take up to 5 school days in order to shift routes around. Please be prepared to provide your own transportation while we process your request. Attendance cannot be excused.

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## Technology Use & Digital Citizenship

We know that technological literacy is critical to the 21st Century education that we provide to our students. Accordingly, we provide high-quality technology to every student to enable this learning. We know that doing so means the teaching of appropriate boundaries for the amount and types of use of this technology, which is important for families to be involved in teaching alongside us.

### Cell Phones & Personal Technology

Cell phones have become a way of life, a technological convenience that has impacted all of our lives in one way or another. However, in the school environment, cell phones have become a distraction, interruption, and a method of inappropriate exchanges of information. We do recognize that cell phones can be a safety/security tool; however, they can be a detriment in the event of a building emergency and our protocol to manage such emergencies in a safe and effective manner. Parents are expected to utilize the school office phone (504) 218-4437 to relay any messages that may be urgent in nature to their child.

Students are not allowed to use or display a cell phone during the hours of 8:40 am to 3:40 pm with the exception of their designated lunch period. Cell phones must be off and secured in the students backpack, purse, or locker. At no time are students allowed to record others without informed consent.

Teachers are allowed to permit phone usage in class for educational purposes only and phones must be returned to their secure location when instructed by the teacher.

If a student is found to be using or displaying a cell phone during the school day, the phone will be taken up by the teacher, labeled with the student's name and delivered to the Culture Team. The consequences will be as follows:

#### 1st Incident:

- Teacher will issue a verbal reminder to the student and allow the student to secure the phone.
- Teacher will hold a Restorative Conversation with the student regarding the Cell Phone Policy and classroom expectations.
- Teacher will document in the Restorative Conversation log and provide copies to the student and Culture.
- Teacher will notify parents/guardians of the incident.

### 2nd Incident:

- Cell phones will be retrieved by the teacher and given to the Culture Team to secure until the end of the school day.
- Students will retrieve the cell phones at the end of the day from the Culture Office.
- Culture will notify parents/guardians of the 2nd Incident.
- Students will lose the ability to participate in the next scheduled school-wide event, to include field trips, festivals, dances, etc.

### 3rd Incident/Continuing Incidents:

- Cell phones will be retrieved by the teacher and given to the Culture Team to secure until a parent/guardian arrives to pick up the phone.
- Students will be assigned one (1) day of Restorative Hold for all incidents following the 3rd incident.
- Repeated violations of the cell phone policy may result in Restorative Separation, loss of privileges and/or additional escalation of consequences.

### @LivingSchoolNOLA.org Google Accounts

Living School uses the Google Education Suite for our email addresses, documents, and many of our systems. Accordingly, upon enrollment, we will assign your student an @livingschoolnola.org email address and Google account for their use throughout their time as a student. Students will use these accounts to create and complete work on Google Drive, participate in their classes through Google Classroom, and correspond with others both in and out of school using their email. These accounts can and may be monitored by Living School to ensure appropriate use, for which students are solely responsible.

### Personal Chromebooks

We provide a Chromebook laptop and charger to every student. A specific Chromebook with a unique serial number is assigned to every student upon enrollment and will follow the student throughout their 4 years so they can learn to be responsible for an important piece of technology and the work they produce with it. Chromebooks may be taken home and students remain responsible for safe & appropriate use of devices whether on- or off-campus. Students may purchase their Chromebook from the school upon graduation or transferring. Students may choose to refuse a school Chromebook and use a personal laptop instead.

### Responsibility for Damage, Loss, and Appropriate Use

Personal devices should not be used during the school day without explicit consent from Living School Staff. Living School Staff will make it clear to students when technology is and is not allowed, for which purposes, on which devices. Under no circumstances should any technology device be used for:

- Recording others without their explicit consent
- Bullying, harassment, or intimidation of any kind
- Transmission of sexual, drug-related, violent, or illegal content of any kind
- Anything that constitute a disruption to learning or safety

The use of any Living School technology constitutes acceptance of responsibility in the case of damage, loss, or inappropriate use. Chromebooks cost about \$300 for a full replacement and are often expensive to repair. We trust our students will demonstrate the responsibility to ensure the safekeeping of all school resources. Inappropriate use including bullying, distractions from class, or unauthorized engagements with individuals outside of school will result in consequences up to and including complete loss of privileges & technology and recommendation for expulsion.

## Dress Code

Our students learn by doing in a 21st Century workplace environment. Living School encourages freedom of choice, expression, and responsibility for one's appearance. Students are required to wear a Living School logo polo shirt or t-shirt daily that is representative of their class colors:

- Freshman (9th) - Yellow LSNO polo or t-shirt
- Sophomore (10th) - Red LSNO polo or t-shirt
- Junior (11th) - Grey LSNO polo or t-shirt
- Senior (12th) - Black LSNO polo or t-shirt

Students must follow the Dress Code guidelines below:

	Do	Do Not
General	Wear opaque clothing that cover your genitals, torso (including nipples and belly button), and buttocks through your full range of motion	Wear anything with drugs, alcohol, weapons, or profane or hateful images or words
Shirts	Official LSNO polo or T-shirt of your grade's color	No halter tops, midriff shirts, tank tops, undershirts, or cut-off shirts. School shirts may not be altered in any way.
Outerwear	LSNO outerwear or school-appropriate outerwear in the corresponding color for their grade level	
Pants	Any appropriate fitting pants that extend from the waist to the ankle	No leggings, jeggings, spandex, pajama pants, yoga-style or tights. No holes above the knee.
Shorts	Must be no shorter than 2 inches above the knee.	No spandex, biker, athletic-style shorts & no holes
Dresses / Skirts	Must be no shorter than 2 inches above the knee	No spandex or form-fitting dresses, no spaghetti-straps or revealing, see-thru apparel
Belts	Must be worn with pants/shorts that cannot remain on the waist.	Sagging is not allowed.
Shoes	Close-toed shoes or closed-back sandals of any color.	No slides (sandals without a back), no slippers or house slippers. No skates.
Headwear	Baseball caps and religious headwear are permitted inside Living School.	No ski masks, face masks, bonnets, do-rags, sleep caps or knit caps are allowed to be worn at school.
Backpacks / Bags	All backpacks, purses and bags brought into the school must be clear or mesh.	

Living School's dress code will be enforced to promote a focused learning environment and will not marginalize any individual or group based on body type, race, gender, ethnicity, religion, sexual orientation, gender identity, or culture and ensure the safety of all students.

When a student does not adhere to the dress code above, the consequences will be as follows:

1st Incident:

- Students will be given an opportunity to correct the dress code if possible.
- In the event a student cannot immediately correct their attire, a parent/guardian will be notified and given an opportunity to bring appropriate clothing to the student. The student will remain in the Culture Office until the parent/guardian arrives or until the dress code infraction is corrected.
- A Restorative Conversation will be held with the student regarding the dress code policy and school-wide expectations.
- The Restorative Conversation will be documented in the appropriate log by the Culture Team.

2nd Incident:

- Students will be given an opportunity to correct the dress code if possible.
- In the event a student cannot immediately correct their attire, a parent/guardian will be notified and given an opportunity to bring appropriate clothing to the student. The student will remain in the Culture Office until the parent/guardian arrives or the dress code infraction is corrected.
- Students will be assigned to Lunch Reflection Time in the Culture Zone for one (1) day following the 2nd incident.
- Students will lose the ability to participate in the next scheduled school-wide event, to include field trips, festivals, dances, etc.

3rd Incident/Continuing Incidents:

- Students will be given an opportunity to correct the dress code if possible.
- In the event a student cannot immediately correct their attire, a parent/guardian will be notified and given an opportunity to bring appropriate clothing to the student. The student will remain in the Culture Office until the parent/guardian arrives or the dress code infraction is corrected.
- Students will be assigned (1) one day of Restorative Separation for the 3rd incident and all incidents following.

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Student Parenting on Campus

We allow Student Parents to bring their minor children (ages 3 months - 5 years old) to school with them under specific circumstances. We want our Student Parents to have the flexibility to care for their children and uphold their responsibilities as a student under the following circumstances:

1. Daily: When parenting an infant ages 2 months - 1 year
2. Up to 80 hours per year: When your regular childcare has a scheduling conflict (like a vacation or closure) that doesn't align with Living School's calendar

While parenting at school, the expectation is that your parenting duties not impede your responsibilities as a student and that learning for other Living School students is not interrupted. Prior to being allowed to bring your child to campus, we require Students & their Guardians to sign the Parenting on Campus Waiver and get approved by the Director of Student Life a Parenting on Campus Plan outlining your schedule (when you plan to perform your parenting duties alongside your Living School duties) and support plan (for when parenting needs arise at unscheduled times).

## Commitment: Responsibilities & Contributions

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### Daily, Timely Student Attendance

Students are expected to be on time and present for the entirety of each day with the exception of documented illnesses or family emergencies. Louisiana law requires that a student have no more than 5 unexcused absences each semester in order to pass and earn credit.

### Arrival, Breakfast & Tardiness

The doors to school open to students at 8:00am. Students will only be allowed inside the building prior to 8:00 am in the event of inclement weather and/or weather warnings. Breakfast is served from 8:15 am - 8:45 am.

Each day starts at 8:45 am with either Harambee (Our Whole-School Circle) or Homerooms. Students not present by 9:00 am are considered late and must sign in at the Front Desk prior to entering school. Every 5 unexcused tardies count as an unexcused absence.

In the event a student needs to arrive at school late or leave school early, they must be signed out at the front desk by an adult authorized in their Registration Packet. Students (including those 18 and older) are only allowed to sign themselves out of school with authorization from a parent/guardian to the Front Desk. Students that have reached the age of eighteen (18) must have an Emancipation Form on file with the school to sign themselves out early or sign themselves in late/tardy to school.

### Reporting Absences

In cases of illness or an unexpected absence, tardiness, or early departure please email [attendance@livingschoolnola.org](mailto:attendance@livingschoolnola.org) before 9:00am with the following information:

- Student's First & Last Name
- Date(s) of the absence, tardiness, or early departure (in case communication isn't received the same day)
- If arriving late or leaving early, the expected time of arrival or departure
- Cause for the absence/tardiness

If a student is marked absent by Living School staff but not reported to be absent by the family, the family will receive a text or call by 10 AM notifying them of the absence. Families should call the Living School office immediately if they don't believe their student to be absent.

### Excused Absences and Making-Up Missed Work

Only absences & tardies which are due to an illness, a religious holiday, family emergency, or appointment will be considered an excused absence. Families may excuse up to 3 absences and 3 tardies per semester with a written note. Beyond these 3 absences and 3 tardies in a semester must be excused by written note from a doctor or other relevant professional. All other absences will be unexcused.

Anytime a student is absent (regardless of whether the absence is excused or unexcused), all make-up work is still required (unless excused by the assigning staff member). We expect the student to embody responsibility by emailing their instructors, checking Google Classroom, or calling a peer in their same classes to get caught up on what they have missed. All assignments are always cataloged on teachers' Google Classroom websites.

For excused absences, students may request an extension on assignments equivalent to the length of their excused absence. For unexcused absences, students are expected to make up the work whilst absent unless granted an extension by the assigned teacher at the teacher's discretion.

### Extended Absences & Independent Study Plans

Vacation & travel arrangements should be made around the School Calendar. Any planned absence of 3 days or more should be discussed in advance with the Director of Student Life. If a planned absence of 3 days or longer is unavoidable, we offer the opportunity for students and families to apply for Independent Study Time to count that time toward their education. Independent Study Plans must be approved by the Director of Student Life or their designee at least five school days prior to the student's absence. Once approved, a student on Independent Study will check in daily with the appointed staff person to be considered present and will present the agreed upon work at the agreed upon timeline to receive credit for said days.

### Excessive Absences and/or Tardiness

Families can check their students' attendance at all times by logging into their SchoolRunner portal. Living School will convene an Attendance Conference if a student exceeds 5 unexcused absences in order to collaborate in solving the student's attendance barrier(s) and will refer students with 10 or more unexcused absences to NOLA Public Schools' Office of Student Support & Attendance. Excessive absences must be made up prior to the end of the term in order to earn credit, otherwise the students will automatically be enrolled in Summer School for attendance make-up. To make up attendance during the school year, contact the Director of Student Life for an [Attendance Make-Up Contract](#).

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### Grading, Transcripts, & Graduation

We know grades are important to give our students access to every postsecondary opportunity. While we know grades are imperfect and incomplete measures of our students' knowledge & value, we also know that grades must have integrity and consistent value that reflect the quality of what our students accomplish.

The goal of all grades at Living School are to motivate and reward effort, growth, and accomplishment; never to penalize struggle along the journey. We don't believe in failure and know that it is our job to help creatively motivate and support students as they work to accomplish their dreams and, in turn, earn the grades and credits for which they are working. We know that this is a different approach to grading than most of us have been socialized with, and we encourage abundant communication to help all of our stakeholders understand our process & grades.

### Grading with Rubrics / Criteria for Success: Qualitative Performance Assessment

While students will still take tests from time-to-time, most work at Living School is hands-on and project-based. This means that most work is graded qualitatively (a.k.a. "Performance Assessment") because we want students to get feedback about the quality of their work and how to continue improving.

Rubrics (sometimes also called "Criteria for Success") help us give numeric value to qualitative evaluation of our students' work and when students help to write the rubric, [research shows](#) that the quality of students' work improves. Rubrics and grades should balance the evaluation of the product and the process (in other

words, balancing achievement & mastery with growth & effort). Our rubrics align to both academic and professional standards to ensure our students are working toward real-world standards.

Rubrics will always be established and shared at the beginning of a project and will be published publicly on the course Google Classroom to set students up for success. Rubrics should be evaluated both by the student submitting the work and their instructor.

### Grading Scale

The table below shows how work is graded at Living School. The table below shows how rubric categories line up with grades input into the gradebook.

<u>Meaning</u>	<u>Grade</u>	<u>Percent Range</u>	<u>GPA*</u>
Exceeds Expectations	A	93 - 100%	4.0
Meets Expectations	B	85 - 92%	3.0
Needs Revision	C	75 - 84%	2.0
Incomplete	D	67 - 74%	1.0
Missing	F	50 - 66%	0.0 (no credits earned)

\*GPA increases by 1.0 for all Honors & Dual-Enrollment credits. Some Honors credits are only recognized locally and will not impact the student's TOPS GPA.

### Final Course Grades

Non-Tested Courses	LEAP Tested Courses (English 1 & 2, Algebra 1, Geometry, Biology, US History)	LEAP Test Grading Scale
50% Assessments 25% Independent Work 25% <a href="#">Habits of Health</a>	15% LEAP Test Performance (see next column) 35% Assessments 25% Independent Work 25% Habits of Health	100% - Advanced 95% - Mastery 85% - Basic 75% - Approaching 65% - Unsatisfactory

### Frequency & Timeliness of Grades

Students will receive at least one assessment grade per course, per week. Living School staff are expected to assess completed work, input grades, and return graded work to students with feedback within 5 school days of collecting any graded assignment. Independent classwork & homework will also be assigned and may sometimes be graded at Instructors' discretion.

If a student misses a deadline for an assignment, at the discretion of the Teacher and based on the assignment, the student will have no more than 2 weeks to get the assignment completed. Unless there is a medical emergency or the student's family has communicated with the Teacher, no excuses will be accepted.

### Viewing Grades & Attendance in SchoolRunner

Students and families can view both current and historical grades at any time in their SchoolRunner portal. Families are encouraged to review and discuss grades weekly with their student.

### Earning Credit

To earn any credit, a student must earn a minimum of 67% D in that course and have missed no more than 5 unexcused days.

### Honors Credit

Students may choose to pursue honors credit in any class by the signing of an [Honors Contract](#) between the student, Teaching Team, and School Director. Honors Contracts must at minimum require students to:

- Do additional reading that is beyond the rigor of that already required of the class to enhance and deepen the student's understanding of the subject
- Guided research and/or fieldwork that results in (an) additional product(s) including writing that is beyond the rigor of that already required of the class
- Produce and present additional, original work
- Regular progress check-ins with the Teaching Team offering the honors credit

Once an Honors Contract is signed, the student must complete the course as Honors and will receive an additional grade-point for that course.

### Transferring of Credits

For students transferring to Living School, we will evaluate the student's transcript and other supporting documentation to determine what credits we can honor and award.

For students transferring out of Living School, we have designed our schedule to offer our students the most rigorous, relevant credits aligned with post-secondary opportunities like college and advanced trade certifications that other high schools offer as well. However, we cannot guarantee that a school a student is transferring to will honor the credits that student earned while at Living School. If a student does choose to transfer, we will support their transfer by sending along their full transcript as well as any additional information the school requests to better understand the credits the student has earned.

For more information on transfer credits, refer to our [Pupil Progression Plan](#).

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### Monies Owed

While Living School seeks to provide everything students need for success within the Budget outlined below, we will charge students for any materials or equipment that they are responsible for damaging or losing. Students are expected to pay their debts before paying for privileges like Off-Campus Lunch or social events. We will not issue new equipment or other materials to students or families until a student's debt is paid.

Families are encouraged to have students pay for their own debts or to work off money the family provides for them. In the event that a family cannot pay a student's bill, Living School can arrange [Work-Study](#) for \$20/hr.

## Family Expectations to Help Your Student & Our School Thrive

We know the success of our students and school relies upon the strength and contributions of our families to our community. We ask that families stay deeply involved in both their students' education and our school throughout your time at Living School. Below are expectations for each Family set out by our Family Council:

<u>Category</u>	<u>Criteria for Success</u>
Student Attendance & Timeliness	<ol style="list-style-type: none"><li>1. Student attends school daily, arriving on time, missing no more than 5 unexcused days each semester</li><li>2. Families communicate proactively and collaboratively about absences and sign in tardies when they happen and students make up missed work</li></ol>
Family Participation	<ol style="list-style-type: none"><li>1. We schedule &amp; attend our student's Student Led Circle each semester</li><li>2. We make ourselves available for Restorative Circles when needed</li><li>3. We attend mandatory school events like Orientation and Class Meetings</li><li>4. We attend Family Council meetings or contribute remotely each month</li><li>5. We attend celebratory events like Awards Ceremonies, Exhibitions, &amp; Living Fest</li></ol>
School Communication	<ol style="list-style-type: none"><li>1. I read the weekly newsletter regularly and reach out with questions or feedback</li><li>2. I log into Google Classroom and SchoolRunner weekly to check my student's grades &amp; attendance and discuss them with my student</li><li>3. I sign and return all required paperwork in a timely manner</li><li>4. I respond to school calls &amp; texts in a timely &amp; collaborative manner</li><li>5. When I need something from the school, I assume the best, call the school, and seek to speak to the staff member(s) involved</li><li>6. When I need to speak with my student, I call the front office (I don't call or text my student on their phone during the school day)</li></ol>
Family Contributions	<ol style="list-style-type: none"><li>1. We contribute what we can to the school financially, paying our Student Budget</li><li>2. We recruit friends &amp; family to support the school for fundraisers and other events</li><li>3. We volunteer at least 5 hours each quarter (20 hours a year) to improve the school</li><li>4. We pay all debts to the school (e.g. for broken technology) in a timely manner</li></ol>

### Student-Led Circles (SLCs)

Every semester, every student will host a 30 minute Student-Led Circle with their teachers, family, and anyone else they want to invite (e.g. mentors or friends). Families are expected to attend each SLC as they are a vital part of the feedback and collaboration we know is game-changing for student success. At SLCs, students will present their best work, reflections on their growth, and commitments for the next semester and beyond.

### Volunteer Hours

Our Family Council asks that each family commit to at least 20 volunteer hours each year. These can include:

- Attending Student-Led Circles, Family Council Meetings, and other school events
- Volunteering for a special project, field trip, or for an event
- Driving other students and/or families or delivering supplies
- Supporting student recruitment and enrollment efforts by canvassing or phone-banking
- Doing duty during meal or break time to provide extra supervision & mentorship
- Sponsoring and supporting a club (like mechanics or culinary arts)

### Families Visiting School

Families are welcome to visit the Front Office during normal school hours. Families wishing to observe a class due to academic or behavior concerns must request the visit in writing with at least 2 school days notice including the reason and duration of the visit. Our School Director or their designee will respond to the visit request within 1 school day.

Families wishing to meet with students are encouraged to do so outside of school hours. If the meeting must happen during school hours, an authorized person must check the student out.

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### Annual Student Budget

In accordance with the Louisiana Legislature's requirement for public schools to publish a fee schedule and the means for families with financial hardship to receive help with those fees, Living School's Family Council adopted the following Budget & Policy.

The Annual Student Budget includes most costs that students will have throughout the year. The Annual Student Budget at Living School due by 1/31/24 is as follows:

- \$150 for 9th and 10th grade students
- \$200 for 11th grade students
- \$500 for 12th grade students

This Budget includes all student expenses pertaining to learning and whole-school opportunities including:

- basic supplies & materials for classes
- basic technology & maintenance
- whole-school events (like Spirit Days)
- 1 yearbook
- 1 homecoming ticket

11th and 12th grade students will receive one prom ticket. 12th graders will also receive 5 graduation tickets, cap & gown, and attendance to other graduating events including ring ceremony, and class night.

Graduating Seniors will be required to pay additional costs for any senior trips decided on by the group and senior swag (e.g. sweatshirt/t-shirt).

Budget fees do not include:

- class field trips
- sports or club fees
- technology repairs
- lost, damaged, or stolen property

### Financial Hardship

For families needing help paying this fee, we offer 3 options:

1. payments in smaller installments (either quarterly or monthly)
2. the opportunity for families to volunteer at a rate of \$20/hr; and
3. the opportunity for the students to complete Work Study for \$20/hour

# Stakeholder Shared Commitments

## Our Commitment to Each Other

Each stakeholder (student, family, and staff) will read the paragraph below out loud to one another. You may choose to add anything to your commitment that is meaningful to you:

*"As a student/family/staff at Living School, I commit to this cooperative community. I will strive to be the best version of myself each day. I know that all the work we do improves our lives, our communities, and our environment.*

*I will read this Handbook completely and honor the rights, values and policies inside. I am prepared to put in the time, energy, and hard work it takes for us all to succeed. I commit to giving my very best in pursuit of the Habits of a Healthy Life for all of us including a living-wage job offer and college acceptance.*

*I will support everyone else in our community to help them be their best self, too. When conflict arises, I commit to resolving that conflict peacefully and repairing any harm I may cause for the betterment of myself and our community. I am and always will be a vital member of this community and I accept that with this great power comes the great honor of helping realize our collective mission to cultivate wellbeing for all our relations."*

Additional Commitments / Comments (optional):

## Signatures

We all in good faith and clear mind, understanding all of that which is written above, do hereby agree to the terms and spirit of this handbook and commit to working together in pursuit of the student’s best life and of Living School’s mission to cultivate equity.

	Printed Name	Signature	Date
Student			
Parent/Guardian			
Staff			