



 **UNIVERSITY
VIEW ACADEMY**

**STUDENT
HANDBOOK
2026-27**

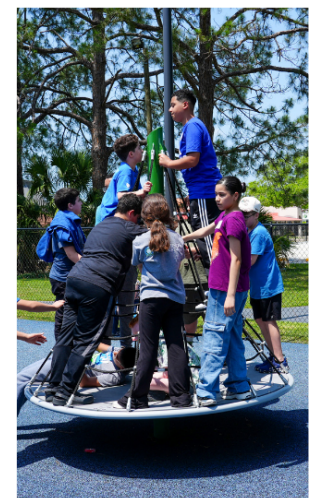


TABLE OF CONTENTS

<u>Superintendent's Message.....</u>	<u>3</u>
<u>School Mission Statement.....</u>	<u>3</u>
<u>School Information.....</u>	<u>4</u>
<u>School Leadership.....</u>	<u>4</u>
<u>2026-27 Student Calendar.....</u>	<u>5</u>
<u>Student Responsibilities.....</u>	<u>6</u>
<u>Student Behavior & Conduct.....</u>	<u>7</u>
<u>Parent/Guardian & Learning Coach Responsibilities.....</u>	<u>8</u>
<u>Parent & Guardian Rights.....</u>	<u>10</u>
<u>Attendance, Engagement, & Truancy.....</u>	<u>10</u>
<u>Grading Scale.....</u>	<u>14</u>
<u>Public School Withdrawal.....</u>	<u>15</u>
<u>Elementary Information.....</u>	<u>15</u>
<u>Middle School Information.....</u>	<u>15</u>
<u>High School Information.....</u>	<u>16</u>
<u>Extracurricular Activities.....</u>	<u>22</u>
<u>High School Graduation.....</u>	<u>22</u>
<u>Credit Evaluation & Promotion.....</u>	<u>23</u>
<u>Artificial Intelligence.....</u>	<u>23</u>
<u>Academic Integrity Policy.....</u>	<u>26</u>
<u>Assessments and Screenings.....</u>	<u>27</u>
<u>Student Testing & Event Attendance.....</u>	<u>33</u>
<u>Immunizations.....</u>	<u>33</u>
<u>Positive Behavior Intervention & Supports Program (PBIS).....</u>	<u>33</u>
<u>Bullying and Prohibited Behaviors.....</u>	<u>34</u>
<u>Student Discipline Policy.....</u>	<u>37</u>
<u>Due Process and Grievance Procedures.....</u>	<u>42</u>
<u>School Technology.....</u>	<u>43</u>
<u>Acceptable Use Policy.....</u>	<u>45</u>
<u>Internet Subsidy.....</u>	<u>51</u>

<u>Student Fees Policy.....</u>	<u>52</u>
<u>School Communications.....</u>	<u>54</u>
<u>Respectable Language Policy.....</u>	<u>55</u>
<u>Given Name Act.....</u>	<u>56</u>
<u>Teacher Bill of Rights.....</u>	<u>56</u>
<u>Diverse Learners Services.....</u>	<u>56</u>
<u>Behavioral Health Services.....</u>	<u>58</u>
<u>Child Abuse.....</u>	<u>59</u>
<u>Homework Assistance Services.....</u>	<u>59</u>
<u>Drug, Alcohol, & Tobacco-Free School Policy.....</u>	<u>59</u>
<u>Firearm-Free Zone Policy.....</u>	<u>61</u>
<u>Notice & Rights Under FERPA & Directory Information.....</u>	<u>61</u>
<u>Title IX Policy and Procedures.....</u>	<u>66</u>
<u>Notice of Non-Discrimination.....</u>	<u>74</u>
<u>APPENDIX A: Internet Safety Policy.....</u>	<u>75</u>
<u>APPENDIX B: Media and Photo Consent.....</u>	<u>77</u>
<u>APPENDIX C: Lynx Den Policies.....</u>	<u>78</u>
<u>APPENDIX D: School Sponsored Events.....</u>	<u>80</u>
<u>APPENDIX E: Administering Medication at School Policy.....</u>	<u>84</u>
<u>APPENDIX F: Parent Access to Instructional Materials Policy.....</u>	<u>87</u>
<u>APPENDIX G: Seclusion and Restraint Policy.....</u>	<u>90</u>
<u>APPENDIX H: Parents' Right to Know.....</u>	<u>107</u>
<u>APPENDIX I: School-Parent Compact.....</u>	<u>108</u>
<u>Parent/Guardian Acknowledgement.....</u>	<u>114</u>

Superintendent's Message

Welcome to the 2026-27 school year! Whether you are joining our virtual community for the very first time or returning for another year of digital innovation, I am thrilled to welcome you to a brand-new chapter of growth, flexibility, and achievement at University View Academy (UVA).

Our mission remains a student-first commitment: ensuring that every Lynx is fully equipped, engaged, and ready for college, careers, and beyond. To make the most of this flexible learning model, I encourage our students to stay curious, connect closely with our dedicated, certified instructors, and take ownership of their custom learning roadmaps.

Students, you are the heartbeat of this institution. Your ability to adapt, inspire, and innovate within the digital space is what makes UVA a leader in virtual education. Your voice matters. You are the architects of your own education.

This **Student Handbook** is your essential tool for navigating the upcoming year. Within these pages, you will find the expectations, resources, and guidelines that help us maintain a safe, respectful, and highly productive online environment.

Parents and guardians, your partnership is the cornerstone of our school's success. Please take some time to review this handbook together as a family so we can stay aligned on our shared goals of academic honesty, regular attendance, and digital citizenship.

Thank you for choosing UVA and for your continued dedication to reaching new heights. Let's make this school year our most successful one yet!

Warmest regards,
Dr. Quentina Timoll
Superintendent

School Mission Statement

Understanding, engaging, and empowering each unique student for a career, for college, and beyond. University View Academy provides a flexible and innovative learning environment that accommodates the needs of all learners.

School Information

University View Academy (UVA) is a Louisiana Public Type 2 Charter School authorized by the Louisiana Board of Elementary and Secondary Education (BESE). UVA provides online education for students in Louisiana in grades K-12. UVA is a full-time, online public school. To attend UVA, students cannot be concurrently enrolled in another public or private school or be registered as a BESE-approved home-school student. Students enrolled in UVA must participate in all Louisiana state testing requirements in person and adhere to all UVA and applicable BESE policies. Students who meet UVA and graduation requirements set forth by the State of Louisiana are eligible to receive a Louisiana diploma from UVA.

School Leadership

Superintendent	Dr. Quentina Timoll qtimoll@uview.academy
Deputy Superintendent	Lekisha Chambers lchambers@uview.academy
Chief of Accountability, Assessments & Counseling	Donna Grice dgrice@uview.academy
Chief of Innovation & Strategy	Janna Husser jehusser@uview.academy
Deputy Academic Officer	Sharon Sims sysims@uview.academy
High School Principal	Jasmyn Watson jwatson@uview.academy
Middle School Principal	Brandy Garrett brandy.garrett@uview.academy
Elementary School Principal	Kaleisha London kaleisha.london@uview.academy
Technical Support (MIS) Monday – Friday: 7 a.m. to 5 p.m.	225-286-1600 / Toll-free 833-286-9905 support@uview.academy

2026–27 Student Calendar

July 3	Independence Day Holiday
July 2, 10, 17	Summer Fridays (All Offices Closed)
July 23	10-Month Employees Return
July 30	Convocation
August 6	First Day for Students
August 28	Open House North (Randolph Riverfront Center)
September 7	Labor Day Holiday (All Offices Closed)
September 18	Open House South (Lamar Dixon REV Center)
October 8	End of 1st Nine Weeks
October 9 & 12	Fall Break (All Offices Closed)
November 3	Election Day (All Offices Closed)
November 23–27	Thanksgiving Break (Students & 10-Month Employees)
November 23–24	12-Month Employees Work Days
November 25–27	Thanksgiving Holiday (All Offices Closed)
December 7–11	High School Fall LEAP Testing
December 18	End of 2nd Nine Weeks
Dec. 21–Jan. 4	Winter Break (All Offices Closed)
December 31	All Coursework/Assignments Due
January 5	All Employees Return
January 6	New Student Orientation
January 7	All Students Return/Second Semester Begins
January 18	Dr. Martin Luther King, Jr. Holiday (All Offices Closed)
February 8–12	Mardi Gras Break (All Offices Closed)
March 2–4	ACT Testing
March 12	End of 3rd Nine Weeks
March 26, 29–30	Spring Break (All Offices Closed)
March 26 – April 2	Spring Break (Students & 10-Month Employees)
March 31 – April 2	12-Month Employees Work Days
April 12–16	High School LEAP Testing
April 26–30	3–8 Grade LEAP Testing
May 3–7	LEAP Makeup Testing
May 10	Last Day for Seniors
May 24	Last Day for Students/End of Second Semester
May 28	Class of 2027 Graduation
May 31	Memorial Day Holiday (All Offices Closed)
June 8	Last Day for 10-Month Employees
June 11, 17, 25	Summer Fridays (All Offices Closed)
June 18	Juneteenth Holiday (All Offices Closed)
TBD	High School Summer LEAP Testing

Student Responsibilities

UVA allows students to learn and excel at their own pace while offering families an education that embraces technology, innovation, and self-empowerment. The purpose of UVA is to promote individual student choice, success, and academic rigor for students who want to get ahead. With freedom and flexibility comes additional requirements for students:

- **Personalized Learning** – UVA courses give students the flexibility to manage their own weekly pace for learning while simultaneously targeting areas of academic need and specialty. Coursework should be reviewed and completed in a timely manner and according to established deadlines.
- **Self-Motivation** – Students should strive to have a positive academic outlook and engage in all learning opportunities to experience academic success.
- **Synchronous Learning Sessions** – Participation and attendance in synchronous learning sessions will lead to student success in courses. Students may attend synchronous learning sessions or view the recordings for additional support. Students will refer to teacher communications for specific guidelines.
- **Asynchronous Lessons** – Students may decide to complete asynchronous lessons and independent learning in conjunction with attending synchronous learning lessons. Students completing asynchronous activities should refer to teacher communications for specific instructions and deadlines.
- **Digital Literacy** – Students should abide by the [Acceptable Use Policy](#) and have a working knowledge of computer systems, applications, email, internet use, and routine keyboarding skills.
- **Time Management Skills** – Students must be able to organize and plan their time for learning with learning coach assistance as required. Students must set aside an adequate and realistic amount of time to complete weekly course requirements whether during traditional school hours or after school hours.
- **Communication** – Students are expected to communicate with their teachers in a timely manner and should respond to teachers appropriately.
- **Effective Written Communication Skills** – Students will use approved messaging platforms and discussion threads to communicate with their instructors and peers. The ability to write clearly and communicate ideas and assignments is essential.

Student Behavior & Conduct

Students are expected to dress and speak appropriately while on camera for any virtual session or during any in-person activity including field trips and state-mandated testing.

Profanity or implied profanity will not be allowed in the synchronous learning environment, in any online posting, or at any in-person activity.

Appropriate attire includes shirts and coverings that are free of profanity and/or offensive words and images. Students who do not follow UVA's dress code policy may be subject to discipline under the [Student Discipline Policy](#). Prohibited attire for virtual and in-person events includes:

- **Inappropriate Graphics:** Clothing with offensive, obscene, or suggestive graphics, slogans, or language is not permitted.
- **Drug/Alcohol References:** Attire with references to drugs, alcohol, or tobacco products is strictly prohibited.
- **Revealing Clothing:** Clothing that exposes undergarments, midriffs, or excessive cleavage is not allowed. These include, but are not limited to, tops that do not fully cover the torso and shirts with excessively low necklines.
- **Short Shorts and Skirts:** Shorts and skirts must be of an appropriate length, typically extending to at least the fingertips when arms are fully extended down the sides.

Electronic Devices & Use

UVA-owned computer devices are distributed with the intent that they will be used for school-approved activities which include completing coursework, participating in club activities, and communicating with UVA faculty and classmates. Students are expected to use the device legally, responsibly, and in accordance with the [Acceptable Use Policy](#).

UVA monitors student web traffic on all UVA-issued devices. If any student is found using a device inappropriately, he or she will be subject to corrective action, in accordance with UVA's **Student Discipline Policy**. UVA will report suspected or alleged online abuse, some instances of including online bullying where applicable, to the appropriate channels.

School administrations determine internet access levels available to all UVA students and access levels will be governed on a case-by-case basis.

- **Normal Access** – students have full access to the internet in alignment with the [Acceptable Use Policy](#). Students will have normal access to the internet unless it is determined that the student has misused the UVA device pursuant to the [Acceptable Use Policy](#) or as otherwise determined by UVA.
- **Limited Access** – A student who receives “Normal Access” to the internet and subsequently violates the [Acceptable Use Policy](#) (or otherwise misuses their internet access as determined by UVA) on more than one occasion, will then receive “Limited Access” to the internet. A student who receives “Limited Access” to the internet may nonetheless access educational programs that are required parts of the curriculum. Students who are designed as having “Limited Access” will be limited to the internet in one of the categories outlined below:
 - Students will not have access to social media websites, including but not limited to, Facebook, Instagram, TikTok, Snapchat, X, Reddit, Pinterest, 4chan, Discord, etc.
 - Students will not have access to streaming platforms, including but not limited to, YouTube, Crunchyroll, Funimation, Twitch, Netflix, Hulu, Amazon Prime, Max, Disney+, Paramount+, Peacock, etc.
- **Restrictive Access** – A student who receives “Limited Access” to the internet and continues to violate the [Acceptable Use Policy](#) (or otherwise misuses their internet access as determined by UVA) will then receive “Restrictive Access” to the internet. Students with restrictive internet access will be placed in a penalty box where they will only be able to use their UVA-issued device to browse a predefined list of websites determined by UVA. A student who receives “Restrictive Access” to the internet may nonetheless access educational programs that are required parts of curriculum.

Students with revoked privileges may find themselves unable to download programs. When privileges are revoked, students will need to contact the [UVA Help Desk](#) who is responsible for determining the necessity of the program and assist with the program installation.

Parent/Guardian & Learning Coach Responsibilities

A **learning coach** is the designated adult who oversees the day-to-day learning activities of students in the home environment. The learning coach is either a parent/guardian, an adult relative, an adult hired to provide care, an adult friend, or a team of adults who share the responsibility for daily learning activities.

Families can choose to appoint a non-custodial adult as their student's **designated learning coach (DLC)** at their request. Please contact the Admissions Department at 225-421-2843 or by email at admissions@uview.academy to request a copy of the **UVA DLC Form**.

All learning coaches are responsible for:

- **Communication** – Maintain timely contact with teachers and school staff to ensure student success. Parents are encouraged to respond to any school communication requiring a response within 48 hours.
 - **Contact** – Notify the Admissions Department at admissions@uview.academy of all changes to the home or mailing address, phone number(s), and email address(es). Notifications should be provided as soon as possible and should include any temporary changes in contact methods.
 - **Time Management Skills** – Assist students as they organize and plan their daily and weekly time for learning coursework, assignments, and deadlines.
 - **Digital Literacy** – Abide by the [Acceptable Use Policy](#) and demonstrate a working knowledge of computer systems, applications, email, internet use, and routine keyboarding skills to support student learning.
 - **UVA and State-Mandated Testing** – Ensure in-person student participation in all state-mandated testing and provide transportation to testing sites.
 - **Absences** – Provide the school with information of any illness, medication, medical condition, or documentation of a doctor's excuse for absences that may affect the student's behavior and/or academic performance. Learning coaches will communicate with teachers to create a plan for missed assignments.
 - **Attendance Verification** – Submit weekly attendance verification as instructed for each student.
 - **Engagement** – Actively monitor and redirect the student as required to ensure daily participation and timely completion of assignments within the calendar week ([see Attendance, Engagement & Truancy Policy](#)). Monitor student's computer usage as outlined in the [Acceptable Use Policy](#).
 - **Designated Learning Coach** – Notify the Admissions Department at admissions@uview.academy if you intend to designate a non-parental guardian adult to function as an additional learning coach for the student.
- The **UVA DLC form** will be required to ensure the student's information is released only to an authorized adult. The form must be signed by the parent and designated

learning coach (DLC) to authorize release of information from UVA to the DLC.

- **Fees & Expenses** – Understand which fees are the family’s responsibility. UVA is a tuition-free public charter school. No specific fees are charged for programs or services provided to families. However, as with many public-school programs, certain expenses will arise and are the responsibility of enrolled families.

Fees and expenses may include routine home supplies, dual enrollment books and coursework, device damage or replacement, and/or travel to field trips and events.

All student fees or expenses are stated in UVA’s [Student Fee Policy](#).

Parent & Guardian Rights

Parents or guardians have the right to personally review all official files and data that pertain to the student under the age of 18 with a school counselor or staff member. Students who are 18 years of age or older may make the same request.

Parents have the right to challenge the accuracy of the data through a formal hearing. Upon receipt of a written request, schools must produce such records for examination within the timeframe provided by state and federal law. The school shall respond to reasonable requests for explanation and interpretation of a student’s records.

No official record, file, or data pertaining to any individual student that contains personally identifiable information of a student shall be released to anyone other than the student and/or parent except as authorized by law unless the student and/or parent has executed a written release of such information to a particular person or agency. The transfer of a student's discipline records will be made to other schools upon official request in accordance with applicable law.

Attendance, Engagement, & Truancy

Virtual Attendance Definition

UVA provides daily coursework to its K-12 students in a virtual environment with an additional requirement of in-person state testing. Attendance is defined and monitored differently than in a physical school setting. UVA will conduct an orientation with parents and guardians regarding UVA’s attendance policy upon enrollment.

Students at UVA are required to remain engaged in school for the duration of the school year. Failure to remain engaged in school may result in administrative action. Parents, guardians, and learning coaches are responsible for monitoring their student/s attendance and participation in the school.

Parents and learning coaches are required to complete a weekly check-in process to verify their students' attendance and engagement in coursework. Parents and learning coaches who do not verify weekly attendance and engagement may be referred to school administration for further action.

To remain engaged in virtual school means that the student is:

- Completing work required by each teacher on a daily basis.
- Submitting completed work in alignment with success criteria expectations.
- Staying in contact both through electronic messages (e.g., email, text, Canvas) and phone (i.e., responding to electronic messages, answering/returning phone calls in a timely manner).
- Participating in all in-person required school and state testing events (i.e., LEAP 2025, ACT®, WorkKeys®, CLEP testing, literacy screenings).

To be engaged in school means the parent/learning coach is:

- Completing weekly verification of attendance and engagement in Canvas.
- Monitoring student work completion.
- Ensuring work submitted by students aligns with success criteria expectations.
- Informing the school of absences after days missed and submitting a doctor's note for absences due to illness.
- Ensuring the student is completing all assessments on his/her own merits.
- Remaining in regular, consistent contact with the teachers.
- Ensuring arrangements have been made for the student to attend all in-person, required school and state testing.

Virtual Attendance Procedures

UVA defines attendance according to a student's activity in Canvas on a weekly basis. The school week begins on Monday at 12:00 a.m. and ends on Sunday at 11:59 p.m. Attendance will be determined based on student activity at any hour of any day within the seven-day period and includes work completed on weekends.

Regular attendance and engagement through coursework completion in the online learning management system and supplemental educational programs are essential to a successful school experience. UVA will track, record, and report absences to the LDOE daily. Students can avoid having absences (excused or unexcused) tracked by making adequate weekly progress in their assigned coursework.

The learning coach will notify school personnel of the child's absence and will submit the appropriate documentation (described below) regarding the absence. Documentation must be submitted within five (5) days of the student's return to school.

To report an absence that occurs on or between Monday and Friday, the learning coach must contact the school via email at attendance@uview.academy or by phone at 225-421-2981.

Excused Absences

Excused absences are defined as exceptions to the attendance requirements and shall include the circumstances listed below and verified by attendance staff or the school principal/designee where indicated. Excused absences do not apply when determining whether a student meets the minimum minutes of instruction required to receive credit.

Excused absences are defined below:

1. Extended personal physical or emotional illness as verified by a state-licensed physician or nurse practitioner.
2. Extended hospital stay as verified by a state-licensed physician or dentist.
3. Extended recuperation from an accident as verified by a state-licensed physician, dentist, or nurse practitioner.
4. Observance of special and recognized holidays of the student's own faith.
5. Visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state where such parent has been called to duty or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five school days per school year.
6. Absences verified and approved by the school principal or designee:
 - a. Prior school system-approved travel for education
 - b. Death in the immediate family (not to exceed one week)
 - c. Natural catastrophe and/or disaster

Students participating in school-approved field trips or other authorized instructional

activities that necessitate being away from school shall be considered present. Students shall be given the opportunity to make up work. (La. Admin. Code tit. 28 § CXV-1103)

Standardized Testing Attendance

According to the Louisiana Department of Education (LDOE), all students are required to participate in state testing. Being a student at UVA means that travel to a testing location will be required. Specific testing dates and locations will be published no later than two weeks prior to the testing window. UVA cannot guarantee that a student's assigned teacher will be the test proctor. The assessment team will work to minimize family inconvenience when making testing assignments. It is imperative that parents/guardians of UVA students comply with the state testing requirements and attend all required testing days to ensure that UVA can continue to provide a virtual education to students across the state of Louisiana.

Every student attending a traditional public school, charter school, or accredited nonpublic school in Louisiana must take the required standardized assessments to graduate. Families who do not attend assigned state testing days or any scheduled make-up testing sessions will receive an unexcused absence for each day of scheduled testing and will be subject to Habitual Truancy laws if makeup testing is not completed. Students are identified as and reported to LDOE as truant after five unexcused absences. Students who are absent from all testing sessions and who are identified as habitually truant may be administratively withdrawn. Students may earn participation points in their courses for completing all sections of their respective LEAP tests.

Truancy Interventions

UVA will provide interventions to re-engage truant students and parent/s in the learning process. These interventions include, but are not limited to:

- Increasing student contact
- Holding a family conference
- Developing attendance improvement plan
- Making referrals to outside agencies and community partners
- Making truancy referrals
- Any other steps required by law, including but not limited to sending notice(s), allowing a student who is in danger of failing due to excessive absences make up work outside of the designated class time, and other due process requirements.

Once a student is recognized as being habitually truant after accumulating five (5) unexcused absences, consequences will be applied. Consequences can include, but are not limited to, restricted use of a student's device, locking the student's device, loss of internet subsidy eligibility, and any other consequences enumerated in the law.

Students who are identified as unengaged and/or truant may receive a home visit by local authorities and/or UVA. The school will notify the learning coach when the school has filed a truancy offense report. The school will cooperate with parish and local officials as appropriate. A school official may attend court proceedings, if necessary. If learning coaches are unresponsive, the student may be withdrawn from UVA. Learning coaches will be notified of this action. In addition, the school will notify the student's parish worker of the student's change in enrollment status.

Public School Attendance

Louisiana Administrative Code, Chapter 11, Section CXV-1117 – Child Welfare and Attendance: Any student who is a juvenile and who is habitually absent from school or is habitually tardy shall be reported by supervisors of child welfare and attendance to the family or juvenile court of the parish or city as a truant child, pursuant to the provisions of Chapter 2 of Title VII of the Louisiana Children's Code relative to families in need of services, there to be dealt with in such manner as the court may determine, either by placing the truant in a home or in a public or private institution where school may be provided for the child, or otherwise.

Grading Scale

A (90-100%)

Standard Course Quality Points: 4.0

Honors, DE & Gifted Course Quality Points (Grades 9-12): 5.0

B (80-89%)

Standard Course Quality Points: 3.0

Honors, DE & Gifted Course Quality Points (Grades 9-12): 4.0

C (70-79%)

Standard Course Quality Points: 2.0

Honors, DE & Gifted Course Quality Points (Grades 9-12): 3.0

D (60-69%)

Standard Course Quality Points: 1.0

Honors, DE & Gifted Course Quality Points (Grades 9-12): 2.0

F (0-59%)

Standard Course Quality Points: 0

Honors, DE & Gifted Course Quality Points (Grades 9-12): 0

Additional Information

Grades are rounded up to the nearest percent in grades 1–12. This grading scale was approved during the 2024 legislative session and requires each public-school governing authority to use a uniform 10-point grading scale.

UVA will assign failing grades based on a floor grade system with the exception of benchmark assessments, dual enrollment and AP courses. For all assignments in which a student submits content that demonstrates effort to complete an assignment but fails to earn a grade of 50% or better, the floor grade of 50% will be assigned. In cases where a student does not attempt to complete an assignment or fails to demonstrate an effort to complete an assignment, a floor grade of 40% will be assigned after the assignment is one week past due.

Public School Withdrawal

In the event a student needs to be withdrawn from UVA, the guardian must contact the following UVA staff and complete the necessary paperwork.

Grades K–8: K8reporting@uview.academy **Grades 9–12:** HSreporting@uview.academy

Elementary Information

K–5 elementary students will receive a physical education and art grade for coursework completed during each nine-week grading period. Final grades will be determined using the [Grading Scale](#).

Students enrolled in music and/or foreign language courses will receive a final grade for coursework completed during each nine weeks grading period. Final grades will be determined using the school-wide grading scale.

Middle School Information

To enroll in courses for high school credit in middle school, parents must sign an acknowledgement that they understand the course is for high school credit. Grades earned in middle school for high school credit courses are part of the high school transcript and are included in both the middle school and high school grade point average (GPA).

Middle school students who earn less than a D (60%) at the end of the first nine weeks for year-long and fall courses or at the end of the third nine weeks for spring courses will be removed from middle school courses for high school credit. Transfer grade and drop policies can be found in the [Middle School Course Catalog](#) posted to the website.

Requests for accelerated course options in middle school will be reviewed on an individual basis by the principal and counseling department. To be considered for accelerated course options, students may be required to complete MAP testing or an alternate assessment to verify ability. Requests are approved at the discretion of the school administrator.

High School Information

Freshman Academy

The mission of the UVA Freshman Academy is to provide fundamental support and strategies for a successful transition into high school and encourage lifelong learning by maximizing student potential through a variety of educational and social opportunities to meet the needs of all freshmen in a positive and safe environment. In the Freshman Academy freshmen are grouped into teams to create a smaller, more personalized learning environment for students.

Freshman Academy teachers meet weekly to create a plan to support students and their academic success. Teachers also collaborate to implement the curriculum at appropriate levels of rigor while focusing on strategies to support the social and emotional needs of their students. For more information, email freshmanacademy@uview.academy.

Individual Graduation Plans

UVA shall make information regarding Individual Graduation Plans (IGP) available to students and their parents as to the purpose of an IGP, the types of diplomas that are available, and the coursework that is generally required for those diplomas so that the student can more quickly and readily complete the IGP when they enroll in high school.

The parent or legal guardian of a student entering into the eleventh grade may request the student's IGP or the student's Individualized Education Program, if applicable, be updated. Each student, with the assistance of his parent or legal guardian and school counselor, shall be offered available vocational training opportunities.

High School Diploma Options

Students will choose between two diploma options for students in Louisiana: TOPS University and Jump Start Tops Tech Career Diplomas. Students will take general high school courses in 9th and 10th grade. By the end of 10th grade, each student will select the diploma option

that best fits his/her own academic needs and post-secondary goals. Options are defined in the [High School Course Catalog](#).

TOPS University

- The TOPS University Diploma is for students who plan to attend a 4-year college or university immediately after high school graduation. This curriculum requires college prep core courses including two years of a foreign language.
- The TOPS scholarship is aligned with this curriculum and pays a portion of tuition at Louisiana 4-year public colleges and universities for students with at least a 2.5 core GPA and ACT composite score of 20+.
- Students who complete the TOPS University curriculum will also need to meet GPA and ACT admission requirements to attend a 4-year college or university. Students may also choose to attend a 2-year college or technical program or pursue other post-secondary options if desired.

Jump Start Tops Tech Career

- The Jump Start Tops Tech Career Diploma is a career-focused curriculum track for students who may wish to start at a community college, technical or trade school, or enter the workforce. Jump Start students may also attend a 2-year college and transfer to a 4-year college or university.
- This diploma option aligns with the Tops Tech Scholarship.

Early College & Career Academy

Eligible students have the opportunity to complete up to two years of academic or technical college credit while in high school. UVA offers more than 20 tuition-free academic dual enrollment courses taught by UVA teachers in partnership with Northwestern State University and River Parishes Community College. UVA also offers technical dual enrollment opportunities at community and technical colleges across the state. Since the dual enrollment courses are tuition-free, students can save a significant amount of time and money in pursuing their post-secondary goals.

Early College Academy

The Early College option is a program specifically for high school students wishing to earn a college associate degree concurrently with their high school diploma. Early College students will complete academic dual enrollment courses that articulate to Louisiana public colleges and reduce the time to complete a bachelor's degree. Students completing

60 college credit hours will earn one of three college associate degree options:

- Associate of General Studies (AGS) through Northwestern State University (NSU)
- Associate of Arts (AALT) through River Parishes Community College (RPCC)
- Associate of Science (ASLT) through River Parishes Community College (RPCC)

Early College students typically pursue the TOPS University High School Diploma. To participate in dual enrollment courses, students must have a minimum 2.5 cumulative GPA and meet subject-specific minimum assessment scores as outlined by the Louisiana Board of Regents. Each institution may have its own requirements for participation. For information on articulated credits between colleges, please visit the [Louisiana Board of Regents website](#).

Career Academy

The Career Academy technical college option is designed to give students a head start on post-secondary career and technical training while in high school. In 11th and 12th grades, students enroll full-time and commit to completing a technical degree at a Louisiana community or technical college in one of several career paths, including:

- Air Conditioning & Refrigeration (HVAC)
- Automotive Technology
- Drafting & Design
- Electrician Technology
- Healthcare Access Specialist (RPCC Online)
- Information Technology (IT)
- Medical Assistant (age limits apply)
- Patient Care Technician (age limits apply)
- Process Technology (PTEC)
- Welding

Students work towards earning a Certificate of Technical Studies (CTS), Technical Diploma (TD), or an Applied Associate Degree (AAS) in addition to their high school diploma. These degrees do not typically articulate to a 4-year college or university and are intended to be terminal degrees leading to high-wage, high-demand employment opportunities.

UVA pays the tuition for these courses, while families are responsible for paying for books and supplies and any required fees outside of tuition. Students take UVA courses at the same time as taking technical college courses in 11th and 12th grades. Many technical

programs involve hands-on learning and require students to attend classes in person on a local technical or community college campus. Depending on the selected program, courses may be online, in-person, or a combination of both.

For in-person courses, interested students must provide their own transportation to the campus and must have time in their schedule to be able to attend in-person courses. The specific days and times of the requested courses will vary each semester and will be discussed with each individual student before s/he commits to the program. Students must be in 11th and 12th grades with a minimum 2.0 GPA and be on track with UVA attendance and required testing. Students must meet eligibility requirements for technical dual enrollment courses as outlined by the technical college and by the Louisiana Board of Regents.

Internship Requirements

The internship is a work-based learning experience where the UVA student works with an employer for a specified period to learn about a particular occupation or industry. The workplace activities involved with the internship may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. Internships must incorporate classroom instruction and on-the-job training in accordance with the requirements of the Louisiana Department of Education Work-Based Learning guidelines.

Program Participation

Enrollment in the internship program is contingent upon student eligibility, application approval, and adherence to all UVA internship policies and expectations. Students and parents/guardians are required to review and agree to program expectations prior to placement.

Academic and Program Requirements

To earn course credit through the internship program, students must:

- Complete a minimum of **26.55 hours of classroom instruction**, including participation in weekly Learning Circles and completion of all assigned coursework in the CTE Internship course.
- Complete a minimum of **106.2 hours of on-the-job training** with an approved employer partner.

Failure to meet program expectations and requirements may result in removal from the internship placement and/or loss of course credit. Students may receive compensation for

participation in the internship program in the form of a stipend or hourly wage, as determined by the program or employer partner. Compensation is contingent upon successful completion of program requirements.

Student Expectations and Responsibilities

Students participating in the internship program are expected to:

- Maintain reliable transportation to and from the internship site.
- Maintain satisfactory academic performance, attendance, and discipline in accordance with UVA policies.
- Adhere to the employer's work schedule and workplace expectations.
- Demonstrate professionalism, including punctuality, appropriate dress, communication, and conduct.
- Complete assigned tasks under the supervision of a workplace mentor.
- Follow all workplace safety rules, policies, and procedures.
- Maintain confidentiality and uphold employer expectations.
- Communicate effectively with supervisors and UVA staff regarding attendance and scheduling.
- Accurately document work hours, tasks, and skills using UVA-approved systems.
- Participate in required check-ins, evaluations, and reflective activities.
- Demonstrate growth in employability skills such as teamwork, problem-solving, and time management.
- Represent UVA and the internship site in a positive and professional manner.

Dual Enrollment Course Policies

Dual enrollment (DE) courses allow students to take college classes while they are still enrolled in high school. Participation in the DE program provides students with the opportunity to get a head start on their post-secondary endeavors while completing high school. Students earn high school credit and college credit simultaneously. All DE course grades become part of the student's permanent high school and college academic history and transcript records. Grading policies are described in the college course syllabus. The DE college grade will be calculated based on the same grading policy used in regular college courses. Students should consult with the Early College and Career counselors for specific information regarding HS course grading.

To be eligible for DE courses, students must meet the DE eligibility requirements set forth by UVA and by the Louisiana Board of Regents, and must meet the admission requirements for

a particular DE course. The student can take a full load of DE classes, but the student must also be accumulating the courses s/he needs to graduate from high school. To participate in DE courses, the student and parent/guardian must agree to the program policies and student expectations as outlined in the [UVA Dual Enrollment Student & Parent Participation Agreement](#). This agreement must be reviewed and resubmitted annually to remain in the DE program.

All DE courses must first be approved by UVA and arranged by the Early College & Career Academy (ECCA) counselor prior to enrolling. Students must consult the ECCA counselor and obtain approval before any changes are made to the college schedule, including adding or withdrawing from DE courses.

Students participating in DE courses commit to completing the semester and must communicate with the ECCA counselor if there is a need to withdraw from a class. There are official withdrawal dates that are established by each college and withdrawing after this date will result in a grade of 'F' on official transcripts. Students earning a grade of 'W' or 'F' may jeopardize future DE opportunities and can threaten future financial aid and TOPS eligibility. In addition, students earning less than a C in a DE class may need to repeat the class for credit to count toward degree completion and to continue moving forward in the program. UVA does not allow funding to repeat or retake DE courses. Students that fail a course or withdraw from two courses will no longer be eligible to sign up for DE courses.

Students participating in dual enrollment or concurrent enrollment coursework must remain enrolled in at least one course taught by UVA faculty each semester. This requirement ensures students maintain continuous engagement with UVA while benefiting from external college-level learning opportunities.

Dual Enrollment Outside of UVA

Students may enroll in college credit courses outside of UVA during the summer term only. UVA does not cover the cost of college courses taken outside of UVA during the summer. All invoices or billing statements should be sent directly to the student for payment. All course requests must be submitted to the ECCA department by email at earlycollege@uview.academy to ensure alignment with the student's graduation pathway and degree requirements. LDOE allows school systems to make local decisions regarding the awarding of high school credit for college coursework. Final determination of high school credit will be made once the student submits an official college transcript for review.

High School Credit Recovery

Credit recovery courses are offered for students who have previously taken and failed a course. **NOTE:** some credit recovery courses may not be approved by the NCAA. Students may earn a maximum of seven (7) credit recovery units with no more than two (2) annually. Credit recovery courses are identified and labeled on the student's official transcript. Students wanting to improve a grade in a previously passed course must retake the course.

Extracurricular Activities

Pursuant to [Act 545](#) of the 2026 Legislative Session, UVA students shall be permitted to participate in public school activities, including extracurricular activities, at the public school they would otherwise attend based on their residence. A UVA student shall be permitted to try out or apply for extracurricular activities or interscholastic athletics at the public school in the same manner, time, and place as the students who attend the public school.

High School Graduation

Valedictorian and Salutatorian

Senior class rank will be determined by the student's weighted grade point average, including all courses that issue high school Carnegie credit. Co-vedictorians will be recognized if students have earned the same grade point average. If a co-vedictorian is recognized, there will also be a salutatorian.

To be considered for valedictorian and salutatorian, the student must be enrolled at UVA for the last four (4) semesters of high school. This recognition does not prevent other honors from being bestowed. However, a student cannot have attended high school for more than eight (8) semesters to be considered for valedictorian and salutatorian.

Honor Graduates

All seniors who compile a GPA of 4.0 and above shall be designated as graduating Summa Cum Laude. All seniors who compile a GPA in the range of 3.80-3.99 shall be designated as graduating Magna Cum Laude. All seniors who compile a GPA in the range of 3.6-3.79 shall be designated as graduating Cum Laude. All seniors who compile a GPA in the range of

3.4-3.59 shall be designated as graduating with honors. To determine class rank, valedictorian, salutatorian, and honor graduates, cumulative GPAs shall utilize the exact calculation and shall not be rounded up.

National Honor Society/Beta Club/DECA

Students who are in good academic standing, have attended UVA for at least one semester, and meet other eligibility requirements may be eligible to join the National Honor Society, the National Junior Honor Society, Beta Club, or DECA. Please contact your school administration for eligibility details.

Credit Evaluation & Promotion

Students in grades K-12 will have grades based on a nine-week grading period. The first semester grade will be a numerical average of the first and second nine weeks grading periods. The second semester grade will be a numerical average of the third and fourth nine weeks grading periods. Semester one and semester two will average to determine a student's final numerical grade for students in grades K-8.

Semester grades will not be averaged for high school courses. Dual enrollment courses are not awarded until the end of the semester. Credits will be awarded at the end of each semester. High school LEAP 2025 scores will count as 15% of the student's overall course grade.

Students enrolled in industry-based credentials (IBC) courses must take the credential assessment which will count as 10% of their final grade. High school students are only awarded credit for courses in which they have earned a grade of D or higher.

Please visit our website to download the most current issue of the UVA Pupil Progression Plan for promotion criteria for grades 1-11. You can find it on our website located under the ["resources" section of this page.](#)

Artificial Intelligence

UVA students are responsible for their use of artificial intelligence (AI), particularly generative AI tools. Generative AI has potential benefits for education and risks that must be thoughtfully managed.

Artificial intelligence refers to computer systems that are taught to automate tasks normally requiring human intelligence. "Generative AI" refers to tools, such as Bard, CoPilot, ChatGPT, Claude, and Dall-E, that can produce new content, such as text, images, or music, based on patterns they've learned from their training data. This product is made possible through "machine learning," a subset of AI where computers learn from data without being explicitly programmed for a specific task. While generative AI tools show great promise and often make useful suggestions, their output can be inaccurate, misleading, or incomplete.

Responsible Use of AI Tools

UVA recognizes that responsible use of AI will vary depending on the context of assignments. Teachers will clarify if, when, and how AI tools will be used, and students will adhere to the parameters provided by the teacher for the particular assignment. Unless specifically approved for an assignment, AI should not be used to create student work. Alternate assignments will be made available for students who wish to opt out of the use of AI tools.

Both students and teachers must always review and critically assess outputs from AI tools before submission or dissemination. Staff and students should never rely solely on AI-generated content without review.

Prohibited Use of AI Tools

As UVA works to realize the benefits of AI in education, we also recognize that risks must be addressed. AI may only be used in compliance with this handbook, including the [Acceptable Use Policy](#). Examples of prohibited uses of AI tools are provided below along with some of the measures we will take to mitigate the associated risks.

- **Bullying/harassment:** Using AI tools to manipulate media to impersonate others for bullying, harassment, or any form of intimidation is strictly prohibited. All users are expected to employ these tools solely for educational purposes, upholding values of respect and academic integrity at all times.
- **Overreliance:** Dependence on AI tools can decrease human discretion and oversight. Important nuances and context can be overlooked and accepted. Teachers will clarify if, when, and how AI tools should be used in their virtual learning spaces, and teachers and students are expected to review outputs generated by AI before use.

- **Plagiarism and cheating:** Students and staff should not copy from any source, including generative AI, without prior approval, adequate documentation, and full disclosure of the scope of generative AI used. Students should not submit AI-generated work as their original work and must always ensure that the generative AI output is checked for accuracy and integrity. Staff and students will be taught how to properly cite, acknowledge, and disclose the use of AI where applicable. Teachers will be clear about when and how AI tools may be used to complete assignments and restructure assignments to reduce opportunities for plagiarism by requiring personal context, original arguments, or original data collection. Existing procedures related to potential violations of our [Academic Integrity Policy](#) will continue to be applied.
- **Unequal access:** If an assignment permits the use of AI tools, the tools will be made available to all students, considering that some may already have access to such resources outside of school.
- **Societal Bias:** AI tools trained on human data will inherently reflect societal biases in the data. Risks include reinforcing stereotypes, recommending inappropriate educational interventions, or making discriminatory evaluations, such as falsely reporting plagiarism by non-native English speakers. Staff and students will be taught to understand the origin and implications of societal bias in AI. AI tools will be evaluated for the diversity of their training data and transparency. Humans will review all AI-generated outputs before use.
- **Compromising Privacy:** AI tools shall not be used in ways that compromise teacher or student privacy or lead to unauthorized data collection, as this violates privacy laws and our ethical principles. No user may upload or submit any information that is considered confidential or private information to any unauthorized AI platform, such as those without approved data privacy agreements.

Special Consideration: Advancing Academic Integrity

While it is necessary to address plagiarism and other risks to academic integrity, we will use AI to advance the fundamental values of academic integrity – honesty, trust, fairness, respect, and responsibility.

- Staff and students can use AI tools to quickly cross-reference information and claims, though they must still be critical of the output.
- Advanced AI tools can increase fairness by identifying and minimizing biases in grading and assessments.
- AI can adapt materials for students with different learning needs, showing respect

for individual differences.

- If a student uses an AI system, its use must be disclosed and explained. As part of the disclosure, students may choose to cite their use of an AI system using one of the following resources:
 - [MLA Style - Generative AI](#)
 - [APA Style - ChatGPT](#)
 - [Chicago Style - Generative AI](#)

In accordance with UVA's [Academic Integrity Policy](#), student use of AI, including but not limited to the use of ChatGPT, for submission as authentic student work where the use of AI is not permitted and where the use of AI is not specifically disclosed is considered academic dishonesty.

Special Consideration: Security, Privacy, and Safety

UVA staff and students are prohibited from entering confidential or personally identifiable information (PII) into unauthorized AI tools, such as those without approved data privacy agreements. Sharing confidential or personal data with an AI system could violate privacy if not properly disclosed and consented.

Academic Integrity Policy

UVA requires the original work of all students and prohibits plagiarism of the work of others and cheating. Students shall be expected to properly cite the origin of work that is not the student's own. If content other than commonly known facts is not properly cited, attributed, or credited, the work may be determined to be plagiarism. A student's violation of these academic integrity guidelines will result in discipline as set forth in UVA's [Student Discipline Policy](#).

Student use of artificial intelligence (AI), including, but not limited to, the use of ChatGPT, for submission as authentic student work where the use of AI is not permitted by the teacher and where the use of AI is not specifically disclosed is considered academic dishonesty.

When there is evidence of academic dishonesty, teachers may require a student to attend a synchronous learning session to assess mastery of the skill in question. If a student or guardian refuses, the floor grade will be assigned. Issues of documented plagiarism (in writing assignments) will result in the floor grade of 40% automatically being implemented.

Writing assignments with evidence of plagiarism will be returned to the student with the link to the original work, and the floor grade of 40% shall be implemented.

When there is evidence of academic dishonesty, the assignment grade will result in automatic implementation of the floor grade of 40%. Students will be able to use their second attempt to earn full credit by submitting original work. After evidence of three documented plagiarism attempts in any course, the student will receive a zero on any assignment afterward that has evidence of plagiarism, and no second attempt will be provided. The count of plagiarized attempts will start over every 9 weeks. After the third violation (habitual offenders), students will receive a zero and will not be given the opportunity to redo the assignment(s).

Artificial intelligence software to detect plagiarism may be used but should not be the sole determinant of academic dishonesty. Teachers will consider a preponderance of the evidence, including but not limited to, a student's ability to explain academic work synchronously. If a student receives a floor grade as a result of suspected academic dishonesty, the student may appeal this grade by requesting a synchronous meeting with the teacher to discuss the assignment. If no resolution is found, the student/parent may escalate the issue to the school level principal.

Assessments and Screenings

Some assessments and screenings may require in person attendance. UVA shall not provide transportation to these assessments and screenings.

ACT®

The ACT® is the leading U.S. college admissions test measuring academic readiness for college. All UVA students are required to take the ACT® per Louisiana testing requirements. Attendance is mandatory for the March test. UVA will offer students a voucher to take the ACT® on a national test date. UVA provides free ACT® prep access and offers ACT® boot camps to high school students throughout the year.

ASVAB

The Armed Services Vocational Aptitude Battery (ASVAB) is a timed, multi-aptitude test required for U.S. military enlistment, measuring strengths in areas like math, science, and technical knowledge. It is offered to students in grades 10-12 and determines eligibility

(AFQT score) and job placement, with minimum scores required by each military branch. It also serves as a career exploration tool valid for two years.

College Level Examination Program

The College Board's College-Level Examination Program (CLEP) has been the most widely trusted credit-by-examination program for over 50 years. CLEP exams are offered year-round and can be taken at home with remote proctoring or at one of 2,000 CLEP test centers worldwide. Anyone can take a CLEP exam to test out of introductory college courses based on what they already know, saving time and money toward a college degree. CLEP scores are accepted at 2,900 U.S. colleges and universities. College credit is awarded at the discretion of each college or university. Students can prepare for a CLEP exam by using the free CLEP prep courses provided by [ModernStates.org](https://www.modernstates.org) and can request a voucher to take a CLEP test for free.

Industry-Based Credential (IBC) Testing

An Industry-Based Credential (IBC) is a knowledge/skill certification that is industry-accepted. UVA offers different IBCs through various elective courses which are available to all high school students. Students enrolled in IBC courses must take the credential assessment which is 10% of their course grade.

PSAT/NMSQT

The PSAT/NMSQT is the Preliminary SAT/National Merit Scholarship Qualifying Test. The PSAT is a great primer for the SAT and ACT, but it is more than just a trial run. PSAT scores are used to identify National Merit Scholars and award merit scholarships. More than 3.4 million high school students (mostly juniors and sophomores) take this nationwide, multiple-choice test in October of every year. Students interested in taking the PSAT/NMSQT should contact their grade-level counselor early in the fall semester.

WorkKeys®

The WorkKeys® test was designed by ACT to measure "real world" workplace skills that employers consider essential, such as reading charts, graphs, & workplace documents, and solving everyday math problems. Students can earn the National Career Readiness Certificate (NCRC) valued by employers. A WorkKeys® score of Silver or above is a qualifying test score for the TOPS Tech scholarship.

K – 3 Literacy (DIBELS®) + Numeracy

The K – 3 (DIBELS®) Literacy Screener consists of a set of measures for assessing foundational reading skills. This universal screener identifies which students may be at risk for experiencing reading difficulties. Teachers use this data to set and monitor literacy goals, as well as provide and improve targeted instructional support.

In addition, the Louisiana Numeracy Assessment serves as a universal screener for early mathematics skills. It helps identify students who may need additional support in numeracy development. Educators use this data alongside literacy results to inform instruction, set goals and ensure all students are progressing toward grade-level proficiency in both reading and math.

LEAP 2025

LEAP 2025 exams are graduation requirements that count as 15% of the student's course grade in the following subjects: English I, English II, Algebra I, Geometry, Biology, Civics, and U.S. History. To be eligible for graduation, students must earn a passing score (Approaching Basic or above) on at least one test in each of the three test pairs: English I or English II, Algebra I or Geometry, and Biology or U.S. History/Civics.

Benchmark Testing

Students in grades 1-12 will participate in benchmark testing in designated courses multiple times per year. These tests will be administered online.

Proctored Exams

UVA reserves the right to require, at the school's discretion, a proctored segment exam for any student.

Participation & Transportation Requirements

Public schools are required by state and federal law to administer state standardized tests to students in specific grades. All students enrolled in UVA will be required to participate in the state standardized testing program in person.

For elementary and middle school students, testing is held over multiple days. High school students' test schedules are determined by the classes in which they are enrolled along with additional days for any test they must retake.

Parents, guardians, and learning coaches must provide transportation to ensure their child's presence at all mandatory testing and are expected to help the school comply with UVA's responsibility to fulfill its state testing requirements. UVA will align testing and screening requirements in accordance with all guidelines issued by the LDOE.

All students must be dropped off/picked up by a parent, guardian, or family member. Any student who does not meet the legal driving age and does not have a state-issued driver's license will be prohibited from driving to a testing center. Any student who fails to adhere to the rules of testing center coordinators and/or UVA staff will be subject to discipline as set forth in UVA's [Student Discipline Policy](#) and may be asked to leave the testing facility.

Placement Tests

Students enrolling in grades 4, 5, and 9 may be required to take the English language arts and mathematics portions of the state placement test to inform placement decisions and design remediation for students who may need support for the next level of study.

Acceptable Behavior in the Testing Environment

When students attend standardized testing sessions scheduled by UVA, they are expected to follow all the rules and behavioral expectations of the facility and of UVA faculty and staff. The goal of UVA is to provide a safe testing environment for all students, families, and staff. Alcoholic beverages, drugs, and weapons are prohibited at testing sites.

Electronics in the Testing Environment

UVA strongly discourages students from bringing cell phones, smart watches, smart glasses, and/or other electronic devices to designated testing sites. However, should a student bring their cell phone or other electronic devices to a designated testing site, the device shall be turned off and immediately turned into the test site coordinator upon arrival. The test site coordinator will store cell phones in a secure area away from any and all testing materials. Students will retrieve their electronic devices upon completion of the final testing session within a given testing day. No students will receive their cell phone at a test site while test sessions are still occurring and/or before testing materials have been secured by the test site coordinator. Cell phones must remain off while at the testing site.

With the exception of devices required for approved accommodations or online assessments, if a student is in possession of and/or uses a cell phone and/or electronic device in any manner during the administration of a statewide test, the phone or electronic

device will be confiscated by UVA until assurance can be evidenced that all traces of information, in print, image, or verbal form, have been removed from all local and cloud storage and that no such traces remain on the device.

If evidence exists on the cell phone or other electronic device that indicates the device was used during the test administration and/or test material was recorded and/or transmitted, the student score is voided. UVA will immediately report to the Louisiana Department of Education any violation of this test-security policy, including but not limited to reports of any student who brings a prohibited electronic device into the secure testing area. Punishment for this report may include voiding the scores of all students involved. Violation of this policy may result in discipline by UVA in accordance with UVA's Student Discipline Policy and Louisiana law.

Screenings

Students are screened annually to monitor hearing and/or vision to identify potential issues that could interfere with academic success. Screenings are held in several locations. Further information and consent forms will be provided to families by UVA.

All students will be screened for dyslexia by 3rd grade. The screening is conducted in three phases. Parents will receive a checklist for Phase 1 of the screening process which will be scored once returned. The additional phases of the screening are completed as need is indicated.

Further, if the screening indicates that a student is at risk for dyslexia, the parent or legal guardian may request subsequent dyslexia testing and core assessment, which shall be administered if requested. The parent or legal guardian may select either the school or a vendor or professional approved by LDOE to administer the additional core assessment, the costs of which shall be reimbursed by LDOE in accordance with La. R.S. 17:392.11

Elementary Literacy and Numeracy Instruction and Screening Requirements

Literacy and numeracy screeners are short fluency measures used to regularly monitor the development of early literacy and early numeracy skills. Teachers use student performance data from the screeners to set and monitor student goals and provide and improve instructional support. Students in grades K-3 must participate in literacy and numeracy screeners three times throughout the school year in August (beginning of year), December (middle of year), and April (end of year). The end of year screening is conducted in person.

K-3 Literacy and Numeracy Priorities

Literacy and numeracy screeners are required for all K-3 students and will be administered three times per year: within the first 30 days of the school year, in December, and in April. (La. Admin. Code tit. 28 § CXV-2307)

- Final reports will be created and shared with families within 15 days.
- Parent/Learning Coach Report – shares data with explanation of measures and the final score.
- Home Connect Report – includes at-home literacy activities.
- Individual Academic Support Plans (IASP) will be provided for all students scoring below proficiency.
- School Literacy Plans will be posted on the school website.
- Instructional Coach will support teachers and the quality of instruction.
- Students with dyslexia, as defined by La. R.S. 17:392.11, are exempt from the required three-times-per-year literacy screeners. Instead, schools, including charter schools, must administer to those qualifying students a nationally norm-referenced test that assesses phonological skills and oral reading fluency at least once a year as determined by LDOE.

Intervention

Any student who is identified as having literacy skills below grade level during the required literacy screeners will receive literacy interventions and support designed to improve a student's foundational literacy skills. Interventions for literacy and/or numeracy may include, but are not limited to:

- Daily targeted small-group interventions;
- Before and after school literacy intervention provided by a teacher or tutor with specialized literacy or numeracy training;
- Web-based and other individual supports;
- At-home intervention programs that include literacy and/or numeracy workshops for the parents and legal guardians of students and web-based; or
- parent-guided home literacy and/or activities, and summer learning opportunities, including but not limited to reading camps where students receive reading intervention services and supports.

A student in kindergarten through 3rd grade, within thirty days of being identified as having literacy or numeracy skills that are below grade level based on the results of the screeners,

shall receive an individual academic support plan. The plan shall be created by the teacher, principal, other pertinent school personnel, and the parent or legal guardian; shall describe the evidence-based reading intervention services that the student will receive; and shall give suggestions for strategies that parents can use at home.

Student Testing & Event Attendance

Check-in and check-out procedures apply to all in-person school events including testing and field trips. When a student arrives at or departs from an in-person event, these procedures must be followed. UVA staff must verify that the student is checked in or out by a designated adult. The check-in and out process is not complete until a parent/guardian verification is made by UVA staff.

For students who are unable to drive themselves to or from UVA in-person events, parents must make appropriate arrangements to meet required arrival and dismissal times. Missing instructional or testing time is detrimental to student achievement, so please make every effort to ensure that students arrive on time.

Students are expected to wear appropriate attire while attending in-person school events, including testing and field trips. Appropriate attire includes shirts and coverings that are free of profanity and/or offensive words and images. Students who do not follow UVA's dress code policy may be subject to discipline under the Student Discipline Policy.

Immunizations

Current immunization records are required for all students entering school for the first time, including kindergarten, in compliance with the immunization schedule established by the legislature in [La. R.S. 17:170](#) unless compliance is waived in accordance with applicable law. School personnel will cooperate with public health personnel in completing and coordinating all immunization data, waivers and exclusions.

Positive Behavior Intervention & Supports Program (PBIS)

All students enrolled in UVA are expected to conduct themselves in accordance with the rules of the school. Parents are expected to cooperate with the school staff in helping students maintain this conduct. UVA operates a Positive Behavioral Interventions and

Supports (PBIS) program for grades K-12. PBIS provides students with the opportunity to be rewarded for their hard work and ongoing dedication in their classes. The award is based on three categories: current grade average, parent weekly attendance engagement check, and on-time completion of coursework. These categories are evaluated on a weekly basis.

Awards will be distributed monthly, and students will be notified. Students will receive 3-5 weeks' worth of awards at one time. Each week has a maximum award of \$3. Reward emails will be sent to student UVA email addresses.

Awards typically begin during the second month of the semester and are only available to students who are currently enrolled for at least one full month and have active accounts on the date that the award is issued. Students should print or save a copy of their award immediately should they not plan to redeem them right away.

Awards are available to claim for 30 days after they are issued. Awards are not accessible to withdrawn or no longer enrolled students. If you have questions, email pbis@uview.academy.

Bullying and Prohibited Behaviors

UVA is committed to providing a safe, positive, productive, and nurturing education environment for all its students and encourages the promotion of positive interpersonal relationships among members of the school community. Bullying, harassment, cyberbullying, and/or hazing toward any member of the school community is strictly prohibited and will not be tolerated.

Bullying is when a student causes another student to feel less safe, fearful, or like they are unable to participate in school. Bullying often involves an imbalance of power and can include physical, verbal, or psychological actions against a student. Bullying can also happen through communications, including social media.

Bullying is a pattern of:

- written, electronic or verbal communication that threatens harm.
- obscene gestures, taunting, or malicious teasing.
- persistent shunning or excluding a student.

- physical harm, such as hitting, pushing, or damaging personal property.

Harassment occurs when the speech or actions are so severe, pervasive, or targeted towards a particular person or group of people that it hinders the ability to get an education or receive educational benefits, significantly harms his/her wellbeing, physically harms or places him/her in reasonable fear of physical harm, substantially interferes with his/her rights, or intimidates the student because of his/her identity or protected class (race, nationality, ethnicity, gender, age, disability, religion, or other legally protected class).

Other Bullying Behaviors

- Cyberbullying is the transmission of any electronic text, visual, written, or oral communication with the malicious and willful intent to coerce, abuse, torment, or intimidate a person. This action can be in the form of phone calls, text messages, photos, videos, or even social media posts. Simply put, it is the act of “bullying” with the use of an electronic device.
- Sexting is the sending of sexually explicit digital images, videos, text messages, or emails, usually by cell phone or computer.
- Hazing is any intentional, knowing, or reckless act that is directed against another person when both of the following apply:
 - (1) The person knew or should have known that the act endangers the physical health or safety of the other person or induces the student to endanger his/her own mental or physical health or safety or causes severe emotional distress.
 - (2) The act was associated with pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization. Hazing does not include customary athletic events or similar contests or competitions and is limited to those actions taken and situations created in connection with initiation into or affiliation with any organization.

Reporting Bullying, Harassment, and Other Prohibited Behaviors

If you are the student or parent/guardian and need to report a case of bullying, harassment, or other prohibited behaviors, you can complete the [Bullying Report Form](#) and submit it to the appropriate principal or school leader. All complaints about prohibited behavior shall be kept confidential and promptly investigated.

Upon receipt of the bullying report, the principal or school leader shall initiate an investigation into the incident. The investigation shall include an interview of the reporter, the victim, the alleged bully, and any witnesses and shall include copies or photographs of any evidence. Documented interviews of the victim, alleged offender, and witnesses will be conducted privately, separately, and confidentially after notifying the parent/guardian of the bullying allegation. The investigation must be completed no later than ten (10) school days after the date the written report of the incident is submitted to the appropriate school official.

UVA shall notify the parent(s) and/or guardian(s) of the involved students before conducting any interview related to a bullying investigation. The parent(s) or legal guardian(s) must be given the opportunity to attend the interview with the student as part of the investigation.

After the investigation is complete, the principal or school leader will compose a written document containing the findings of the investigation. The document will be maintained by the school. The principal/school leader shall notify the complainant of the findings. If the discipline code has been violated, appropriate disciplinary action shall be taken. In the event that disciplinary action is taken, the findings of the investigation and disciplinary action will be placed in the perpetrator's student record. Victims and offenders may be referred for counseling if needed.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation concerning prohibited behaviors will not be tolerated. Retaliation and intentionally making false reports will result in disciplinary action.

If the school and/or superintendent does not take timely and effective action to address the incident, the student or parent/guardian may report the incident to the UVA Board of Directors. The UVA Board of Directors will promptly investigate any properly reported bullying the next business day. If the UVA Board of Directors does not take timely and effective action, a parent/student or school employee may report the bullying to the Louisiana Department of Education.

Student Discipline Policy

There are four levels of disciplinary measures utilized by the school.

1. **Warning**
2. **Removal from Synchronous Learning Environment**
3. **Suspension**
4. **Expulsion**

When transferring a student's records for a student's enrollment purposes at another school, UVA shall include the student's full school disciplinary record, including but not limited to the dates of any suspension or expulsion and the reasons for which the student was suspended or expelled.

Each level has associated conduct breach definitions and corresponding disciplinary actions that may occur.

1. **Warning** – students who receive warnings from UVA for a violation of UVA policy and/or state or federal law will have a conference (via phone or in person) with their parents/guardian(s) and the school administrator(s). The incident will be formally documented in writing and will become part of the student's permanent record. The student will not have a disruption in schooling and will not be removed from the synchronous learning environment (in the Learning Management System). The student will participate in a restorative practice activity to account for any loss of learning.
2. **Removal from Synchronous Learning Environment** – The teacher shall immediately remove a student from the synchronous learning environment whose behavior prevents the orderly instruction of other students or poses an immediate threat to the safety or physical well-being of any student or teacher. Upon the third removal of a student from the same synchronous learning environment for behavioral issues that pose a threat or prevent orderly instruction, a conference between the teacher or other appropriate school employee and the student's parent or legal guardian is required prior to the student being readmitted to that same synchronous learning environment.
3. **Suspension** – when a student is suspended, the student is temporarily removed/blocked from all internet usage that is not for instructional purposes on their assigned device. The student will only have access to Canvas (Learning Management System) and approved messaging programs to communicate with

their instructional teachers about official UVA matters. Students will also be suspended from synchronous learning sessions and interactions with peers during the suspension. The student is not allowed to attend school-sponsored programs or activities. The length of a suspension is determined by the school administrator (up to 10 days at a time). A suspension will be documented in writing and will become part of a student's permanent record.

4. Expulsion – when a student is expelled, the student is separated from the school for an extended period of time or permanently for disciplinary reasons. An expulsion will be documented in writing and will become part of a student's permanent record.

The below guidelines apply to expulsions of UVA students;

- Upon recommendation for expulsion in accordance with [La. R.S. 17:416](#) or UVA's student handbook, a hearing shall be conducted by UVA's superintendent or other designee within fifteen (15) school days to determine the facts of the case and make a finding of whether or not the student is guilty of conduct warranting a recommendation for expulsion.
- The school shall provide written notice of the hearing to the student and his parent or legal guardian, and such notice shall advise the student and his parent or legal guardian of their rights.
- Upon the conclusion of the hearing and upon a finding that the student is guilty of conduct warranting expulsion, UVA shall determine whether such student shall be expelled from UVA or if other corrective or disciplinary action shall be taken.
- At the hearing, the principal or teacher concerned may be represented by any person appointed by UVA. The concerned teacher shall be permitted to attend such hearing and shall be permitted to present information the teacher believes relevant.
- Until such hearing takes place, the student shall remain suspended from the school with access to classwork and the opportunity to earn academic credit.
- At such hearing, the student may be represented by any person of his choice. A student who is expelled or suspended for longer than ten days shall be provided with academic instruction at an alternative setting in accordance with R.S. 17:416.2.

Appeal Process

The parent or legal guardian of the student who has been expelled pursuant to [La. R.S.](#)

[17:416](#) and UVA's Student Discipline Policy, may within five (5) days after the expulsion decision is rendered, submit a written request by email to the Foundation for Louisiana Students Board of Directors at boardmembers@uview.academy to review UVA's findings at a time set by the Board; otherwise UVA's expulsion decision shall be final.

If timely requested and reviewed, the Board may affirm, modify, or reverse the action previously taken. The parent or legal guardian of the student shall have such right of review even if the expulsion is reduced to a suspension. The parent or legal guardian of the student who has been expelled pursuant to La. R.S. 17:416 and UVA's Student Discipline Policy may, within ten school days, appeal to the district court for the parish in which the student's school is located, an adverse ruling of the Foundation for Louisiana Students Board in upholding UVA's expulsion decision. The court may reverse or revise the ruling of the Board upon a finding that the ruling of the Board was based on an absence of any relevant evidence in support thereof. The parent or legal guardian of the student shall have such right to appeal to the district court even if the expulsion is reduced to a suspension.

In accordance with [La. R.S. 17:416](#) and other applicable law, certain offenses must result in mandatory suspension or mandatory expulsion of a student. Additionally, UVA will refer potential criminal and other reportable matters to law enforcement as appropriate.

Mandatory Suspension

UVA shall immediately suspend a student who is found carrying or possessing a firearm or another dangerous instrumentality other than a knife, or who possesses, distributes, sells, gives, or loans any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, in any form on school property, on a school bus, or at a school sponsored event. A student who is found carrying or possessing a knife the blade of which equals or exceeds 2 ½ inches in length on school property, on a school bus, or at a school sponsored event shall be immediately suspended. UVA will immediately recommend any student who is found carrying or possessing a knife the blade of which equals or exceeds 2 ½ inches in length on school property, on a school bus, or at a school sponsored event for expulsion.

UVA shall also immediately suspend any student who has committed an assault or battery on any teacher or other school employee, either on or off school property, or is formally accused of committing an assault on any school employee either on or off school property. The student shall be prohibited from returning to the learning environment without the

benefit of the out-of-school suspension procedures. For purposes of this Item, "school employee" means any person employed by the school and any substitute teacher, substitute bus operator, or school volunteer. The provisions of this Item shall apply to an incident that occurs off school property only if the incident is a continuation of a documented altercation that began on school property.

Mandatory Expulsion

Any UVA student in grades 6-12 who is found in possession of a firearm, a knife with a blade of 2 ½ inches or longer, or any illegal narcotics, drugs, or other controlled substance on school property, on a school bus, or at a school-sponsored event; shall be expelled from UVA. Smoking or vaping any form of marijuana on school property, by any person, is prohibited and subject to punishment pursuant to La. R.S. 40:981.3(A)(1). Any student in grades 6-12 found in possession of tobacco, alcohol, or a vaping product on school property, on a school bus, or at a school-sponsored event; may be recommended for expulsion.

Students found in possession of marijuana, tetrahydrocannabinol, or any chemical derivative thereof are not subject to mandatory expulsion for a first offense but may be expelled at UVA's discretion. However, students found guilty of a second or subsequent possession offense shall be subject to the two-semester mandatory expulsion requirement under applicable law.

Any student who is found guilty by a court of competent jurisdiction for committing an assault or battery on a school employee, or found guilty at a school system suspension hearing of committing a battery or assault, or both, on any school employee shall be immediately recommended for expulsion. Any such expulsion shall be no less than two complete school semesters in duration, during which time the superintendent shall place the student in an alternative school or in an alternative educational placement and the student shall participate in an anger management program. A student expelled as provided herein shall not, under any circumstances, be assigned to or allowed to attend the school to which the student or school employee battered or assaulted by the student is assigned. All documentation relative to the provisions of this provision shall be included and maintained in the student's records.

Any student in grades 6-12 who is suspended a third time within the same school year for any offense, except those related to dress code or tardiness, shall be recommended for expulsion.

Students who are seeking admission and are under current expulsion must have Board approval to be admitted.

Discipline for Students with Disabilities

All disciplinary actions regarding students with disabilities shall be conducted in accordance with applicable federal and state laws. While all students may receive consequences for failing to meet behavior expectations, the consequences used for students with disabilities may not constitute a “change in placement,” when the offense is directly related to their disability or when the IEP or Section 504 plan is not implemented.

Consequences that include a change in placement include:

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

Upon subsequent violations that result in suspensions that exceed 10 days, the school will determine if the behavior that resulted in the change of placement manifested from the student’s disability. Within 10 days of any decision resulting in a change of placement, the school representative, parent, and relevant members of the child’s IEP Team (as determined by Louisiana Bulletin 1530 §107, *Louisiana IEP Handbook for Students with Exceptionalities*) must meet and make this determination.

If the school determines that the violation is not a manifestation of the student’s disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures would be applied to students without disabilities. However, if it is determined that the violation manifested from the student’s disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the behavior violation so that it does not recur.

ABA Behavioral Strategies and Crisis Prevention

UVA employs the principles of Applied Behavior Analysis (ABA) to minimize and extinguish maladaptive behaviors when and if necessary. ABA is used as a daily protocol to help students manage their behaviors in a positive and proactive way. If a student escalates into a crisis, becoming a danger to himself or others, Quality Behavioral Solutions to Complex Challenges (QBS) strategies are used. The QBS program’s proven strategies give

service providers and educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care. These strategies include verbal de-escalation, and therapeutic holds, calming rooms, seclusion, or physical restraint when the student is in person. UVA only uses these strategies as a last resort and follows all restraint and seclusion reporting requirements found in [R.S. 17:416.21](#).

Due Process and Grievance Procedures

UVA values the opinions of its students, parents, guardians, and the public it serves. Parents and students have the right to express their views and address concerns through appropriate informal and formal processes. This grievance policy aims to resolve conflicts in an efficient, expeditious, and just manner. Concerns and complaints should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Neither the Board of Directors nor any UVA employee shall unlawfully retaliate against a parent or student for voicing a concern or complaint.

Step 1: Prior to submitting a complaint, reasonable effort should be made to resolve the problem or complaint with the involved parties (*i.e.*, homeroom teacher, instructional instructor, extra-curricular instructor(s)). UVA reserves the right to redirect the complaint(s) to the appropriate personnel if this step has not been followed.

Step 2: If concerns of students cannot be resolved informally, a written complaint shall be initiated, dated and signed by the complainant, and submitted to the UVA Superintendent or her designee within thirty (30) days of the alleged violation.

Step 3: Upon receipt of the written complaint, UVA will determine whether there has been a violation of UVA's policies. Within fifteen (15) days of receiving a written complaint, UVA will issue a decision and issue a report on its findings. The parent or legal guardian, may within ten (10) days after the decision is rendered, submit a request to the Foundation for Louisiana Students Board of Directors to review UVA's findings at a time set by the Board; otherwise UVA's decision shall be final.

Parents/guardians who have concerns and would like to file a grievance may submit the [Parent/Guardian Grievance Form](#) or contact school leadership at 225-421-2900.

School Technology

Student Laptop Loan Agreement

Each UVA student will be provided with a school-owned laptop while attending UVA. The laptop will be shipped to the verified physical address provided upon enrollment. Laptops are purchased and owned by UVA, which shall issue and loan the devices to students for use while attending UVA.

The student and the parent/guardian understand and acknowledge that the laptop is the property of UVA. Neither the student nor parent/guardian retains ownership of the laptop at any time, and students are expected to adhere to all UVA guidelines and procedures when using the UVA laptop. UVA reserves the right to collect and redistribute laptops as needed at UVA's discretion. Laptops must be returned upon a student's graduation or withdrawal from UVA. All UVA devices are equipped with tracking, monitoring, and filtering software.

Within seven (7) days of receipt of the laptop, the student and/or parent/guardian should report any perceived issues with or existing damage to the laptop by emailing support@uview.academy. If a student and/or parent/guardian does not report existing issues or damage to the laptop to UVA within seven days of receiving the laptop, it will be assumed that the laptop was delivered to the student undamaged and in good working condition.

The laptop may not be used for any inappropriate, unethical, or illegal purposes, including activities on the internet, use of email and messaging, and access to digital media and programs. Students will receive digital citizenship training. Violations may result in disciplinary action in accordance with this handbook. Additionally, in accordance with applicable law, UVA will abide by its obligations to report, as appropriate, potentially criminal and other matters to law enforcement officials.

Laptop hardware and school-installed software may not be modified in any way. No Proxy/VPN or Google extensions may be downloaded to the laptop without prior approval and must be removed immediately.

It is the family's responsibility to return the laptop when prompted. A new UVA laptop is valued at approximately \$750. If a student leaves UVA for any reason, UVA will provide multiple options for returning a laptop at no cost to families. If a laptop is not returned to

the school in a timely manner, UVA may pursue remedies available under Louisiana law, including referring the matter to collections.

The student and/or the parent/guardian must promptly report the loss, theft, or damage of the laptop to school officials by emailing support@uview.academy. Failure to report a laptop as lost, stolen or damaged within seven (7) days of the incident may result in paying the full replacement cost of the equipment. Laptops not returned to UVA as required may be reported to law enforcement as stolen.

The student's parent/guardian accepts financial responsibility for any intentional damage to the laptop or for damage resulting from gross negligence. In accordance with UVA's [Student Fee Policy](#), a fee not to exceed \$500 may be assessed after more than one student laptop has been returned to UVA requiring total replacement of the laptop. Parents/guardians may also be required to provide students with devices to access schoolwork while laptops are in transit or being replaced. UVA may take legal action to recover any unpaid costs of such damage.

Laptop Repair and Replacement

UVA provides information to both students and parents/guardians about proper laptop care and responsible technology use. All laptops sent for use (including the charger) will be eligible for one free repair and/or replacement each school year. To protect the laptop, a case will be provided. A student should never remove the case from the laptop. If the case becomes damaged, the student must notify UVA and ask for a new case by emailing support@uview.academy immediately, or as soon as reasonably possible under the circumstances.

If the laptop must be returned to UVA for replacement/repairs, the original broken device must be sent to UVA before a replacement is issued. This process can take several days from the time the device is shipped to and from UVA. The replacement device may not be the same brand as the originally issued device.

Laptop Return Information

Laptops and all other electronic equipment are considered UVA property and must be returned when a student graduates or withdraws from UVA. Upon withdrawal or graduation, students have two weeks from the withdrawal date to return the UVA-owned laptop and equipment. After this time, the student will be turned over to UVA's external asset recovery

specialist. Return options are outlined below.

FedEx Shipping

- The student can request a shipping label, QR code, or a box from the UVA Helpdesk at support@uview.academy. The student will be responsible for properly packaging the device, and dropping it off at a FedEx, or at a FedEx OnSite location. To find your nearest drop-off location, use the FedEx location finder. Students, parents, and guardians should always request a receipt from the FedEx location where the item was taken.
- If a QR code is requested from the UVA Helpdesk, it should be presented at a FedEx location with the device. FedEx will properly package and ship the device back to UVA.
- Upon request, UVA will ship a box with appropriate shipping materials and a return label to the student's address on file. The student is responsible for properly packaging the device and dropping it off at a FedEx or at a FedEx OnSite location. Guardians can schedule an at-home pickup with FedEx by calling 800-461-1390. Please note: this option is the slowest return method.

Personal Return

Devices can be returned in person to MIS Technology Group at 21264 Old Scenic Hwy., Zachary, LA 70791. Students, parents, and guardians should contact the UVA Help Desk to set up an appointment before arrival.

Students, parents, and guardians can contact the UVA Help Desk Monday through Friday from 7 a.m. to 5 p.m. using the following methods:

Phone: **225-286-1600** / Email: support@uview.academy / Chat: [Live Chat Support](#)

Acceptable Use Policy

This section defines the boundaries for the "acceptable use" of UVA's equipment and electronic resources, including software, devices, email network systems, artificial intelligence (AI) tools, and other technology resources ("resources"). UVA resources are intended to be used by students for educational purposes consistent with the goals of UVA. By using the resources, each student and parent/guardian assumes personal responsibility for their efficient, ethical, and appropriate use and agrees to comply with this policy and

other applicable UVA policies, as well as all applicable laws and regulations. All Users are responsible for using the resources in a manner that is consistent with the goals of and respectful of others.

Background

The purpose of technology at UVA is to accommodate student learning by equipping students with the tools they need to be successful. The purpose is accomplished by facilitating student research, differentiating instruction, accommodating student needs, augmenting student communication skills, and motivating students to become lifelong learners and good digital citizens. To meet student needs through computerized

information resources such as the internet, UVA believes it is necessary for all students, parents, and learning coaches to become aware of acceptable uses of technology.

However, the academic benefit of having access to resources from all over the world must be weighed against objectionable materials found on the internet. Faculty, students, leaders, parents, and the community must work together as knowledgeable and collaborative partners to support the academic benefits of these resources while helping students avoid the potential inaccurate and/or objectionable materials available through Resources.

UVA-Issued Equipment

UVA provides all students with access to a UVA-issued computer for use while they are enrolled at UVA. This computer remains the property of UVA. Students are expected to appropriately use this equipment as defined in this policy. Parents/guardians are solely liable for any loss, damage, or misuse of computer equipment provided by UVA while in their possession or the possession of students or learning coaches. Users will handle all UVA hardware with care and should immediately report damage, malfunction, loss, or theft to a teacher or administrator. UVA maintains the right to assess a \$500 fee after more than one student laptop has been returned to UVA requiring total replacement of the laptop.

Monitoring

UVA retains the right to monitor all computer usage and files for compliance with this Policy and all regulations and procedures. In addition, student email accounts, web access, and other electronic communications should not be considered private and will be monitored by UVA personnel and/or third-party monitoring services. While it is a violation of policy for

a user or student to attempt to gain access to information for which they do not have authorization, authorized staff may monitor and/or examine emails, file folders, and communications to maintain technology integrity, to ensure users are using the technology responsibly, to enforce UVA policy, to comply with legal requests, and for any other reasonable purpose. Students and parents have no expectation of privacy regarding any use of any resources.

UVA will not be responsible for the monitoring of student use of computers outside of school platforms. UVA runs filtering software as required by CIPA. UVA has the right to restrict the use of games for students with the exception of educational software that have been approved. UVA may collect and store conversations and data from all users for any software programs we use.

Unacceptable Uses

All uses of the resources shall be consistent with the philosophy, goals, and objectives of UVA. Any person using any of the resources shall use such equipment and resources only in a responsible, legal manner and in compliance with this policy. When using the resources, users must use appropriate language and manners which demonstrate honesty, ethics, and respect for others.

Unlawful Activities

Use of the resources for any illegal activities and activities that violate the rights of others is prohibited. Such activity may be considered a crime under state and federal law. Illegal activities include, but are not limited to:

- copyright or contract violations
- tampering with computer hardware or software
- unauthorized entry into computers and files
- knowledgeable vandalism or destruction of equipment
- deletion of computer files

Malicious Code

No user is permitted to load or create a computer virus or other software that destroys files and programs, confuses users, or disrupts the performance of the system. Tampering with the resources, including by altering selection menus, procedures, or icons for the purpose of misleading or confusing other users, is prohibited.

Respect Others' Privacy

Invading the privacy of another user, using another's account, posting private messages without the author's consent, and sending or posting anonymous messages is forbidden. In general, students shall not disclose personal addresses, telephone numbers, photographs, or other identifying information about themselves or others.

Inappropriate Content

Accessing, creating, distributing, or otherwise interacting with pornographic or obscene materials and using or sending profanity or other inappropriate content in messages is forbidden. In addition, users shall not peruse access, distribute, or otherwise interact with content encouraging hatred, discrimination, violations of law, bullying, and/or violence, including information on manufacturing weapons, bombs or other incendiary devices. UVA may report suspected or alleged online abuse, including some instances of online bullying, to the appropriate channels.

Internet Access and Use

The resources are provided for academic purposes. Users will access only age-appropriate websites, utilize search engines and content filters responsibly, and refrain from attempting to bypass or disable any filtering, monitoring, or security mechanism implemented by UVA. Students may not access or use the internet or resources for any of the following:

- unauthorized use resulting in expenses to the school
- causing equipment damage
- using or distributing illegally obtained or malicious software
- violating privacy or copyrights
- tampering
- accessing obscene or objectionable materials
- sending or soliciting inflammatory, abusive, harassing, vulgar, or obscene messages or language
- disregarding established safeguards which align UVA technology systems to the Children's Internet Protection Act
- using another's password or sharing passwords with others
- using or installing any VPN or proxy software other than the one installed by UVA
- any action that is deemed inappropriate by supervisory personnel
- streaming media, online gaming, and non-educational browsing during instructional time
- attempting to access, modify, or compromise another user's account

engaging in “hacking,” “phishing,” or distributed denial-of-service activities and/or disrupting normal network operations

Use of a UVA device to access the internet is considered a privilege. Any inappropriate use may result in disciplinary action and loss of privileges, and may require reporting to relevant authorities.

Any parent or guardian who has questions or concerns about their child's internet access is encouraged to discuss these concerns with the school principal. Parents or guardians are also encouraged to discuss family values with their children to guide their activities on the internet. Parents have the right and responsibility to monitor and control access to any program or website that is outside of Canvas (Learning Management System).

Email and Electronic Communication

Email accounts and student or class files stored on the network are analogous to school lockers. These accounts and files are UVA property subject to control and inspection rather than private property that cannot be searched without cause. UVA reserves the right to purge accounts after providing proper notification or when space limitations are exceeded. The network administrator or designee shall assign access codes and or passwords as needed. Sending or forwarding spam, or any harassing, threatening, or obscene material is strictly prohibited.

Artificial Intelligence Technologies

Artificial Intelligence (AI)-enabled technologies are subject to this policy and may only be used in legal, ethical, and compliant ways and only as permitted by UVA's [AI Policy](#). Students may use approved AI tools for educational, administrative, and operational purposes consistent with UVA's educational mission and practices, and the [AI policy](#). Students are expected to review the outputs from any AI tools to ensure that they are accurate and to identify and mitigate biases. Whenever AI tools contribute to the development of educational materials or other work products, staff should disclose the use of AI within the content.

Intellectual Property

Users must respect copyrights, trademarks, patents, and licenses. Reproduction, distribution, and/or use of software, music, images, video, and/or text without permission or appropriate citation violates this Policy and may constitute infringement. Users must

properly attribute all sources in academic work and comply with fair use guidelines.

Other Prohibited Activities

The following conduct is expressly prohibited: accessing or distributing obscene or sexually explicit content; bullying, harassing, or intimidating others; promoting violence, hate, or illegal activities; purchasing or selling goods or services for personal financial gain; gambling; political campaigning unrelated to curricular projects; and unauthorized commercial, religious, or fundraising solicitations.

Security Requirements

All Resources must be secured such that others acting without the consent or supervision of a teacher or administrator cannot enter the system or the Internet from your assigned device. All students will follow all security and confidentiality regulations regarding student information and records, including all electronic records (eSER, SASI, and any other data). No outside equipment or hardware may be plugged into a UVA device or log into the UVA network without specific permission from UVA's superintendent (including USB peripherals and flash drives).

Account passwords must never be shared or revealed to anyone else. Students must enable two-factor authentication on all UVA accounts where available. UVA's password policy requires students to choose a password that is at least 8 characters long, with a combination of letters, numbers, and/or symbols, which should be changed every 90 days without reusing the previous 5 passwords. If another student does not have access to a resource and asks you to log in for them, you should deny the request and notify UVA's IT representative immediately. If students need to share files, they should utilize public directories on local area network servers. Students should refrain from sending attachments to users for review and comment if the resource is available in the public folder on UVA's network.

Users must promptly report suspected security breaches, viruses, or other threats to a teacher or UVA's technology staff.

Violations

Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the Resources and/or violation of this policy may result in one or more of the following consequences:

1. temporary or permanent loss of privileges
2. payments for damages and repairs
3. suspension or expulsion
4. civil/criminal liability under other applicable laws

Louisiana Residency Requirements

Louisiana law requires Type 2 charter schools to collect and verify documents substantiating the residency of each student each year. The name of the parent or legal custodians must appear on each document, and the addresses must match on all documents. The residency information must be updated annually prior to the start of school for the student to be enrolled in that school year. Acceptable proof of residency documents* are:

- Mortgage (dated within the last 60 days)
- Tax assessor's bill
- Homestead exemption bill (dated within the last 60 days)
- Current lease of a residence for the school year
- Current rent receipt (dated within the last 60 days)
- Current bank statement (dated within the last 60 days)
- Utility bill: gas, water or sewer, telephone (landline only), cable or satellite television, or internet service (dated within the last 60 days)
- Current official letter from a government agency, such as the Department of Children and Family Services or the Department of Health, regarding services provided (dated within the last 60 days)

*Parents must submit two of the above items as well as a photo of the guardian ID.

Temporary remote learning access outside of Louisiana or the United States requires approval through the [Remote Learning Request Form](#). Requests will not be approved if the student's time out of state or country exceeds nine (9) consecutive weeks of school or if any portion of the dates overlaps with the student's required standardized testing window.

Internet Subsidy

Each family may receive an internet subsidy each semester for internet use unless the family elects to waive the subsidy payment. The subsidy is awarded on a per household

basis not a per student basis. The subsidy will be paid to families actively enrolled at the end of the second and fourth nine weeks. Families must be enrolled during the period to receive the corresponding subsidy disbursement. The subsidy will only be sent to families who have completed their records update each semester and proof of residency annually. UVA does not provide a subsidy for the summer months. The subsidy will not be issued to families who receive a UVA-issued hotspot for internet services. Students who are identified as truant may not receive the internet subsidy.

Student Fees Policy

The following chart details current student fees. All fees are collected either by online payment or in person in cash or by money order. Collected fees are used to defray the costs of the referenced supply, activity, or experience.

UVA believes that the inability to pay student fees should not prevent students from having access to a quality education and that economically disadvantaged students and student families who are experiencing economic hardships should have the same opportunities afforded to them as other students.

Fee	Amount	Due Date	Purpose
Laptop Repair	Screen replacement \$200 Keyboard replacement \$100 Trackpad replacement \$100 Charging port replacement \$100	When incident occurs	The first replacement of a school-owned device is free. After which, fees will be assessed when school-owned devices must be replaced.
Laptop Replacement	Not to exceed \$500 based on the age of device	When incident occurs	The first replacement of a school-owned device is free. After which, fees will be assessed when school-owned devices must be replaced.

Field Trip	Various	Various	Entrance fees for additional guests are collected. Families pay directly to UVA staff at the venue on the day of the event.
Junior/Senior Prom	\$25 - \$50	April/May	Only applies to students attending prom.
Senior Trip	Subject to current rates	March/April	Only seniors and parents can register for the trip.
Ring Ceremony	\$20-\$25	March	Only applies to students and their families who are participating in the ring ceremony.
Early College & Career Academy Courses	Various	Various	Students may be responsible for buying their own books and supplies for coursework.
Dual Enrollment Outside of UVA	Various	Various	Students interested in taking dual enrollment courses for credit outside of UVA must obtain prior approval from the ECCA department. All requests must be shared with the ECCA department by email at earlycollege@uview.academy . Once courses have been approved by the ECCA department, all invoices, fee bills, and billing statements should be sent directly to UVA for payment. Parents will not be reimbursed. Payments will only be sent directly to the college or university.

No student will ever be denied participation because of a lack of ability to pay a fee. Failure to pay any required fee shall not result in withholding a student's educational record. This fee policy also prohibits the assessment of any fees which are not outlined above.

Families who would like to request an economic hardship [fee waiver form](#) should contact the Deputy Superintendent or his/her designee. Waiver requests will be evaluated based on a family's demonstrated financial need. Waiver requests that are denied may be appealed to the Superintendent.

Students who are found to habitually damage UVA-owned devices will be subject to disciplinary measures established by the school, in accordance with UVA's [Student Discipline Policy](#). Cases will be reviewed on an individual basis.

School Communications

UVA's communications plan has been established for the safety and security of both employees and students. It is important that all families read the following information carefully so that they can adhere to all communication guidelines.

UVA uses approved platforms to communicate with our students. The following platforms will be used for student, teacher, and staff communication: Canvas, Finals site, Twilio, JCampus, Mailchimp, and Zoom Phone. Parents may receive communication through text messaging and phone calls using these platforms. In addition, faculty and staff are given the ability to communicate with UVA families and students through the Canvas messaging system. All phone communications will be recorded and monitored periodically to ensure the safety of both employees and UVA families.

Student Cell Phones

In accordance with Louisiana law, students may not possess cell phones on their person throughout the instructional day. If a student possesses a cell phone, it must be turned off and stowed away for the duration of the instructional day. This prohibition against cell phones shall not extend to students with an IEP, IAP, Section 504 Plan, or Individualized Health Plan that requires the use of an electronic telecommunication device. A student who violates this policy may be subject to discipline in accordance with UVA's [Student Discipline Policy](#).

Text Communication

UVA offers families a text-based avenue for communication through the Finals site, Twilio, JCampus, Zoom Phone, and other platforms to help foster academic success and engagement. For each course the student is enrolled, all relevant contact information will

be populated into communication platforms. All text-based communications will be recorded and accessible by approved UVA employees for the safety of both the teachers and students. Families are invited to download the application to their smartphone for ease of access if they have the capability. Families will have the opportunity to update contact information within the platform should there be a need to add or remove a number from the account.

Phone Communication

Every employee at UVA will have a company phone number assigned to them through Zoom Phone. All phone-based communication with UVA employees must take place using this number and will be recorded. UVA records all inbound and outbound telephone communication. This policy is in place for the safety of both teachers and students.

In no circumstances shall a parent, guardian, or student communicate with UVA staff or personnel outside of these approved channels.

Respectable Language Policy

It is the goal of UVA to create a mutually respectful atmosphere between all individuals involved within our school. As a part of the UVA school community, students, parents/guardians, and learning coaches are expected to use respectful and appropriate language to communicate with all teachers, administrators, staff, students, other parents, and others at the school.

Students, parents/guardians and learning coaches will refrain from using profanity or vulgar language directed toward others in our school community. Inappropriate language and behavior towards teachers, administrators, and staff is unacceptable and will not be tolerated. If a parent/guardian or learning coach is determined to have violated this policy at the sole discretion of UVA, UVA may impose consequences. Consequences may include requiring the parent/guardian or learning coach to cease direct communications with the UVA teacher, administrator, or staff member to whom the inappropriate behavior was directed and instead direct all communications solely to UVA's Deputy Superintendent or designee.

Given Name Act

UVA shall not have a policy that inquires as to students' pronouns that are inconsistent with students' biological sex or inquire as to students' names other than their legal name, or a deviation thereof. A student shall not be subject to disciplinary action for declining or refusing to address a person using a name other than the person's legal name, or a derivative thereof, declining to address a person by a pronoun that is inconsistent with the person's biological sex, or declining to identify his or her own pronouns.

Teacher Bill of Rights

Respecting the authority of teachers is essential to creating an environment conducive to learning and effective instruction in the virtual learning space. To maintain and protect that authority, it is important that teachers, administrators, parents, and students are fully informed of the various rights conferred upon teachers. These rights are defined in [La. R.S 17:416.18.](#)

Diverse Learners Services

Individuals with Disabilities Education Act (IDEA)

Some students' may be entitled to receive special education and related services to meet their unique needs and to support them in attaining both their short- and long-term educational goals. These services are governed by federal legislation via the Individuals with Disabilities Education Act (IDEA 2004) and relevant Louisiana implementing regulations, including Bulletin 1706 and Bulletin 1508.

Parents/guardians who indicate a student has special needs may be requested to submit a copy of the student's most recent evaluation or individualized education program ("IEP"). It is important that the evaluation submitted is current and complete and that any educational assessments and evaluation reports that support the need for an IEP are also submitted. All documents are reviewed by members of Diverse Learners to determine the individual needs of each student. If a student does not have a current evaluation, the school will conduct an initial evaluation in accordance with IDEA timelines and procedures, with parental consent. A member of the Diverse Learners team will contact the family to discuss specific student needs or to clarify the information provided.

Once enrollment is complete, the team will schedule IEP meetings. The student's annual review date will be noted, and reevaluations will be conducted at least every three years unless the parent and school agree that a reevaluation is unnecessary. The IEP team is composed of the student's parents, at least one regular education teacher, at least one special education teacher, a representative of the school who is qualified to provide or supervise special education services, an individual who can interpret evaluation results, and, when appropriate, the student. The IEP defines the special education and related services the student will receive as well as measurable annual goals that align with the student's IEP. Due to the online nature of the school, all services are provided online using real-time conferencing software. The IEP team ensures the services are provided in compliance with the IEP relevant laws. Questions or requests regarding the evaluation process or special education services may be directed to the Director of Diverse Learners and/or the school level counselor.

Rehabilitation Act of 1973: Section 504 Eligible Students

Section 504 of the Rehabilitation Act of 1973, commonly referred to as "Section 504" is a non-discrimination statute enacted by the United States Congress that prohibits discrimination based upon disability. The Rehabilitation Act of 1973 is a civil rights law that protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance. Section 504 requires schools to provide eligible students, employees, and other individuals with disabilities with reasonable accommodations that enable them to work and learn.

A School Building Level Committee (SBLC) knowledgeable of the student determines, with evaluation data, if the individual meets eligibility criteria. Section 504 provides an "even playing field" through accommodations. If students need more specialized services beyond accommodations, they may meet eligibility criteria under the IDEA, which requires additional measures to provide students with a "free appropriate public education (FAPE)."

Gifted and Talented Education

The Gifted and Talented program is available to eligible students only. Gifted and/or talented classes are available for grades K-12. Louisiana policy will not allow students to participate in gifted and/or talented classes without an IEP that documents eligibility. New students may be identified as gifted and/or talented prior to enrolling in UVA, but this identification must be in accordance with Louisiana's identification process.

Documentation may be provided to the UVA enrollment team by the student's family.

Academically gifted high school students may also participate in advanced and dual enrollment courses. Academically gifted students may be advanced in grade levels when appropriate. This decision is made by the IEP team, composed of educators, parents/guardians, the student, and others. Families who have questions regarding a request for evaluation of gifted/talented services may reach out to the Director of Diverse Learners or the school level counselor.

English Learners

English Learners (ELs) are a diverse group representing numerous languages, cultures, ethnicities, and nationalities. ELs are often unable to communicate fluently or learn effectively in English. They typically require specialized or modified instruction in both the English language and in their academic courses. Families who have questions about EL services should reach out to the EL counselor for assistance.

Homeless Students

The Homeless Children & Youth Education Program carries out federally mandated policies to ensure that homeless children and youth have access to a free, appropriate public education on the same basis as children and youth with established residences. Laws, regulations, practices, or policies should not act as barriers to the enrollment, attendance, or school success of homeless children. See the McKinney-Vento Definition of Homeless and the [McKinney-Vento Homeless Assistance Act](#). Those in need of information on services should email homelessyouth@uview.academy or call 225-421-2900.

Behavioral Health Services

When medically necessary school-based health center services are available to UVA students through a school-based health center or other provider arrangement, UVA will not prohibit a student from accessing those services if the student's parent or legal guardian, or the student if age 18 or older, has consented.

Services may include primary health or behavioral health services delivered by healthcare providers who are licensed, certified, registered, or otherwise authorized by law to provide healthcare services. UVA will not impose requirements that delay or create barriers to

medically necessary services, will not require additional criminal background checks for qualified providers who provide required documentation, and will work collaboratively with the provider to schedule visits or treatment in a manner that meets the student's medical needs, follows the provider's ethical obligations, and considers school operations, instructional time, and testing schedules.

UVA personnel who are not licensed healthcare providers will not determine whether a student may receive an evaluation or treatment. Any information shared with UVA will be limited to nonclinical information needed for care coordination, student safety, or legal compliance and will remain subject to applicable confidentiality laws, including HIPAA and FERPA. A parent or legal guardian may revoke consent for school-based health center services at any time.

Child Abuse

UVA school personnel are considered mandated reporters and will immediately report all suspected child abuse or neglect in accordance with Louisiana child abuse reporting laws. The report will be made to the Louisiana Department of Children and Family Services (DCFS) and/or law enforcement.

Mandated reporters are an integral part of the protection of children in the State of Louisiana. Individuals who frequently work with children are often the first adults to see signs of child abuse or neglect. The Department of Children and Family Services depends on mandated reporters to help keep Louisiana's children safe and healthy.

Homework Assistance Services

Academic tutoring and test preparation services are available to all UVA students. All services can be accessed from a Louisiana public library, from your home computer, or from your mobile device. Visit www.homeworkla.org for more information.

Drug, Alcohol, & Tobacco-Free School Policy

UVA is a drug-free, alcohol-free, and tobacco-free environment. The use of controlled substances, alcohol, and/or tobacco is prohibited at all face-to-face school events and

activities such as, but not limited to, field trips, testing, and graduation ceremonies. It also includes synchronous learning sessions as well as through Canvas, email, and all official UVA programs and platforms profiles. This policy also applies to all members of the school community including students and their families, teachers, staff, and visitors.

The use of tobacco, including smoking tobacco, chewing tobacco, e-cigarettes, vape pens, or snuff, or the possession of or use of any alcoholic beverages and/or illegal, controlled and/or dangerous substances (narcotics) not prescribed by a physician, by any member of the school community while on school premises or at a school event or activity as described above will be considered a violation of this policy. It shall also be a violation of this policy for any member of the school community to sell, distribute, or attempt to sell or distribute tobacco products, e-cigarettes, drugs, drug paraphernalia, illegal, dangerous, or controlled substances, or any substances purported to be such, while on school property or at school events or activities.

If a UVA student attends a school event or activity under the influence of or in possession of an illegal, dangerous, or controlled substance or alcohol, the student's guardian and local authorities will be notified. The student's guardian will be notified if a student is found to be in possession of or using tobacco products or e-cigarettes. The guardian will be required to make arrangements for immediate removal of the student from the school event or activity in such an event.

If a student is found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity, the student will be removed from the school event or activity. The school will contact both the student's parent/guardian and local authorities to report this behavior.

Any non-student member of the school community who attends a school event or activity under the influence of or in possession of alcohol or illegal, dangerous, or controlled substances or substances purported to be such will be asked to remove themselves from the school event or activity. Local authorities may be notified. Any non-student member of the school community who attends a school event or activity and uses tobacco products or e-cigarettes will be informed of the school's tobacco-free policy for a first violation. If more than one violation occurs, further action may be taken by the school.

Any other member of the school community found to be engaged in communications arranging for the sale or exchange of alcohol or illegal, dangerous, or controlled substances or any substances purported to be such at a school event or activity will be removed from the school event or activity, and the school will contact local authorities.

Students who fail to comply with this drug-free, alcohol-free, and tobacco-free policy will be subject to disciplinary action. All other school community members in violation of this policy will be asked to leave the event or activity and/or will be reported to local authorities.

Firearm-Free Zone Policy

UVA follows *La R.S. 14:95.2 and 14:95.6* which prohibit the carrying of a firearm or dangerous weapon by a student or non-student on school property at school-sponsored functions or in firearm-free zones. It is a violation of UVA's policy and state law for any student or non-student to carry a firearm or any dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities. This policy shall include all areas of testing, observation, or meetings held or conducted by UVA. Dangerous weapons include, but are not limited to firearms, sling shots, sand clubs, metal knuckles, daggers, dirks, spring blade knives, nun-chu-ka sticks, throwing stars, air guns, stun guns, and devices intended to injure a person by an electric shock.

Any person who violates the firearm policy may be subject to legal recourse at the state or federal level. Students who violate this policy shall be subject to discipline in accordance with UVA's discipline policy and applicable law. Law references: *La. R.S. 14:2, La. R.S. 14:95.2 & La. R.S. 14:95.6*

Notice & Rights Under FERPA & Directory Information

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

1. The right to inspect and review the student's education records within 45 days after the day UVA receives a request for access. Parents or eligible students should submit a written request that identifies the records they wish to inspect to the school principal [or appropriate school official]. The school official will make arrangements

for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the school to amend a record should write to the school principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, virtual school representative, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already

enrolled if the disclosure is for purposes of the student's enrollment or transfer. [NOTE: FERPA requires a school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.]

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by University View Academy to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

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

See the list below of the disclosures that elementary and secondary schools may make without consent:

- FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent from the parents or the eligible student.
- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
- To officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities,

such as the state educational agency in the parent or eligible student's state (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35

- In connection with an audit or evaluation of federal- or state-supported education programs or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf (§§99.31(a)(3) and 99.35). In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a) (10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a) (11))

Directory Information

FERPA directory information is information contained within a student's education record that, if disclosed, would not generally be considered harmful or an invasion of privacy.

Directory information at UVA is defined as follows:

- Student's name
- Student's email address
- Student's city and parish of residence

- Student's grade
- Student's photograph
- Student's dates of attendance
- Student participation in officially recognized clubs, organizations, and activities
- Student's honors and academic achievements

If a parent or guardian wishes to opt out, notice in writing must be submitted to the Communications Department at news@uview.academy.

Notice for Disclosure of Directory Information

Unless directed in writing otherwise by a student's parent, legal guardian or a student who has reached the age of majority, the Foundation for Louisiana Students School Board approves a person employed in a school or person authorized by the superintendent to provide access to certain student personally identifiable information to further a legitimate educational purpose, in accordance with FERPA and La. Rev. Stat. Ann. §17:3914 as follows:

1. Information to facilitate a student's participation in a school-sanctioned extracurricular activity, including but not limited to a sport, organization, or club.
2. Information to facilitate the operation and daily activities within UVA facilities, including but not limited to, the display and use of student information in and around student facilities.
3. Programs and activities related to school-sanctioned performances or productions, events, award programs, and graduations.
4. University transcript requests, scholarships, and admissions.
5. LHSAA, NCAA, and other related sports programs or sanctioning entities.
6. Online resources and educational tools.
7. School photography and yearbook providers.
8. Any other information considered "Directory Information," to the extent allowed in FERPA.

In addition, two federal laws require school boards receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information – names, addresses, and telephone listings – unless parents have advised the school board that they do not want their student's information disclosed without their prior written consent.

Note: These laws are Section 9528 of the ESEA (20 USC 7908) and 10 USC 503(c)]. In

accordance with federal statutory provisions, the school board shall honor the requests of military recruiters for names, addresses, and phone numbers of high school students, unless parents have specified that such information not be released to military recruiters. Opt-out procedures will be provided upon request.

Title IX Policy and Procedures

To maintain a safe, civil, and supportive learning environment, all forms of sexual harassment and discrimination on the basis of sex are prohibited. This policy covers all University View Academy employees, employees' behaviors, students, and students' behaviors while on school property, at any school-sponsored activity, on school-provided equipment or transportation, or at any official school bus stop in accordance with federal law. UVA's Title IX Coordinator is Krystle Dabney. She may be reached at

kdabney@uview.academy.

Definitions

"Complainant" is an individual who is alleged to be the victim of conduct that could constitute sexual harassment. "Respondent" is an individual who is reported to be the perpetrator of conduct that could constitute sexual harassment.

"Sexual harassment" is conduct on the basis of sex that satisfies one or more of the following:

1. A school employee conditioning an aid, benefit, or service of an education program or activity on an individual's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking as defined in state and federal law.

Behaviors that constitute sexual harassment may include, but are not limited, to:

1. Sexually suggestive remarks
2. Verbal harassment or abuse
3. Sexually suggestive pictures
4. Sexually suggestive gesturing
5. Harassing or sexually suggestive or offensive messages that are written or

electronic.

6. Subtle or direct propositions for sexual favors

7. Touching of a sexual nature

Sexual harassment may be directed against a particular person or persons, or a group, whether of the opposite sex or the same sex.

“Supportive measures” are non-disciplinary, non-punitive, individualized services and shall be offered to the complainant and the respondent as appropriate. These measures may include, but are not limited to, the following:

1. Counseling
2. Course modifications
3. Schedule changes
4. Increased monitoring or supervision

The measures offered to the complainant and the respondent shall remain confidential to the extent that maintaining such confidentiality would not impair the ability of the authorized charter school to provide the supportive measures.

Sexual Harassment as Sexual Abuse

Under certain circumstances, sexual harassment of a student may constitute sexual abuse as defined under state law. In such situations, UVA will comply with applicable law and school policies regarding the reporting of suspected abuse to appropriate authorities.

Reporting an Incident of Sexual Harassment or Retaliation

It is the express policy of UVA to encourage those who have experienced sexual harassment to report such claims. Any student who believes that s/he has been subjected to sexual harassment by any employee, agent, or student at UVA should report the incident to the Title IX Coordinator. Students who believe that they have witnessed unlawful sexual harassment should report the incident and the names of the persons involved to the Title IX Coordinator.

Any person may report sexual discrimination including sexual harassment (whether the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment) in person, by mail, by telephone, or by electronic mail using the contact information listed for the Title IX Coordinator above, or by any other means that results in the Title IX Coordinator receiving the person's report. Such a report

may be made at any time including during non-business hours. Confidentiality will be maintained, and no retaliation will be allowed to occur because of good faith reporting of sexual harassment.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. While no fixed reporting period has been established, the school strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude students who believe they are being subjected to discrimination against or harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

Evidentiary Standard

The respondent is presumed not responsible for the alleged conduct. The school uses the preponderance of the evidence standard in investigations of complaints alleging sexual harassment and any related violations. This means that the investigation determines whether the allegations are more likely to be true than untrue.

Supportive Measures

UVA offers a wide range of supportive measures for students and employees before or after the filing of a formal complaint or where no formal complaint has been filed. Supportive measures are non-punitive. Free individualized services are offered as appropriate and as reasonably available to the reporting and responding parties involved in an alleged incident of sexual harassment and are designed to restore or preserve equal access to the school's education program and activity without unreasonably burdening the other party. Supportive measures include counseling, extensions of deadlines, modification of work/class schedules, and mutual restrictions on contact.

A student may request to receive supportive measures even if they do not choose to participate in the school's complaint resolution process. Requests for supportive measures in connection with an incident of sexual harassment should be made to the Title IX Coordinator. UVA will grant such supportive measures provided they are reasonable and available. The Title IX Coordinator may also initiate supportive measures to immediately respond to the situation.

Removal of Respondent Pending Final Determination

Upon receiving a report regarding sexual harassment, the Title IX Coordinator will make an immediate assessment concerning the health and safety of the complainant and campus community as a whole. The school has the right to order the emergency removal of a respondent, or if the respondent is an employee, place the employee on administrative leave.

Emergency Removal and Administrative Leave

The school may remove a non-employee respondent from the school's education program or activity on an emergency basis after it conducts an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal.

If emergency removal is deemed appropriate, the person the school is removing will be provided with notice and an opportunity to challenge the basis of the removal. The school may place an employee respondent on administrative leave during the pendency of a grievance process described in the formal complaint process below.

Time Frame for Investigation and Resolution

While the time frame to resolve a reported incident may vary from case to case depending on the specific facts and circumstances, it is expected that in most cases complaints will be resolved within 90 days. If the process takes longer than 90 days, both the complainant and respondent will be notified in writing.

Initial Assessment of Sexual Harassment Allegations

Once a complaint or notice of any allegation of sexual harassment is received, the Title IX Coordinator will make an initial assessment of the reported information and respond to any immediate health or safety concerns raised by the report including promptly contacting the complainant to discuss the availability of supportive measures and the process for filing a formal complaint.

Formal Grievance Procedures

Upon receipt of a formal complaint (a written complaint signed by the complainant or Title IX Coordinator alleging sexual harassment and requesting an investigation), the Title IX Coordinator will provide a notice in writing to the known parties that will:

- Provide notice of the school's Title IX grievance process.
- Provide notice of the allegations of sexual harassment potentially constituting sexual harassment as defined including sufficient details known at the time and with sufficient time to prepare a response before any initial interview.
- Contain a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process.
- Inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney.
- Inform the parties of any provision in the recipient's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, during an investigation, the Title IX Coordinator decides to investigate allegations about the complainant or respondent that are not included in the notice, the Title IX Coordinator will provide notice of additional allegations to the parties whose identities are known.

Investigation

UVA will thoroughly, promptly, and impartially investigate any reported allegations of sexual harassment or retaliation. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have relevant knowledge. No information protected by a legal privilege can be used during an investigation unless an individual voluntarily waives it. UVA will maintain confidentiality throughout the investigatory process to the extent practicable and as permitted by law.

The school will provide written notice of the date, time, location, participants, and purpose of all investigative interviews to an individual whose participation is invited or expected with sufficient time for the individual to prepare to participate.

Evidence Review

Both parties will have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint including the evidence upon which the school does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source.

Prior to the preparation of the investigative report, the school will send to each party and his/her advisor, if any, the evidence subject to inspection and review. The parties will have at least ten (10) days to submit a written response. The investigator must consider the written response prior to completing the investigative report.

Investigative Report

The results of the investigation into a formal complaint will be set forth in a written report that will fairly summarize relevant evidence. At least ten (10) days prior to the time of determination regarding responsibility, each party will be able to review the investigative report and provide a written response to it.

Questions to the Other Party

After the investigative report is sent to the parties and before reaching a determination regarding responsibility, each party will be given the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

The complainant's sexual predisposition or prior sexual behavior are not relevant unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision maker(s) will explain to the party proposing the questions any decision to exclude a question as not relevant.

Dismissal

Upon investigation, a formal complaint must be dismissed under Title IX if:

1. the alleged conduct does not meet the requirements for sexual harassment.
2. the complaint alleges conduct that did not occur in the school's education program or activity.
3. the alleged conduct did not occur in the United States.

A formal complaint may be dismissed under Title IX if:

1. Respondent is no longer enrolled or employed by UVA.
2. Specific circumstances prevent the school from gathering sufficient evidence to

reach a determination about the allegation(s).

If a formal complaint is dismissed, the Title IX Coordinator will provide the parties with written notice of the dismissal and the reason(s) therefore. The parties will also receive notice of the parties' right to appeal.

Decision Maker

The decision maker will be free from conflict of interest or bias. In cases where the complainant or respondent objects to the decision maker on the basis of a conflict of interest, the complainant or respondent may request that the Title IX Coordinator select a different decision maker. This request must be made to the Title IX Coordinator in writing no later than five (5) business days after the school identifies the decision maker to the parties.

Notice of Outcome

The complainant and respondent will receive simultaneously written notice of the outcome of the investigation. The decision maker(s), who will not be the same person as the Title IX Coordinator or the investigator and who will be free of conflict of interest or bias, will issue a written determination regarding responsibility that will include the following:

- Identification of the allegations potentially constituting sexual harassment
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held.
- Findings of fact that support determination.
- Conclusions regarding the application of the recipient's code of conduct to the facts.
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the recipient to the complainant.
- The recipient's procedures and permissible bases for the complainant and respondent to appeal.

Disciplinary Sanctions and Remedies

Possible disciplinary sanctions and remedies include written or verbal reprimand, training

or counseling, non-academic probation, suspension, and expulsion.

No Retaliation

The school prohibits any intimidation, threats, coercion, or discrimination against any individual who made a report or complaint of sexual harassment, testified, assisted, participated, or refused to participate in any manner in a Title IX investigation or proceeding. Individuals who experience retaliation may file a complaint using the formal complaint process described above.

Responsive Action

Misconduct constituting sexual harassment or retaliation will be dealt with promptly and appropriately. Dishonesty during an investigation or making a false complaint in bad faith also constitutes actionable misconduct. Responsive actions for misconduct may include, for example, referral to counseling, monitoring of the offender and/or disciplinary action such as warning, reprimand, suspension, or removal from the school community.

Appeal

Both the respondent and complainant may request a prompt review of the outcome of the investigation. A party may seek an appeal under the following circumstances:

1. After a mandatory or discretionary dismissal
2. Procedural irregularity affected the outcome of the matter.
3. New evidence has been discovered that was not reasonably available at the time of the investigation.
4. A conflict of interest on the part of the Title IX Coordinator, an investigator who compiled the evidence, or a decision maker, and the conflict of interest affected the outcome of the case.

A request to appeal against the outcome of an investigation may be made in writing to the Title IX Coordinator, providing the basis for that request and any evidence to support the request. Upon receipt, the Title IX Coordinator will inform the other party of the request and provide the other party with seven (7) days to respond including the submission of evidence if desired. After considering the parties' written statements, the decision maker on appeal will issue a written decision and send it to the parties simultaneously.

Informal Resolution

If a formal complaint is appropriate for informal resolution, the school may provide the

parties with the opportunity to participate in an informal resolution process, including mediation, at any time prior to reaching a determination regarding responsibility. The school will not require as a condition of enrollment or continued enrollment, or employment or continued employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment. Similarly, the school will not require the parties to participate in an informal resolution process under this section and may not offer an informal resolution process unless a formal complaint is filed.

To commence the informal resolution process, the school will:

- Provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, provided, however, that at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- Obtain the parties' voluntary, written consent to the informal resolution process.

The school will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Notice of Non-Discrimination

It shall be the policy of University View Academy that the school shall provide educational opportunities in a non-discriminatory manner for children, and no person shall be denied the benefits of any education program or activity on the basis of race, color, physical or mental disability, religion or creed, national origin, age, veteran status, or sex (including pregnancy and sexual orientation). All programs offered by schools within the school shall be open to all students in compliance with statutory, regulatory, and judicial requirements. This includes, but is not limited to, admissions, educational services, financial aid, and employment.

APPENDIX A: Internet Safety Policy

Introduction

It is the policy of UVA to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act ("CIPA") [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") will be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking will be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the UVA online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by CIPA, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision, and Monitoring

It shall be the responsibility of all members of the UVA staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in

accordance with this policy and CIPA.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent or designee.

The Superintendent or designee will provide age-appropriate training for students who use UVA Internet facilities. The training provided will be designed to promote UVA's commitment to:

- The standards and acceptable use of Internet services as set forth in this Policy.
- Student safety with regard to:
 - safety on the Internet
 - appropriate behavior while on online, on social networking Web sites, and in chat rooms
 - cyberbullying awareness and response
- Compliance with the E-rate requirements of the CIPA.

APPENDIX B: Media and Photo Consent

I affirm that I am a parent or legal guardian of the minor student identified below. I have the authority to grant and as evidenced by and my signature below, do hereby grant any and all permission(s) that may be necessary, needed, or desired to allow the image, voice, likeness, and/or biographical information of my minor child to appear in photographs/videotapes/audiotapes that may be published by University View Academy or its agents or contractors, in video and/or audio format, and/or hard copy publications, and/or on its website (www.universityview.academy) or other web-based publications, including social media, in perpetuity. I understand that any such appearance does not and will not constitute any type of "employment" or "agency." I further understand that there will be no compensation for any such appearance or any future usage of any intellectual property containing the voice or image of my child.

I also understand that copyright will be held by University View Academy. This copyright includes any and all rights to include the work in present and in any future publications of University View Academy, in any format or media, and to grant permission for its use in outside publications.

I understand and agree that University View Academy may edit, alter, copy, or distribute any photos or videos, or combine them with additional materials, marks and other content, for collected advertising and marketing, including on social media, without seeking prior approval or review.

I also agree to allow any other media or news organization in attendance at various school- sponsored events and daily activities to interview or photograph (still, videotape, film) my minor child and myself for use in news broadcasts or publications.

As such, I relieve and hereby waive any intellectual property, privacy, or publicity rights with regard to the subjects described herein and agree to hold the University View Academy free and harmless from any and all liability arising out of any audio or visual recording, interview, or photography session and subsequent publication or broadcast, including but not limited to for claims of invasion of privacy, infringement of any right of publicity, defamation (including libel and slander), false light, intentional and/or negligent infliction of emotional distress, negligence, and any other claims of tort, personal and/or property rights. I understand that any audio or visual recordings, interviews, or photographs that may capture the image or voice of my minor child or children will therefore be done with my full consent to the news organization referenced above and so assume full responsibility.

APPENDIX C: Lynx Den Policies

University View Academy (UVA) will offer extracurricular activities and esports/clubs at UVA's Lynx Den facility. Students may also have the opportunity to utilize the Lynx Den facility to receive instruction from their UVA teachers. UVA's Student Handbook applies to all activities in Lynx Den. This appendix sets forth additional policies that are specifically applicable to UVA's Lynx Den.

Health & Safety

All Lynx Den meetings will be conducted virtually and in person with appropriate safety and health protocols. For the safety of all individuals involved, participants on the Esports team, or in extracurricular or academic activities will be required to adhere to all UVA health and safety protocols.

Parents/guardians should inspect their students for signs of illness (i.e., fever, chills, congestion, vomiting) before dropping them off at the Lynx Den. Fever is defined as a temperature over 100.4 F or 38.0 C. If a student has a fever, parents/guardians should not permit the student to participate in person until he/she has been without a fever for at least 48 hours. If a student exhibits signs or symptoms of illness while at Lynx Den, the student's parents/guardians will be notified, and the student should be promptly picked up.

A designated area outside on the Lynx Den patio is available to students who bring their lunches. Students are responsible for keeping their area clean. Students are required to wash and dry their hands before touching or removing equipment from the Esports section of Lynx Den.

Student Drop Off & Pick Up Procedures

Students are to be checked in and dropped off by their parents/guardians at Lynx Den only in the designated drop-off area located inside Lynx Den at the front entrance of the building. Parents/guardians must accompany their students inside Lynx Den for check-in. All parents, guardians, and visitors must register using the Raptor visitor management system. Students may never be left at or near the front entrance unaccompanied and/or before building hours open. UVA staff will acknowledge arrivals through the check-in process.

UVA does not offer a carpool or bus line for student drop off or pick up at Lynx Den. Only

students aged 17 or older are permitted to drive to and from the Lynx Den, checking in upon arrival and out upon departure. If a student is driving unsupervised, the parent must confirm that the student is of the legal driving age of 16 or older for the State of Louisiana, possesses a valid driver's license, has access to a properly registered, inspected and insured vehicle, and the parent shall ensure that these are current at all times when permitting the student to drive and attend an event unsupervised.

All students must be dropped off and picked up at the Lynx Den by a parent, guardian, or family member. Any student who does not meet the legal driving age and does not have a state-issued driver's license will be prohibited from driving to the Lynx Den. Any student who fails to adhere to the rules of UVA staff will be subject to discipline as set forth in UVA's [**Student Discipline Policy**](#) and may be asked to leave the Lynx Den.

Parents/guardians are asked to arrive 30 minutes before their student concludes activities at the Lynx Den to complete the sign-out procedure.

APPENDIX D: School Sponsored Events

Field trips, school events, and activities are an important part of UVA's educational experience. They extend and enrich the standard curriculum and provide opportunities for socialization between students, their families and UVA staff. All field trips require all students to be accompanied by a responsible adult who is the student's parent/guardian or an adult designated by the parent/legal guardian.

Participants must adhere to guidelines provided by UVA staff. If you are the legal designee when the parent/legal guardian is not attending, you must be authorized by the parent/legal guardian to attend the event with the child(ren) you are supervising and to execute the Waiver, Release, and Permission Form guidelines provided for each event for the minor child(ren). Each participating adult must be listed on and sign the Waiver, Release and Permission Form. Each attending minor child must be listed on the form and have an adult sign for him or her. Children over the age of 18 and emancipated minors can sign for themselves, but they must still be supervised by a legal guardian or adult designee unless a Student Driving and Attendance Form is on file and permission is given by the parent/legal guardian for the student to drive and attend unsupervised by their parent/legal guardian or designee.

You must agree to the following for yourself and the minor child(ren) when attending a UVA event:

- You voluntarily agree to participate and/or allow the child(ren) who you are supervising and who are listed on the form to participate in the event.
- You acknowledge that there are certain risks inherent in participation and that not all risks can be acknowledged or prevented. You agree to assume all risks associated with participating in the event for yourself and the participating child(ren) and agree to at all times supervise the participating child(ren) or designate another adult to supervise the participating child(ren).
- You, for yourself, your child(ren), heirs, assigns, personal representatives and next of kin, agree to release and hold harmless UVA and their subsidiaries, affiliates, directors, officers, employees, agents and volunteers from all claims, injuries, actions, cause of action, liabilities, suits and expenses which are related to arise out of, or is in any way connected with, the event and also applies to any present or future injuries and binds my heirs, executors and administrators.
- In securing emergency aid, UVA will rely on the medical information provided by the

parent/legal guardian/adult designee in the emergency contact information provided by the parent/legal guardian/adult designee and in the student health information sections in the student's record. You agree to notify the appropriate UVA staff in charge of the event in writing if your child(ren) has/have a medical condition or allergies not detailed in the student health information section about which emergency medical personnel should be informed. You consent to UVA securing emergency medical treatment as a result of accident or illness arising during the event, including contacting 911 and performing any first-aid/medical treatment deemed necessary for the health of the participating child(ren). This authority is granted only after a reasonable effort has been made to reach the emergency contacts.

- You willingly agree to comply with UVA's Student Handbook in connection with your participation in the event.
- You acknowledge that UVA is not financially responsible for emergency care and/or related transportation for your participating child(ren), and you agree to be financially responsible for any medical bills incurred as a result of emergency medical treatment.
- Transportation to and from field trips and events is the responsibility of each family.

Unsupervised students under the age of 18 years are not allowed to use Uber or any other paid transportation to an event sponsored by UVA. Students who are 16 years or older or are emancipated minors may gain permission to attend an event unsupervised by a parent/legal guardian or adult designee, contingent upon the completion by the parent/legal guardian designee of the Student Driving and Attendance Form and the approval of that form by the school's principal or his/her designee.

Student Driving and Unsupervised Attendance Terms

The authorization of a student to drive to a UVA event and/or to attend these events unsupervised, you agree to the following guidelines:

- Read, understand, and agree to abide by the Student Handbook, including but not limited to, policies regarding students driving to sanctioned events unsupervised and attending events unsupervised.
- You must be of legal driving age for the State of Louisiana of 16 or older, possess a valid driver's license, have access to a properly registered, inspected, and insured vehicle, and ensure that these are current at all times when permitted to drive and

attend an event unsupervised.

- The parent/legal guardian shall be responsible for their student's behavior en route to, during, and returning from the event.
- Understand that the permission for a student to drive a car to an event is a privilege and not a right and such privileges may be revoked by the school in its discretion or other authorities.
- If an accident or other incident occurs while the student is driving unsupervised, the parent/legal guardian's insurance, and/or any vehicle insurance that the student maintains shall be responsible for any injuries and/or any vehicle damage. UVA shall not be liable for any injuries or damages.
- Students may not drive other students to events or supervise other students.
- In addition to the Student Driving and Attendance Authorization Form, the parent/legal guardian and student who is of legal driving in the State of Louisiana of age of 16 or older must also sign the UVA Waiver, Release, and Permission Form.
- Provide UVA if the student has a medical condition and medical emergency information, and agree to UVA relying on the UVA Waiver, Release and Permission Form to bind the parent/legal guardian, any other parent/legal guardian of the student, along with heirs and executors, to the terms of the UVA Waiver, Release and Permission Form.

UVA offers a variety of opportunities to enrich our students' overall school experience through engaging educational field trips and exciting events that mark memorable milestones and encourage lasting friendships. Examples of events include:

Open House

Two (2) annual open houses are held each year in September for students, their families, and teachers to meet face-to-face. These regional events build relationships that help facilitate an engaging learning environment in which each of our unique students is understood and empowered for a career, college, and beyond.

Regional Field Trips

Beginning in October, UVA staff travel around the state each month conducting fun-filled and educational field trips for our families. An electronic monthly newsletter provides families with details and links to RSVP for the activities you plan to attend.

Quarterly Dances for Middle and High School

UVA hosts middle and high school dances each quarter in various locations featuring a variety of themes. A parent/legal guardian or designee must check in and check out their student at the dances unless a Student Driving and Attendance Authorization Form is on file and permission has been requested for the event. Age limits for dates will apply. Dates cannot be more than two grades or two years older or younger.

Parents are not allowed to attend the dances unless the student has special needs that require the supervision or assistance of their parent/legal guardian or designee.

Induction Ceremony for Honor Organizations

Every year, we welcome several new members into the National Beta Club at the elementary, junior, and senior levels, National Junior Honor Society, and National Honor Society. All three chapters participate in a candlelight induction ceremony. Club officers lead the event.

Junior/Senior Ring Ceremony

The ring ceremony celebrates our student's successes with family and friends. Students lead the event. A formal dance for high school students follows.

Junior/Senior Prom

Juniors and seniors have a memorable evening dancing, dining, and taking photos at our annual prom. A parent/legal guardian or designee must check in and check out their student at the prom unless a Student Driving and Attendance Authorization Form is on file and a request is submitted for the event. Age limits for dates will apply. Dates cannot be more than two grades or two years older or younger. Parents are not allowed to attend the prom unless the student has special needs that require the supervision or assistance of their parent/legal guardian or adult designee.

Senior Trip

Our senior trips offer students the opportunity to journey to a fun-filled destination where unforgettable memories will become priceless souvenirs. A parent/legal guardian or designee 21 years or older must attend with each senior.

APPENDIX E: Administering Medication at School Policy

Foundation for Louisiana Students d/b/a University View Academy ("UVA") will generally refrain from administering medication to students and generally requires that parents administer any medication prior to their student coming to UVA's campus or to an in-person, school-sponsored event, or that parents stay at the school-sponsored event and administer any prescribed medication independently should the student need medication while at the school-sponsored event.

In the circumstance that administration of medication is required while at a school-sponsored event, and the student's parent or guardian is unable to stay at the event to administer the medication, UVA's procedures for administering medications at in-person events comply with state law requirements. It is UVA's policy that only a parent or guardian or a registered nurse is permitted to administer medication to students. School employees, other than the nurse assigned to a particular event based on a student's medical necessities and in accordance with their IEP, may not administer medication to students (including OTC medication).

In the circumstance where medication must be administered by a nurse assigned to a specific in-person event based on the student's IEP and individual needs, the following procedures apply:

1. No medication shall be administered to any student without an order from a licensed physician or dentist who is licensed to practice medicine or dentistry in the state of Louisiana or any other state of the United States or any other authorized prescriber authorized in the state of Louisiana or any other state of the United States to prescribe medications or devices, and a complete medication authorization form from the student's parent or guardian.
2. A medication authorization form can be obtained from UVA upon parental request, and must be completed setting forth clear instructions identifying the student's name, RX number if any, date, frequency, name of the medication, dosage, route, and physician's, dentist's, or other authorized prescriber's name. The medication authorization form must articulate that the student must be given medication at certain times during school-sponsored events, making parental administration of the medication impracticable and in alignment with the student's IEP.

3. The medication order form must be completed and acknowledged by an authorized prescriber and returned to UVA by the student's parent or guardian.
4. Medication authorization forms must be resubmitted to UVA as needed when there are changes to a student's medications and at the beginning of each academic year. In no circumstances shall a medication authorization form from a preceding school year roll over into a current school year.
5. Medication must be in the original labeled container as dispensed by the pharmacist and instructions on the label must be the same as the most current medication orders on file at the school.
6. The parent/guardian or their designated adult (not the student) is held responsible for delivering medication to UVA prior to the school-sponsored event. The parent/guardian or their designated adult is also responsible for retrieving unused medication from the school.
7. All medication not retrieved by the parent or designated adult will be destroyed one week after the expiration date or at the end of the school year, following notification to the parent.
8. Students may be allowed to self-administer medication such as an asthma inhaler, if the student's physician indicates that self-administration is permissible on the medication order.
9. Over-the-counter medications (non-prescription) are handled in the same manner as prescription medications. An order form from the physician and authorization from the parent/guardian are required. The medication must be brought to school in a container that meets acceptable pharmacy standards.
10. The initial dose of any medication subject to a medication order must be administered at home and sufficient time must be allowed for observation of adverse reactions before asking school personnel to administer medication.

11. Parents should schedule the administration of student medication so the medication is given at home whenever possible.
12. Teachers are not allowed to administer medication to any student. The nurse assigned to a particular school-sponsored event according to the student's IEP is the only person who can administer medication to a UVA student.

UVA is not responsible for a student's reaction to medication when it is given by their parent prior to or at a school-sponsored event in accordance with the medical order and the prescriber's directions. Students are not permitted to bring, take, or distribute medication on campus. Students with proper documentation may carry inhalers and diabetic testing supplies, after the school personnel has reviewed proper procedures with the student and parent/guardian.

Administration of Epinephrine

Pursuant to Act 315 of 2022, each classroom assigned to a student who is deemed at high risk for anaphylactic reaction and incapable of self-administration of auto-injectable epinephrine shall maintain a supply of auto-injectable epinephrine in a secure location. In order to carry out this policy, each year the parent of an eligible student must provide the following:

- a. The supply of auto-injectable epinephrine to be kept in each classroom.
- b. Written authorization for the student to be administered the medication.
- c. Written certification from the student's licensed medical physician or other authorized prescriber that the student is at high risk of having anaphylaxis and is not capable of self-administration of the auto-injectable epinephrine.
- d. A written treatment plan from the student's licensed medical physician or other authorized prescriber for managing anaphylactic episodes.

This documentation shall be kept by the nurse or other designated school official. The school and its employees shall incur no liability as a result of any injury sustained by the student from the good faith administration of auto-injectable epinephrine.

APPENDIX F: Parent Access to Instructional Materials Policy

In Accordance with [La. R.S. 17:355](#)

I. Purpose

University View Academy (UVA) is committed to transparency and meaningful parent engagement in student learning. This policy establishes procedures that ensure parents and learning coaches have full access to instructional materials used in UVA's educational program, in accordance with La. R.S. 17:355, which requires public schools to provide parent access to instructional materials, including online access and a reasonable fee schedule.

Upon request, a parent shall be entitled to:

1. Review instructional materials used by or administered to the parent's child.
2. Review any survey before the survey is administered or distributed by a school to a student.

II. Scope

This policy applies to all instructional materials used at UVA for students enrolled in grades K-12, including but not limited to digital curriculum, textbooks, workbooks, instructional resources, and supplemental materials delivered through the school's Learning Management System (LMS). For the purpose of this policy:

"Instructional materials" means content that conveys the knowledge or skills of a subject in the school curriculum through a medium or a combination of media for conveying information to a student. It also includes a survey administered to a student. The term also includes books, supplementary materials, teaching aids, computer software, magnetic media, DVD, CD-ROM, computer courseware, online material, information, or services, or an electronic medium or other means of conveying information to the student or otherwise contributing to the learning process.

"Parent" means the parent or legal guardian of a child.

"Survey" means any evaluative instrument or questionnaire that is not an assessment of academic knowledge, skills, or abilities, administered as part of a state, national, or international assessment or by itself.

III. Access to Instructional Materials

1. Online Access

Parents and designated learning coaches of UVA students are provided continuous access to all instructional materials through their assigned Canvas Learning Management System accounts. Access is available at all times, including during and outside of the instructional day. No fee shall be charged to a parent or guardian for accessing instructional materials online. The requirement to provide online access to instructional materials shall be limited to textbooks and other instructional materials in the core subjects of English Language Arts, math and science, and social studies.

2. Availability and Format

All instructional materials presented through the Canvas LMS are viewable, downloadable, and printable. Materials may include digital textbooks, lesson content, assignments, assessments, and supplemental instructional resources.

3. Paper Based Instructional Materials

When instructional materials are provided in paper-based or physical formats, these materials are shipped directly to families at no cost. UVA ensures timely distribution of required instructional materials to support student learning.

4. In-Person Viewing

The hours for in-person review of instructional materials are during the normal school day. Parents should contact the Director of Instructional Materials to schedule an appointment. No fee shall be charged to a parent or guardian for in-person viewing of their child's instructional materials if the parent does not request that copies are made of those materials. Copies of instructional materials can be made upon parental request. Copies will be free of charge.

UVA shall not prohibit or interfere with a parent's ability to make their own copies of instructional material via mobile or other device that is capable of making such copies.

IV. Fees for Instructional Materials

1. Fee Schedule

In compliance with Louisiana Act 103, UVA maintains a reasonable fee schedule.

There are no fees charged to parents or learning coaches for access to electronic instructional materials, use of the Canvas Learning Management System, downloading or printing instructional materials, or receipt of paper-based or shipped instructional materials.

2. Cost Responsibility

Parents and learning coaches are not responsible for any fees associated with instructional materials, whether digital or physical.

V. Requests for Assistance or Access Support

Parents or learning coaches who experience difficulty accessing instructional materials or who require assistance navigating the Canvas LMS may contact UVA administration or technical support. UVA will provide reasonable support to ensure uninterrupted access.

VI. Policy Review and Compliance

This policy shall be reviewed periodically to ensure ongoing compliance with state law and best practices for virtual instruction. UVA affirms its commitment to full compliance with Louisiana Act 103 and to maintaining transparency with families regarding instructional content.

APPENDIX G: Seclusion and Restraint Policy

1. Purpose

University View Academy (“UVA” or the “School”) is committed to maintaining a safe, inclusive, and supportive learning environment in which all students can receive a Free Appropriate Public Education (FAPE). In certain situations—particularly during in-person school activities—it may become necessary to implement reasonable and appropriate interventions to manage the behavior of students with exceptional circumstances who present an imminent risk of harm to themselves or others.

This policy applies to students identified as having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act. It does not apply to students identified solely as Gifted or Talented, unless they also meet the criteria for a disability under IDEA.

2. Policy Statement

The School fully endorses the use of Positive Behavior Interventions and Supports (PBIS) as the primary method for addressing student behavior. However, the use of physical restraint and/or seclusion is permitted under applicable state laws when a student’s behavior presents an imminent risk of harm to self or others.

These interventions may also be used when specifically outlined and implemented in accordance with a student’s Individualized Education Program (IEP) or Behavior Intervention Plan (BIP).

3. Definitions

The following definitions apply to this policy:

- **Imminent Risk of Harm:** An immediate and impending threat of substantial physical injury to oneself or others.
- **Seclusion:** A procedure involving the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, used only when the student poses an immediate danger to self or others.
- **Seclusion Room:** A designated room or area used to temporarily remove an

individual student from a setting for safety purposes. The room must provide a private and supervised environment where the student cannot exit voluntarily until the behavior no longer presents a threat.

- **Mechanical Restraint:** The use of any device or object to restrict a person's movement. Excludes:
 1. Devices used according to manufacturer's specifications and healthcare provider orders for protective or stabilizing purposes;
 2. Devices used by licensed law enforcement officers in the performance of official duties.
- **Physical Restraint:** The use of bodily force to restrict a person's movement. Does not include:
 1. Consensual, solicited, or unintentional physical contact;
 2. Momentary blocking of a student's action to prevent injury;
 3. Physical contact for comfort or calming, provided the student's freedom of movement is not restricted;
 4. Minimal contact to safely escort a student or assist in completing a task.
- **Positive Behavior Interventions and Supports (PBIS):** A proactive, systematic approach using evidence-based strategies and data-driven decision-making to improve school climate and student behavior.
- **School Employee:** Any individual employed by the school system, including teachers, administrators, support staff, and related service providers.

4. Authorized Circumstances for Seclusion and Restraint

Seclusion and physical restraint shall not be used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel. No school employee shall seclude or physically restrain a student who is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.

A school principal or his designee and the SPED director or supervisor shall review any video and audio footage available to ensure policies and proper techniques were followed during the incident.

Physical Restraint:

- When a student's behavior presents a threat of imminent risk of harm to self or others, and only as a last resort to protect the safety of self and others;
- To the degree necessary to stop dangerous behavior;
- In a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student's breathing or ability to communicate with others;
- In a manner that is proportionate to the circumstances and to the student's size, age, and severity of behavior; and
- By trained personnel, except in emergency situations in which there is not sufficient time to have trained personnel respond.

Seclusion:

- For student behaviors that involve an imminent risk of harm to self or others;
- As a last resort, when de-escalation and other positive behavioral interventions and support attempts have failed, and;
- The student continues to pose an imminent risk of harm to self or others.

Seclusion shall not be used as a routine safety, discipline, or intervention measure or to address behaviors such as general noncompliance, self-stimulation, academic refusal, and other behaviors that, while disruptive to a classroom setting or other daily school activities, do not present an imminent risk or harm to self or others.

School employees shall respond to such behaviors with less stringent and less restrictive techniques. A seclusion room shall only be used as a last resort if and when less restrictive crisis intervention measures, such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student's environment, have failed to stop a student's actions that pose an imminent risk of harm to self or others.

A student shall only be placed in a seclusion room by a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while they are in a seclusion room.

Only one student may be placed in a seclusion room at any given time, and the school employee supervising the student must be able to see and hear the student the entire time the student is placed in the seclusion room.

5. Notification Requirements

- Upon a student's release from seclusion or physical restraint, the employee who secluded or physically restrained a student shall notify the school principal, and the principal or designee shall electronically notify the director or supervisor of special education as soon as is practicable but no later than one hour following the release of the student, or the end of the same school day, whichever occurs first.
- Parents or legal guardians must be notified as soon as practicable following any incident of seclusion or physical restraint, but no later than the end of the same school day.
- Notification must be provided to the parent or legal guardian of a student who has been secluded or physically restrained. A school employee who secluded or physically restrained the student or a school administrator shall notify the student's parent or legal guardian via a phone call as soon as is practicable, but no later than the end of the same school day. The school employee who secluded or physically restrained the student must also provide written notice, which must include:
 1. The reason for the intervention;
 2. The specific procedures used;
 3. The duration of the intervention; and
 4. The names and titles of all school employees involved.

6. Reporting Requirements

A school employee who secluded or physically restrained a student shall document and report the incident in accordance with the policies adopted by the public school governing authority. The employee shall submit such report to the school principal by the end of the next school day. The principal or designee shall submit the report to the parent by the end of the next school day following receipt of the report.

- At a minimum, the incident report shall include the following;
 1. The name, age, grade, gender, race, and disability of the student secluded or restrained;
 2. The date, time, location, and duration of the seclusion or physical restraint;
 3. The name and title of each school employee involved or any witness;
 4. A description of the events requiring the use of seclusion or physical restraint,

including a description of the procedures and types of restraint used, any actions taken in an attempt to de-escalate the situation, and the student's behavior that suggest the student posed an imminent risk of harm to self or others.

5. A description of any student injuries, visible marks, or medical emergencies that occurred during or after the seclusion or physical restraint;
6. A description of the actions taken immediately following the student's release from seclusion or physical restraint, including actions to notify the student's parent or legal guardian; and
7. A description of the student's actions immediately following the student's release from seclusion or restraint.

- A copy of the incident report must also be provided to the student's parent or legal guardian by the end of the next school day following the principal's receipt of the report.
- All incidents must be reported to the Director of Diverse Learners at (225) 421-2900, who is responsible for ensuring the incident is submitted to the Louisiana Department of Education (LDOE) as required by law.

7. Staff Training

The Superintendent or designee shall ensure all appropriate school personnel are trained in the proper and lawful use of seclusion and physical restraint.

Training shall include, but is not limited to:

- Guidelines on understanding when there is an imminent danger of serious physical harm to a student or others and when to intervene in such a scenario;
- An emphasis on safety and respect for the right and dignity of each person involved in an incident that involves the use of seclusion or physical restraint on a student;
- An emphasis on using the least restrictive form of intervention and taking incremental steps in an intervention;
- Alternatives to the use of seclusion and restraint;
- Strategies for the safe implementation of restrictive interventions;
- The use of emergency safety interventions that include continuous assessment and monitoring of the physical well-being of a student and the safe use of seclusion and physical restraint throughout the duration of a restrictive intervention;
- Prohibited actions relative to seclusion and physical restraint;
- Debriefing strategies and the importance and purpose of debriefing;
- Best practices for documentation of instances of the use of seclusion and physical

restraint on a student;

- Measurable learning objectives for participants in the training;
- An overview of seclusion rooms, sensory rooms, the differences between each, and authorizations and prohibitions relative to the use of such rooms in accordance with LEA guidelines and procedures and this Subsection.

8. Follow-Up Procedures

Following any use of seclusion or physical restraint:

1. A Functional Behavioral Assessment (FBA) should be considered to identify underlying causes of the behavior.
2. If a student is involved in three incidents in a school year involving the use of seclusion or physical restraint as a result of posing an imminent risk of harm to self or others, the special education teacher shall send prior written notice of the intention to call an IEP team meeting to the student's parent or legal guardian. At such a meeting, the IEP team shall review and revise the student's BIP, including any crisis intervention plans, to include any appropriate and necessary behavioral supports.
3. If the behavior persists or escalates, requiring repeated interventions, the Director of Diverse Learners or designee shall review the student's behavior and intervention plan at least once every three (3) weeks.

9. Dissemination of Policy

In compliance with La. R.S. 17:416.21(M)(2)(a), the School shall:

- Submit this policy and associated procedures to the Louisiana Department of Education;
- Provide copies to all school employees;
- Provide copies to parents or legal guardians of students with exceptionalities;
- Post the policy and procedures on the School's official website.

"Crisis Intervention" as used in this [law]:

(1)(a) "Crisis intervention" means the implementation of an action plan for school personnel

to implement when a student exhibits disruptive behaviors that prevent him from participating in classroom or daily activities.

Crisis intervention may include the following:

- (i) The use of positive behavioral supports and sensory rooms or other calming spaces intentionally designed to help comfort and stabilize a student so that he may return to the classroom or daily activities.
- (ii) In extraordinary circumstances, the use of seclusion and physical restraint as a means to safely de-escalate a situation in which a student poses a risk of imminent risk of harm to self or others.

(b) Information about a school's use of crisis intervention, including the proper use of seclusion and physical restraint, shall be included in a school's student handbook and made available to the parent and legal guardian of each student with an [IEP] or [BIP].

“Imminent Risk of Harm”

(2) "Imminent risk of harm" means an immediate and impending threat of a person causing substantial physical injury to self or others.

“Mechanical Restraint”

(3)(a) "Mechanical restraint" means the application of any device or object used to limit a person's movement.

- (b) Mechanical restraint does not include:
 - (i) A protective or stabilizing device used in strict accordance with the manufacturer's instructions for proper use and which is used in compliance with orders issued by an appropriately licensed health care provider.
 - (ii) Any device used by a duly licensed law enforcement officer in the execution of his official duties.

“Physical Restraint”

(4)(a) "Physical restraint" means the use of manual restraint techniques that involve physical force applied to restrict the movement of all or part of a person's body.

- (b) Physical restraint does not include:
 - (i) Consensual, solicited, or unintentional contact.
 - (ii) Momentary blocking of a student's action if the student's action is likely to result in harm to the student or any other person.
 - (iii) A school employee holding a student for less than three [3]consecutive minutes within any given hour for the protection of the student or others.
 - (iv) A school employee holding a student for the purpose of calming or comforting the student, provided the student's freedom of movement or normal access to his or her body is not restricted.
 - (v) Minimal physical contact for the purpose of safely escorting a student from one area to another.
 - (vi) Minimal physical contact for the purpose of assisting the student in completing a task or response.

“Positive behavioral intervention and support”

(5) "Positive behavioral interventions and support" means a systematic approach to embed evidence-based practices and data-driven decision-making when addressing student behavior in order to improve school climate and culture.

“School employee”

(6) "School employee" means a teacher, paraprofessional, administrator, support staff member, or a provider of related services.

“School health designee”

(7) "School health designee" means a school employee designated to assess the use of seclusion and physical restraint in the event that a school nurse is not present on a school campus at the time such a measure is used.

“Seclusion”

Due to the unique structure of UVA's fully online learning environment, all students receive services virtually from the privacy and safety of their homes or another secure learning

space. Communication and interaction with support staff, educators, and administrators occur through established virtual platforms, including email, phone, canvas, and web-based conferencing tools.

(8) "Seclusion" means a procedure that isolates and confines a student in a designated separate room or area until he is no longer an imminent risk of harm to self or others.

"Seclusion room"

(9) "Seclusion room" means a room or other confined area, used on an individual basis, in which a student is removed from the regular classroom setting for a limited time to allow the student the opportunity to regain control in a safe, secure, and supervised setting and from which the student is involuntarily prevented from leaving until he is no longer at risk of imminent harm to self or others.

Due to the unique structure of University View Academy's fully online learning environment, all students receive services virtually from the privacy and safety of their homes or another secure learning space. Communication and interaction with support staff, educators, and administrators occur through established virtual platforms, including email, phone, canvas, and web-based conferencing tools. A seclusion room shall:

- a. Be free of any object that poses a danger to the student placed in the room.
- b. Have an observation window and be of a size that is appropriate for the student's size, behavior, and chronological and developmental age.
- c. Have a ceiling height and heating, cooling, ventilation, and lighting systems comparable to operating classrooms in the school.

"Sensory room"

(10) "Sensory room" means a room or space that is used for the monitored separation of a student in an unlocked setting in which school personnel may use positive behavioral interventions and support to help to calm or stabilize a student's disruptive behavior. A sensory room may also be referred to as a "calming room", "calming space", "comfort room", "comfort space", "sensory space", "timeout room", or "timeout space".

The appropriate use of sensory rooms shall not be considered seclusion, which shall only be

used for the limited purpose of responding to a student posing an imminent risk of harm to self or others.

“Written guidelines and procedures”

(11) "Written guidelines and procedures" means the written guidelines and procedures adopted by a public school governing authority regarding appropriate responses to student behavior that may require immediate intervention.

Use of Seclusion: Limitations B.(1) Seclusion shall be used only:

- (a) For student behaviors that involve an imminent risk of harm to self or others.
- (b) As a last resort when de-escalation and other positive behavioral interventions and support attempts have failed and the student continues to pose an imminent risk of harm to self or others.

(2) Seclusion shall not be used as a routine school safety, discipline, or intervention measure or to address behaviors such as general noncompliance, self stimulation, and academic refusal, and other behaviors that, while disruptive to a classroom setting or other daily school activities, do not present an imminent risk of harm to self or others. School employees shall respond to such behaviors with less stringent and less restrictive techniques, such as those included in a school's or student's crisis intervention plan or a student's [IEP] or [BIP].

(3)(a) A seclusion room shall be used only as a last resort if and when less restrictive crisis intervention measures, such as positive behavioral supports, constructive and non-physical de-escalation, and restructuring of a student's environment, have failed to stop a student's actions that pose an imminent risk of harm to self or others.

(b) A student shall be placed in a seclusion room only by a school employee who uses accepted methods of escorting a student to a seclusion room, placing a student in a seclusion room, and supervising a student while he is in the seclusion room.

(c) Only one student may be placed in a seclusion room at any given time, and the school employee supervising the student must be able to see and hear the student the entire time the student is placed in the seclusion room.

Physical Restraint: Limitations *Due to the unique structure of UVA's fully online learning environment, all students receive services virtually from the privacy and safety of their homes or another secure learning space. Communication and interaction with support staff, educators, and administrators occur through established virtual platforms, including email, phone, canvas, and web-based conferencing tools.*

Physical restraint shall be used only:

- (a) When a student's behavior presents a threat of imminent risk of harm to self or others and only as a last resort to protect the safety of self and others.
- (b) To the degree necessary to stop dangerous behavior.
- (c) In a manner that causes no physical injury to the student, results in the least possible discomfort, and does not interfere in any way with a student's breathing or ability to communicate with others.
- (d) By trained personnel, except in emergency situations in which there is not sufficient time to have trained personnel respond. Minimum training requirements shall be specified in rules promulgated by [BESE].

Prohibited Practices

The following practices are prohibited in any public school:

- Any form of mechanical restraint.
- Physical restraint in a manner that places excessive pressure on a student's chest or back or that causes asphyxia.
- Physical restraint in a manner that is disproportionate to the circumstances and to a student's size, age, and severity of behavior.
- Seclusion and physical restraint shall not be used as a form of discipline or punishment, as a threat to control, bully, or obtain behavioral compliance, or for the convenience of school personnel.
- No school employee shall subject a student to unreasonable, unsafe, or unwarranted use of seclusion or physical restraint.
- No school employee shall seclude or physically restrain a student who is known to have any medical or psychological condition that precludes such action, as certified by a licensed pediatrician, neurologist, or mental health provider in a written statement provided to the school in which the student is enrolled.
- Each principal or his designee shall notify each parent or legal guardian of a student

enrolled at the school with an [IEP] of the prohibition of the use of seclusion and physical restraint if the student has a condition as provided in Paragraph (1) of this Subsection. Such notification shall be made annually and be incorporated into the student's [IEP Team] meeting.

- A school employee shall continuously monitor a student who is secluded or physically restrained for the duration of such seclusion or restraint.
- A school employee shall release a student from seclusion and physical restraint as soon as the reasons for justifying such action have subsided.

Required Practices

I. Upon a student's release from seclusion or physical restraint:

(1)(a) The school employee who secluded or physically restrained the student shall notify the school principal and the principal or his designee shall notify electronically the director or supervisor of special education as soon as it is practicable but no later than one hour following the release of the student, or the end of the same school day, whichever occurs first.

(b) The school employee who secluded or physically restrained the student or a school administrator shall notify the parent or legal guardian of the student via a phone call as soon as is practicable but no later than the end of the same school day.

(2) A school nurse or school health designee shall visit the student as soon as possible, but no later than the end of the same school day, to look for and document any signs of injury or distress.

(a) A school employee who secluded or physically restrained a student shall document and report the incident in accordance with the policies adopted by the public school governing authority. The employee shall submit such a report to the school principal by the end of the next school day following the incident. The principal or his designee shall submit the report to the parent by the end of the next school day following receipt of the report.

(b) At a minimum, the incident report shall include the following:

(1) The name, age, grade, gender, race, and disability of the student secluded or

restrained.

(2) The date, time, location, and duration of the seclusion or physical restraint.

(3) The name and title of each school employee involved and who was a witness.

(4) A description of the events requiring the use of seclusion or physical restraint, including a description of the procedures and types of restraint used, any actions taken in an attempt to de-escalate the situation, and the student's behavior that suggest the student posed an imminent risk of harm to self or others.

(5) A description of any student injuries, visible marks, or medical emergencies that occurred during or after the seclusion or physical restraint.

(6) A description of the actions taken immediately following the student's release from seclusion or physical restraint, including actions to notify the student's parent or legal guardian.

(7) A description of the student's actions immediately following the student's release from seclusion or restraint.

(3) A school principal or his designee and the director or supervisor of special education shall review video and audio footage, if available, to ensure policies and proper techniques were followed during the incident.

(4) If a student is involved in three [3] incidents in a school year involving the use of seclusion or physical restraint as a result of posing an imminent risk of harm to self or others, the special education teacher shall send prior written notice [PWN] of the intention to call an [IEP] team meeting to the student's parent or legal guardian. Thereafter, if the student's challenging behavior continues or escalates, requiring repeated use of seclusion or physical restraint, the director or supervisor of special education or his designee shall review the student's plans at least once every three [3] weeks.

- a. Proper use of crisis intervention plans, including the use of positive behavioral interventions and support, sensory rooms, seclusion, and physical restraint, and how these strategies differ.
- b. All seclusion and physical restraint safety, reporting, and notification requirements, including any follow-up procedures.
- c. An explanation of the methods of physical restraint and the school employee training requirements relative to the use of restraint.
- d. An explanation of how school employees may utilize and be trained in a crisis intervention training program

(2)(a) These guidelines and procedures shall be provided to the [LDOE], all school employees, and every parent or legal guardian of a student with an exceptionality.

(b) At the beginning of each school year, each public school governing authority shall post on its website the guidelines and procedures adopted in accordance with the provisions of this Subsection.

(3) Each public school governing authority shall annually submit prior to the beginning of each school year its guidelines and procedures adopted in accordance with the provisions of this Subsection to its special education advisory council provided for in R.S. 17:1944.1.

(4) The [LDOE] shall maintain on its website, and annually distribute to public school governing authorities, updated guidance for recommended best practices relative to the use of seclusion and physical restraint for students with exceptionalities.

Each public school governing authority shall adopt written guidelines and procedures regarding:

(1)(a) Proper use of crisis intervention plans, including the use of positive behavioral interventions and support, sensory rooms, seclusion, and physical restraint, and how these strategies differ.

(b) All seclusion and physical restraint safety, reporting, and notification requirements, including any follow-up procedures.

(c) An explanation of the methods of physical restraint and the school employee training requirements relative to the use of restraint.

(d) An explanation of how school employees may utilize and be trained in a crisis intervention training program.

(2)(a) These guidelines and procedures shall be provided to the [LDOE], all school employees, and every parent or legal guardian of a student with an exceptionality.

(b) At the beginning of each school year, each public school governing authority shall post on its website the guidelines and procedures adopted in accordance with the provisions of

this Subsection.

(3) Each public school governing authority shall annually submit prior to the beginning of each school year its guidelines and procedures adopted in accordance with the provisions of this Subsection to its special education advisory council provided for in R.S. 17:1944.1.

(4) The [LDOE] shall maintain on its website, and annually distribute to public school governing authorities, updated guidance for recommended best practices relative to the use of seclusion and physical restraint for students with exceptionalities.

N.(1) [BESE] shall adopt rules establishing guidelines and procedures for public school systems to follow regarding the reporting of incidents of seclusion and physical restraint, including specific data elements to be included in such reporting.

(2) Each public school governing authority, in accordance with state board policy, shall report all instances where seclusion or physical restraint is used to address student behavior to the [LDOE].

(3)(a) The [LDOE] shall maintain a database of all reported incidents of seclusion and physical restraint of students with exceptionalities and shall disaggregate the data for analysis by school; student age, race, ethnicity, and gender; student disability, where applicable; and any involved school employees.

(b)(i) Based upon the data collected, the [LDOE] shall annually compile a comprehensive report regarding the use of seclusion and physical restraint of students with exceptionalities, which shall at a minimum include the following:

(aa) The number of incidents of physical restraint disaggregated by school system; student age, race, ethnicity, gender, and student disability classification.

(bb) The number of incidents of seclusion disaggregated by school system; student age, race, ethnicity, gender, and student disability classification.

(cc) A list of the school systems and charter schools that have complied with the reporting requirements pursuant to Paragraph (2) of this Subsection.

(ii) The [LDOE] shall post the annual report on its website and submit a written copy to the Senate and House committees on education and the Special Education Advisory Panel.

O.(1) The [LDOE] may develop a crisis intervention training program that may be used by each public school governing authority. If the department develops such a program, at a minimum, it shall cover the following:

(a) Teach evidence-based techniques that are shown to be effective in the prevention and safe use of seclusion and physical restraint.

(b) Provide evidence-based, competency-based skills training relating to positive support, conflict prevention, de-escalation, and crisis response techniques including but not limited to the following:

(i) Guidelines on understanding when there is an imminent danger of serious physical harm to a student or others and when to intervene in such a scenario.

(ii) An emphasis on safety and respect for the right and dignity of each person involved in an incident that involves the use of seclusion or physical restraint on a student.

(iii) An emphasis on using the least restrictive form of intervention and taking incremental steps in an intervention.

(iv) Alternatives to the use of seclusion and physical restraint.

(v) Strategies for the safe implementation of restrictive interventions.

(vi) The use of emergency safety interventions that include continuous assessment and monitoring of the physical well-being of a student and the safe use of seclusion and physical restraint throughout the duration of a restrictive intervention.

(vii) Prohibited actions relative to seclusion and physical restraint.

(viii) Debriefing strategies and the importance and purpose of debriefing.

(ix) Best practices for documentation of instances of the use of seclusion of and physical restraint on a student.

(x) Measurable learning objectives for participants.

(xi) An overview of seclusion rooms, sensory rooms, the differences between them, and authorizations and prohibitions relative to the use of such rooms as provided in this Section and in each public school governing authority's relevant guidelines and procedures.

(2) If the [LDOE] develops a program as provided in Paragraph (1) of this Subsection, certain public school employees as designated by each principal or his designee are required to complete the program. The [LDOE] shall provide the program at no cost to each public school governing authority.

APPENDIX H: Parents' Right to Know

As mandated by the Every Student Succeeds Act (ESSA)/Parents' Right to Know, you have the right to request and receive information from your child's school in a timely manner regarding the professional qualifications of your student's classroom teachers and/or paraprofessionals.

The information regarding the professional qualifications of your student's classroom teacher/paraprofessional shall include the following:

- If the teacher has met state certification or qualification criteria for the grade level and subject areas taught.
- If the teacher is teaching under emergency or other provisional status through which state certification or qualification criteria is waived.
- The teacher is assigned in the field of discipline of the certification.
- Whether the student is provided services by paraprofessionals, and if so, their qualifications. [ESSA 1112(e)(1)(A)(i)-(ii)]

In addition to the above information, you will be notified by letter if a teacher who does not meet the applicable state certification requirements at the grade level and subject area in which the teacher has been assigned has taught your student for four (4) or more consecutive weeks. [ESSA 1112(e)(1)(B)(ii)]

APPENDIX I: School-Parent Compact

University View Academy (UVA), an online K-12 Type 2 Charter School, located in Baton Rouge, LA, and the parents/guardians of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the Louisiana Department of Education's high standards.

School Responsibilities

University View Academy will:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the Louisiana Department of Education's challenging academic standards as follows:

1. UVA provides students with equitable access to high-quality curriculum and instruction through structured, standards-aligned Independent Learning Lessons (ILLs) as well as synchronous Learning Circles via Zoom Class. These lessons are intentionally designed to ensure that every student engages in rigorous and meaningful learning experiences aligned to the Louisiana Student Standards and the Louisiana Educator Rubric (LER). Students may earn participation points for attending Learning Circles.

Each course integrates clear learning objectives, success criteria, and checks for understanding that guide students toward mastery. Instructional design follows a consistent framework that includes direct instruction, opportunities for guided and independent practice, and formative assessments to monitor progress. Teachers model expectations, provide scaffolds for diverse learners, and use data to make informed instructional decisions.

UVA utilizes high-quality instructional materials (HQIM) and digital platforms, including Canvas, Nearpod, and Course Arc, to deliver engaging, accessible, and interactive lessons. Lessons incorporate multiple modalities—videos, visuals, interactive tools, and applied practice—to meet the varied needs of learners in a virtual environment.

To maintain instructional quality and alignment, teachers receive ongoing coaching and feedback that focuses on lesson design, student engagement, and the effective use of success criteria. Student progress is continuously monitored through benchmark data, course assessments, and exit tickets. Feedback is timely, aligned to learning objectives, and used to support reteaching and mastery learning.

UVA ensures a supportive and effective learning environment by combining clear instructional expectations with personalized supports. Teachers, instructional coaches, and counselors work collaboratively to provide interventions, enrichment, and guidance that promote both academic achievement and student well-being.

Through these systems, UVA fulfills its mission to provide a high-quality, student-centered virtual education that prepares all learners for success in college, career, and life.

2. Hold parent-teacher conferences. These may be held as needed throughout the school year. Specifically, conferences may be held:

Parent-teacher conferences may be scheduled at the request of the parent or the teacher and conducted via phone or Zoom meeting. These conferences will allow families with opportunities to discuss their child's progress, review academic performance, and collaborate with teachers to support their child's success in the virtual environment.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide parents with regular progress updates through both progress reports and report cards, which are issued at scheduled intervals during the school year.

Parents receive:

- Real-time access to grades through Canvas, the learning management system.
- Report cards — issued at the end of each nine-week grading period to summarize student achievement and final grades for that term.

These reports are made available to families through the school's online learning platform and parent communication systems, ensuring timely access to student progress information. Additionally, families are encouraged to contact their teachers or counselors if

they have questions about their child's academic standing or need clarification regarding their child's performance.

4. Provide parents with reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

- Teachers and staff can be contacted using approved communication platforms, including Canvas, JCampus, and Zoom. Every employee is assigned a Zoom Phone number, which allows for secure, recorded phone communication with families. Additionally, UVA provides a text-based communication option through various platforms to support academic engagement and accessibility.
- Parents may request consultations or meetings during school hours through these systems. Staff respond promptly via phone, email, or virtual conferencing. These structures enable parents to communicate effectively with faculty and staff, receive timely updates on their child's progress, and collaborate to support student success. Teachers are required to host office hours each week in addition to learning circles to meet with parents and students.

5. Provide parents opportunities to observe and participate in their child's class, and to observe classroom activities, as follows:

- Parents have opportunities to observe classroom activities through coordinated engagement with school staff.
- Parents may participate in school-related events, virtual activities, field trips, and special programs as communicated by the school throughout the academic year. These opportunities are typically shared via official UVA communication channels such as Canvas, Finalsite, Mailchimp, and Zoom Phone, allowing parents to sign up or coordinate directly with teachers and administrators.
- Because UVA operates as a virtual public school, classroom observation occurs primarily through virtual platforms. Parents may request to observe virtual classes or instructional sessions by coordinating with the teacher or principal in advance. The school encourages family involvement while maintaining a structured learning environment to protect student privacy and instructional integrity.
- These observation procedures ensure parents remain actively engaged in their child's education while supporting the school's virtual learning framework and maintaining a safe, respectful online environment

6. Ensure regular two-way, meaningful communication between family members and school staff that is, to the extent practicable, in a language that family members can understand, as follows:

- UVA ensures regular, two-way, and meaningful communication between parents, families, and school staff through multiple accessible platforms. The school utilizes Canvas, JCampus, Finals site, Mailchimp, and Zoom Phone as official communication tools for sending messages, announcements, and scheduling meetings. Each staff member has a dedicated Zoom Phone number, allowing parents to contact teachers or administrators directly during office hours. All calls and text-based communications are recorded for the purposes of accountability and safety.
- Communication is designed to be responsive, accessible, and understandable. Important information, including academic updates, school announcements, and family engagement opportunities, is shared in clear and family-friendly language. When needed, the school provides communication in the language that families best understand, ensuring equitable access to information. Regular newsletters, teacher outreach, and scheduled parent-teacher conferences provide additional opportunities for engagement and collaboration.

Parent and Family Training on Data, Policies, and Curriculum

UVA offers families training and support opportunities to help them understand and effectively utilize student performance data, school policies, and curriculum tools. These sessions are offered virtually throughout the school year and may include:

- Parent orientation sessions that review school policies, academic expectations, and digital tools.
- Workshops or webinars hosted by academic staff to help parents interpret progress reports, assessment results, and course data.
- Guided sessions that explain how to navigate platforms such as Canvas and JCampus to monitor grades and assignments.
- Superintendent and principal town hall sessions.

Families may also request individualized assistance from teachers, counselors, or the Family Engagement Team for additional guidance. These systems ensure parents are active partners in the learning process, equipped to support their children's academic success in a transparent and collaborative environment.

Parent Responsibilities

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

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

Additional Required School Responsibilities

University View Academy will:

- Involve parents in the planning, review, and improvement of the school's parent and family engagement policy, in an organized, ongoing, and timely way.
- Involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs.
- Provide information in a timely manner to parents of participating children about Title I, Part A programs that include a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
- At the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children.

- Provide to each parent an individual student report about the performance of their child on the state assessment in at least math, language arts, and reading.
- Provide each parent timely notice that their child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable Louisiana state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Parent/Guardian Acknowledgement

The parent/guardian electronic signature captured through the form provided in JCampus acknowledges that we understand that, as University View Academy (UVA) students and parents, we are asked to support the school and its mission and to acquaint ourselves with and abide by the school's policies and procedures.

We understand that this handbook is for informational purposes only. It is not intended to create, nor does it create a contract or part of a contract in any way, including but not limited to, between University View Academy and any parent, guardian, or student affiliated with or attending the school. We further understand that UVA reserves the right, in its sole discretion, to add, revise, and/or delete school policies before, during, and after the school year.

Our signatures indicate that we have reviewed the contents of the 2026-27 University View Academy Student Handbook and agree to abide by the school's policies and procedures including, but not limited to, the school's [Acceptable Use Policy](#) as outlined in the handbook.