



Upper School Handbook

2026-2027

UPDATED JANUARY 2026 FLOCS #63829472

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CLA Upper School Student Core Values

Students at Community Leadership Academy are called to demonstrate the following core values on and off campus.

Integrity - Students endeavor to demonstrate integrity in all relationships both within and outside the community through moral decision-making, honesty, and authenticity in their relationship with Jesus Christ.

"The godly walk with integrity: blessed are their children who follow Him."

Proverbs 20:7

Service - Students have a willing heart to serve Jesus Christ throughout their day-to-day life. Students also have an attitude of humility--willingly serving those around themselves, respecting and submitting to authority, and in all their interactions, considering others better than themselves.

"Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourself."

Philippians 2:3

Purity - Students desire to be pure and righteous before the Lord in all relationships, including relationships with the opposite sex.

"Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith, and in purity."

I Timothy 4:12

Excellence - Students strive to live their lives in excellence by performing their responsibilities at home, at school, and in their community, going beyond standard expectations by showing diligence and initiative.

*"Whatever you do, work at it with all your heart,
as working for the Lord, not for men"*

Colossians 3:23

Community Leadership Academy

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Amy Lewis:	Business Administrator and Chief Financial Officer
Maelese Rodriguez:	Registrar
Tammi Lau:	Accounts Rec/Scholarship Coordinator
Jaime Simmons:	High School Athletic Director
Sarah Hernandez:	Lower and Middle School Athletic Director
Molly Simon:	Community Development, Marketing, and Fundraising Director

WELCOME TO CLA UPPER SCHOOL

We are excited that you have chosen this community as your family for the next school year. Our goal is to partner with you by offering a spiritually sound and academically strong environment that challenges the student to excel in all areas. Our mission is to focus on four areas of development: Moral Excellence, Academic Excellence, Community, and Leadership. This Upper School Handbook covers important policies and information related to middle and high school, but all parents are asked to also read and familiarize themselves with school-wide policies found in the CLA Family Handbook as well.

The emphasis on spiritual well-being will be integrated into each day, not only in Bible class but also throughout the day with a Biblical worldview taught in all other classes as well. As students enter our high school program, our vision is to challenge, inspire, equip, and connect these students with the knowledge, skills, and opportunities necessary to fulfill their calling as the next generation of godly leaders.

Therefore, let us begin the journey together and embark on this exciting path that Christ Jesus has laid out for you and your student at Community Leadership Academy.

Tina Hinton
Principal

Peter and Kensy Boulware
Founders

LEADERSHIP IN CLA UPPER SCHOOL

Upper school at CLA marks a shift from lower school. Students are asked to transition from learning how to lead to actually leading. This takes place in leadership classes, service opportunities, clubs, sports, and performing and serving at our CLA events, but it goes beyond that. We are asking our upper school students to take ownership of the culture and atmosphere they create in *their* classrooms and throughout *their* school, in the hallways, lunchroom, and after school activities. Students are encouraged to take ownership of their own faith walk, to understand they have the power and privilege to pursue knowing the Lord for themselves. They are encouraged to realize they are not an island, but they have influence socially on those around them. This influence is a powerful responsibility.

The following are 10 qualities of leadership, emphasized in the CLA Leadership program and throughout our school.

Leadership is:

1. **Submission:** Knowing whom to follow, and what not to follow after.
2. **Stewardship:** Doing MY very best each day as a good steward, growing in my gifts and working on my weaknesses.
3. **Service:** Serving others unselfishly, with courtesy and generosity.
4. **Visionary:** Having a dream or vision and praying and working toward the goal with faith.
5. **Perseverance:** Not giving up when trials come, joyfully enduring in all circumstances.
6. **Trustworthy:** Acting responsibly, remembering my duties and going above and beyond what is asked of me.
7. **Cooperation:** Being a team player, cooperating and working with others toward a common goal.
8. **Exemplary:** Setting a good example for others in attitude, speech, and action.
9. **Ethical:** Doing what's right, even when it's _____. (hard, unpopular, not fun, etc.)
10. **Humble:** Giving glory to God and sharing credit with others when we succeed.

COMMUNICATION: Veracross Portal System

Veracross is an essential communication system available to our families and students. Each student will receive a username and password. This system aids communication between teachers, students, parents, and administration. Families can use it to locate schoolwork, see test grades, GPA's, upcoming events, calendars, and more. Please talk to administration if you need help accessing these features.

APPEALS

Appeals may be made by parents regarding a tardy, an infraction, or a grade. Please make appeals to an Administrator in writing after first communicating with the teacher. Please take the time to understand all the facts and/or policies about the situation you are considering for appeal. Talk to your child to understand the details. There are usually two sides to every story.

ATTENDANCE

Active participation in class activities is an integral part of the learning experience. For this reason attendance is essential. Students are required to attend all academic classes and to be prompt and prepared. This includes attendance in Physical Education and elective classes. We highly suggest you schedule your child's medical or other appointments during non-school hours if possible. Please keep in mind that high school course grades are a part of your student's permanent transcript and will affect their qualifications for scholarships and more. Regular attendance is extremely important to help your students earn the highest grades possible. We recommend planning family vacations for times during our regular school breaks.

CLASS HOURS

All upper school students attend class from 8:15 to 3:15 Monday through Thursday. Students may arrive to class as early as 8:05 and will be considered tardy after 8:15. Students enrolled in the full-time traditional program must also attend on-campus classes each Friday, following normal school hours.

If you arrive to school at 8:30 a.m. or later, you must sign in at the front desk. Also, if you leave school early, you must be signed out at the front desk by an authorized adult as indicated by parents in Veracross. Students sixteen-year-old or older may sign themselves out only with specific written permission from a parent for that particular date and time.

ABSENCES

MAKE-UP POLICY FOR ABSENCES

Any absence that can be anticipated should be communicated in writing in advance. Students should be prepared to turn in work and make up tests the day upon their return from their planned absence. Students have 2 days to make up work from an unplanned one-day absence, i.e. due to sickness or a family emergency. Students have up to 5 school days to make up work that is missed due to a more than a one-day unplanned excused absence. For an absence to be excused a signed note, email, or message through Veracross must be sent to the appropriate administrator, signed by parents indicating the nature of the unplanned

absence, i.e. sickness or family emergency. For a planned absence to be excused, parents must submit a request through the Veracross portal in advance indicating the reason for and length of the planned absence. Once approved, students must communicate with teachers about obtaining make-up assignments in advance of the absence. Parents should take care to avoid excessive absences or the student may be at risk of being affected by the sixth-absence policy. Students are responsible for all work missed. (See “Late Homework” policy later in this manual.)

SIXTH ABSENCE POLICY

Upon the sixth absence per class in a nine-week grading period, absences will be marked as unexcused unless the absence is due to a prolonged illness as evidenced by a doctor’s note or due to a death in the immediate family. A note signed by the parent will be accepted by administration stating the date and reason for only one of the two reasons listed below upon the student's return.

Only the following should cause absence for schoolwork:

- Prolonged illnesses such as mono require a doctor's note of release to return to school
- Death in immediate family

If you are absent for either of the two reasons above, the absences will not count toward the “Sixth absence”. Six or more unexcused absences during a quarter means that any work that is late due to an unexcused absence would be subject to “Late Work” penalties. See “Late Work.”

VACATION OR TIME-OFF

Once in upper school it is difficult for a student to take time off during the school year. We highly suggest that you save vacation plans for the summer to keep down the stress that comes with catching up. Vacation and time-off days will count against your absences.

TARDIES

FIRST CLASS OF THE DAY TARDY

Students are considered tardy if they arrive after the class start time of 8:15. Students arriving on campus after 8:30 a.m. are required to sign in at the front desk with their name and time of arrival. First class of the day tardies will only be excused if tardies are excused schoolwide due to circumstances such as a major car accident with a significant impact on traffic or certain weather circumstances. Parents may only make an appeal in writing to administration for any other reason. It will be the student’s responsibility to make up any schoolwork missed due to the tardy that day during their own time. Any tardy after the first class of the day will be considered a between-class tardy.

The following policy ONLY applies to first class of the day tardies:

- Each student is allowed up to 3 unexcused tardies per quarter. On the fourth unexcused tardy and beyond, the family is fined \$10 per child per tardy. For student drivers, this policy may apply for tardies to their first class of the day, even if it is not first period.

BETWEEN CLASS TARDY

If you are late between classes, the tardy is considered unexcused, unless it is due to administrative reasons. If a student misses any class participation activities due to being tardy it is their responsibility to make sure any work is made up. Students are allowed up to three unexcused between-class tardies per quarter without disciplinary consequences. On the fourth unexcused between-class tardy and beyond, the student will receive a level one infraction.

FIFTEEN-MINUTE RULE FOR TARDINESS/ABSENCE

Students entering the classroom more than 15 minutes late, will be considered absent in that class, although you will receive credit for work completed that day.

STUDENT DRIVERS

Students with a proper state issued driver's license and insurance may, with written parent permission, drive to and from school. They may not give rides to fellow students unless **a parent from both families** expressly agree in writing. Student drivers must park at the top parking lot, away from the building. Parents must complete and sign the student driver and passenger permission form and this must be turned in to administration.

Any student, age 16 or older, may pick up a sibling from school at dismissal time provided that the sibling being picked up is enrolled in first grade or higher and a signed consent form is on file with the school. High school students age 16 or older are not allowed to sign out younger siblings from school early unless a parent specifically gives permission in writing for a particular date and reason. This should be a rare exception used for extenuating circumstances. Specific written permission must be given for each date. Preschool and kindergarten students must be picked up by an authorized adult as designated in Veracross by the parents. Students younger than 16 may not pick up younger siblings at any time.

UNSUPERVISED OFF-CAMPUS LUNCH

High School students may have certain privileges for off-campus lunch with parent permission. Certain privileges will apply by grade level. Students are responsible to return to school by the start of the next period should they have classes after lunch. The above rules for student drivers also apply. Students must follow all CLA rules and the Code of Conduct during unsupervised off-campus lunch or risk losing this privilege. See Parent Permission for Off-Campus Lunch for complete details.

HOMEWORK AND AT-HOME LEARNING WORK

During middle and high school, students will have some homework on weeknights as indicated in the class lesson plans. Students may also need to study for tests. Students are responsible to print their own lesson plans for each class by Monday morning. Lesson plans will be posted by Friday evening for the coming week.

Students enrolled in the Full Time Hybrid program will be completing lessons at home on Fridays using teacher prepared lesson plans. Upper school parents are expected to supervise and/or teach as needed and should also provide age-appropriate accountability. Students should expect to have a full school day amount of work to complete. This work is a vital part of your student's success at Community Leadership Academy. Parents should also act as coaches and mentors to aid their student in the development of personal responsibility and independent study skills on these days. All work assigned for Friday is expected to be complete and turned in at the

beginning of the class period each Monday or the work is considered late. Students enrolled in the Traditional 5 Day Program will complete lessons in class on Fridays under the direction of their teacher. The Hybrid Program Manual will provide further details on procedures for at-home learning days. If it becomes apparent that work is not being completed at home on Thursdays and/or Fridays or that this model is not successful for a student, the student may be placed on academic probation, required to switch to the full-time traditional program and attend all five days on campus, or may be dismissed from the academy, depending on the circumstances.

LATE WORK

Late is defined as school work not turned in at the beginning of the class period on the day it is due. If classwork or homework is turned in one day late, it will receive a maximum of 75%. If it is 2 days late, the student will receive a maximum of 50%. If an assignment is more than 2 days late students should check the class policy as to whether or not credit may still be earned for the assignment at all. All class policies will be approved by an administrator. Even if no credit is received the student will be responsible for knowing any material covered in that assignment for class tests. If tests or projects are late, ten percentage points will be deducted for every day the test or project is late.

The school calendar has 180 scheduled school days. Work can be assigned on these days. Homework is not assigned on holidays where school is not denoted on the school calendar or on standardized testing days. However, holidays may be utilized to work on long-term projects and research papers.

GRACE CHECK

Depending on individual class policies, once per quarter, in core classes only (Math, English, Science, and History), a teacher may issue a "Grace Check". A Grace Check is defined as grace given by the teacher for one homework assignment. The grace is only extended until the next time the class meets.

A grace check may NOT be used for quizzes, tests, or projects. Other than family emergencies approved by the administration, there are NO excuses for late homework!

RETAKES

Each class has its own policy regarding retakes for tests and quizzes. See the class syllabus for class specific policies regarding retakes.

INCOMPLETE GRADES

At the teacher's discretion a student may receive an "I" due to incomplete work from extenuating circumstances. The student has no more than two weeks to make-up the work. After two weeks, the incomplete assignments will not be accepted. See Absence policy. A "0" will be entered into the gradebook until the assignment is completed, even if it is marked as incomplete.

AUTHORITY IN THE CLASS

We believe that through much prayer, God has put the exact teachers in place that are needed for this time and season. Your child is blessed to sit under one of those teachers. When you drop off your children at CLA, you are placing them under the authority of one of those teachers while on campus. Teachers determine the class lessons and provide homework assignments for

students, and we ask that you commit yourself to set an example before your children by encouraging them to follow the directions and guidance of their teachers.

If you have a classroom concern, we ask that you first speak to the teacher. Our teachers are available by email and they welcome communication from our parents. Most of the time, concerns can be best addressed at this parent-teacher level. If you have already spoken to the teacher and you feel there is still a significant concern that the teacher does not address, then please approach the Administrator about it.

PROGRESS REPORTS AND REPORT CARDS

Report Cards will be distributed according to the school calendar. Progress reports will be emailed to parents according to the school calendar.

GRADING SCALE

High School GPA--1 Credit Courses				
Letter Grade	% Grade	Standard Course	Honors Courses	AP and Dual Enrollment Courses*
A	90-100	4.0	4.5	5.0
B	80-89	3.0	3.5	4.0
C	70-79	2.0	2.5	3.0
D	60-69	1.0	1.5	2.0
F	50-59	0	0	0

HIGH SCHOOL GRADE POINT AVERAGE

The assignment of a higher GPA for honors, AP, and dual enrollment courses is intended to be an incentive for students to continue to enroll in more challenging higher-level courses while pursuing Bright Futures and other scholarships.

UN-WEIGHTED GRADE POINT AVERAGE

The unweighted GPA is the average of all class grades based on a 4.0 scale. If the student earned an "A" in an advanced English class, the unweighted grade would still be a 4.0

WEIGHTED GRADE POINT AVERAGE FOR CLASS RANKING*

To distinguish an "A" in Honors Geometry from that in the standard level, CLA assigns a different point system to more difficult classes. The weighting in an honors course will bump a student's passing grade by .5. Therefore, a student with three "B's" in a regular class will have a 3.0 GPA while one with three "B's" in honors or dual enrollment courses will have a 3.5 GPA. Advanced Placement (AP) and Dual Enrollment courses have a 1.0 quality point added to all passing grades. ***Please note:** Bright Futures weights all honors, dual enrollment, and AP classes equally, adding a .5 quality point to passing grades.

CUMULATIVE GRADE POINT AVERAGE

This is the average of all the grades received in all high school and dual enrollment courses and will be used to determine final diploma level.

HONORS AWARDS AND RECOGNITIONS

HONOR ROLL RECOGNITION

Student Grades will be reviewed quarterly. Students that achieve “A” Honor Roll or “A/ B” Honor Roll will receive a recognition from the Administrator to congratulate their success and encourage academic excellence. There are two designations for honor roll:

- A student qualifies for the A Honor Roll with all “A’s
- A student qualifies for the A/B Honor Roll with all “A’s and “B’s

END OF THE YEAR HONOR ROLL AWARD

At the end of the year upper school students on 'A' or 'A/B' Honor Roll will be recognized at the end of year. To encourage academic excellence, CLA will recognize and reward high school students who strive to be diligent as determined by the student’s grades for the year. This includes all Dual Enrollment, Off-Campus Credits and FLVS classes. There are two designations for honor roll:

- A student qualifies for the A Honor Roll with all A's each semester
- A student qualifies for the A/B Honor Roll with all A's and B's each semester

END OF THE YEAR CITIZENSHIP HONOR AWARD

At the end of the year upper school students who have received an average score of 3.5 or higher citizenship in all classes over the course of the year without Level 2 infractions will be recognized at the end of the year.

GRADUATING HONORS RECOGNITIONS

In the interest of encouraging and recognizing outstanding academic achievement, valedictorian, salutatorian and cum laude honors will be selected for each high school graduating class. Please note, due to their late addition to the program, new students enrolling at CLA as seniors will not be included in the class rankings but can receive cum laude recognition.

Cum Laude Recognition will be based upon a weighted grade point average calculated at the end of the first semester of the senior year on all credits attempted and/or earned while taking high school courses and college/high school dual enrollment courses.

- For this calculation purpose, honors, dual enrollment, and AP courses will receive the appropriate quality points as designated by CLA's Grading Scale Policy listed above.
- The grade point average requirement is 4.0 for Cum Laude designation, 4.25 for Magna Cum Laude designation, and 4.5 for Summa Cum Laude designations.

Valedictorian/Salutatorian. In addition to Cum Laude recognition, CLA will include the recognition of a Valedictorian and Salutatorian.

- The designation of Valedictorian will be given to the student with the highest grade point average of a given high school at the end of the first semester of the senior year based upon a weighted grade point average calculated on all credits attempted and/or earned while taking high school courses and college/high school dual-enrollment courses.
- For this calculation purpose, honors, dual enrollment, and AP courses will receive the appropriate quality points as designated by CLA's Grading Scale Policy listed above.
- In the event of a tie, the nine-week grades will be compared. If there remains a tie, co-valedictorians may be selected.
- The person selected as Salutatorian shall be the student or students with the second highest weighted grade point average of a given high school following the same procedures outlined for the selection of Valedictorian.

MIDDLE SCHOOL STUDENTS TAKING HIGH SCHOOL COURSES

High school courses taken while in middle school will be included on the student's high school transcript and in the student's high school grade point average.

ADD/DROP*

Middle School – A student may drop a middle school level elective within the first five weeks and be added to another class if another class is available and space permitting. Any new elective fees will need to be paid at that time. A middle school student may drop a CLA high school course within the five weeks without the course showing up on the high school transcript. This could include a student dropping an honors level of the class and adding a standard or middle school level of the same class. After five weeks, dropping a class will cause the student to receive a "W" (withdraw) on their transcript. This "W," however, will NOT affect the GPA.

High School - A student may drop a class within the first five weeks and be added to another class without the course affecting the high school transcript*. This could include a student dropping an honors level of the class and adding a standard level of the same class. If a student drops a course, they either can pick up another course--if one is available--or a study hall--if one is available and if they are still registered in 6 academic classes. After five weeks, dropping a class will cause the student to receive a "W" (withdraw) on their transcript. This "W," however, will NOT affect the GPA.

*Please note that the Florida Virtual School (FLVS) policy for dropping classes may be different. You should discuss this option with your guidance counselor and your FLVS teacher.

*Please note the drop/add policy for a dual enrollment class is different. Please contact your college guidance counselor and speak with the CLA guidance counselor for information specific to your dual enrollment class. For purposes of your CLA transcript, we will allow a longer grace period for withdrawal of a dual enrollment class, up until the time of your first report card.

To add or drop a class in middle or high school, administration must receive the request in writing signed by the parent. Students who receive "W" should immediately follow the recommendation of administration to make up the course to get back on track. Students will not be able to take successive classes in the same subject on the CLA campus until a passing grade is earned. FLVS may only be used in certain circumstances. One is for summer school when a student fails a class during the school year on our campus or desires to move ahead. The other circumstance is if CLA does not offer the course on our campus. **Note:** If your student is struggling with a core subject, it is in their best interest to gain a tutor as soon as possible and meet with the teacher, Guidance Coordinator, or the Upper School Administrator.

GRADE FORGIVENESS FOR MIDDLE SCHOOL LEVEL CLASSES

If you earn a "D" or an "F" in a middle school course for the year, you may be required to repeat the semester or year through Florida Virtual School during the summer. The class must be completed by Orientation the following year in order to continue with CLA. Students must earn a "C" or higher in the repeated course to earn grade forgiveness.

GRADE FORGIVENESS FOR HIGH SCHOOL COURSES TAKEN IN MIDDLE SCHOOL

A student in the middle grades who takes any high school course for high school credit and earns a semester grade of “C,” “D,” or “F” may replace the grade with a grade of “C” or higher earned subsequently in the same or comparable course. All semester grades will be placed on the student’s transcript; however, only the higher semester grade will be used in computing the student’s grade point average (§ 1003.428, Fla. Stat.).

Transferring students and CLA students with a 'D' on the transcript may be required to repeat the course to improve both their GPA and level of understanding of the material, either through FLVS in the summer or on campus the following year.

HIGH SCHOOL GRADE FORGIVENESS POLICY

High school students who earn a “D” or “F” in a course may retake the same course or a comparable course. Any student eligible to repeat a required course that is part of a progressive sequence must retake the course prior to or jointly with the next higher-level course in the sequence. For any repeated course, the original grade of “D” or “F” may only be replaced with a grade of “C” or higher. All end of the year and/or semester grades will be placed on the student’s transcript; however, only the higher semester grade will be used in computing the student’s grade point average. No additional credit shall be awarded for a previously passed repeated course (§ 1003.4282, Fla. Stat.).

ACADEMIC PROBATION

Upper school students must maintain a 2.5 unweighted grade point average at the time of each quarterly grading time in order to remain in good academic standing with Community Leadership Academy.

ACADEMIC PROBATION CAN OCCUR WHEN: A student earns less than an unweighted grade point average of 2.5 at the quarterly grading time, or when he/she earns two D's or lower as final semester grades in their classes, or if at-home learning assignments are repeatedly unfinished or late. Once on academic probation, a student's contract at Community Leadership Academy may be in jeopardy of re-enrollment for the next academic year. This student will not be eligible to compete in CLA sports for the following quarter until their grades are brought up. If your student is struggling with a core subject, Math, English, Science or History, it is in their best interest to incorporate tutoring into their schedule as soon as possible. Students will be required to repeat courses in some cases. See section titled "High School Grade Forgiveness."

POLICY ON TRANSCRIPT REVISIONS

Students or parents who believe an error has been made in their high school transcript may request a correction by sending an appeal in writing to the High School Guidance Counselor for review. If an error has been made, the student record will be corrected in the school grading system and a new transcript issued and signed by the High School Guidance Counselor, Upper School Administrator, or Registrar. Changes for grade replacement may only be made in accordance with the school policy on grade forgiveness detailed above.

COURSE PLACEMENT

Placement is a key factor in student success. Since each student is unique and complex, consideration will be given to a multiplicity of factors which relate specifically to him/her. The best placement is one that best serves the student's needs. While the placement of a student should be the result of an agreement reached by the parents, teacher, and Guidance Counselor, the final responsibility lies with school administration. Therefore, teachers will make recommendations for course placement for the following year. If a parent wishes to override that recommendation, the following conditions must be met.

1. Parents should first talk to the teacher or appropriate upper school administrator in an effort to understand why the recommendation was made.
2. If the parent still wants to override the recommendation, a Parent Override Request form must be submitted to the appropriate upper school administrator.
3. Administration may require proof of course readiness by requiring testing, tutoring, and/or completion of prerequisites over the summer. The override may be denied if testing or tutoring deems the student not ready for the course. If testing is required, a \$50 testing fee will apply.
4. If the parent override is successful, the student must achieve a passing grade during the first quarter. If a student has a "D" or "F" at the end of the first quarter, the student may be forced to drop the class and move into a more suitable class.

REPEATING A MIDDLE SCHOOL GRADE LEVEL

A middle school student who fails two or more core subjects in both semesters may be required to repeat the entire grade again. If they do not make up the credit through FLVS in the summer prior to orientation, NO credits will be earned. All courses and credits required for that same grade level must be repeated. See Grade Forgiveness.

FLORIDA VIRTUAL SCHOOL (FLVS)

www.FLVS.NET

With support from the Florida Department of Education, Florida Virtual School was established in 1997 to create and make available a quality online middle and high school curriculum, including honors and Advanced Placement courses. Florida Virtual School can be a great resource for students. CLA must pre-approve and will only allow for FLVS courses if we do not offer the class on campus, or if the class is taken and completed over the summer.

***Please Note:** Parents of students who are on a state scholarship program may be invoiced by FLVS for the cost of the class. In specific situations only, CLA may be able to cover the cost for this class if:

- It was part of the academic programming planned by administration for your student during regular school hours, i.e. a 10th-grade FLVS Study Hall period, AND
- It is a core course or an elective that is required for high school graduation requirements.

Generally speaking, CLA will not be able to pay for classes that:

- are taken outside of regular school hours or the regular school schedule, i.e. an 8th class during the school year or a class taken over the summer break,
- classes that are or will be available on our campus that the student can take as a part of their regular class progression and schedule.

If you received an email requesting pre-authorization of payment and you believe the class falls in a category that CLA would cover, please forward this to Mr. Rodriguez, our Upper School

Administrator, or Mr. Capas, the Guidance Counselor, for review. They will notify you if payment has been authorized. His email is: erodriguez@clatallahassee.org

DUAL ENROLLMENT PROGRAMS

Community Leadership Academy maintains articulation agreements with Tallahassee State College and Lively Technical College to provide dual enrollment options to students enrolled full-time in CLA's high school program who meet certain GPA, transcript, and testing requirements. These options are provided at no additional cost for full-time CLA students and their parents. Please see the "Dual Enrollment Student and Parent Acknowledgement Form" in the Appendix for more information.

CONCERNING DUAL ENROLLMENT FAILED CLASSES

Upon receipt of your second D or F on the college transcript, the student will no longer be eligible to dual enroll either on the college campus or on the CLA campus.

POLICY ON TRANSFER OF CREDITS

As an accredited member of Cognia/SACS CASI (Formerly AdvancED), we at Community Leadership Academy are obligated to follow the following guidelines provided to us from our accrediting organization for the transfer of credits in and out of our school. We will validate all credits received by a transferring student for coursework that was completed at a recognized accredited institution. Coursework completed by a transferring student who was enrolled in a non-accredited school or home school program of education will be validated and credits awarded through entrance exams, portfolio review and a review of the student's record in accordance with the guidelines outlined in the Appendix. (See Appendix for more details.)

HIGH SCHOOL GRADUATION REQUIREMENTS

In addition to CLA's general graduation requirements, CLA students and their parents are encouraged to familiarize themselves with the requirements for high school graduates applying for scholarship programs, including but not limited to the Florida Bright Futures Scholarship Program. You should also familiarize yourself with the admissions data and requirements for the colleges, universities, or technical schools you are most interested in attending. Now more than ever it is important to begin with the end in mind!

5 Diploma Designations. The chart on the following page outlines the minimum course, weighted GPA, and community service requirements for 5 different high school diploma designations offered by CLA: Career Preparatory, Standard, STEM, Honors, and High Honors. Students wishing to gain acceptance into the most competitive state and private universities are encouraged to pursue the High Honors Diploma and additional academic electives in the area of greatest interest to them. The Career Preparatory Diploma is advised only for those who are 100% certain they do not wish to go directly to a college or university but instead plan to attend a vocational program or enter their career directly following graduation. The Standard Diploma can

allow a student to gain admission to a Florida community college, but is not adequate for direct entry into a state university as a college freshman.

Community Service. The Community Service requirements are meant to 1) have students connect with serving their community in a way that matches their interests and gifts, 2) help students develop as more well-rounded individuals and grow in their leadership abilities while serving their community, and 3) help students to qualify for scholarships such as the Florida Bright Futures scholarships, the highest level of which requires students to complete 100 hours of community service. Community Leadership Academy requires that every student complete at least 5 hours of community service within the CLA community. Community service hours are due by December of a student's senior year to aid in applying for scholarships. At present, 30 unpaid service hours are the minimum required for Gold Seal Vocational Scholarship recipients, 75 unpaid service hours are the minimum required for Florida Medallion Scholars, and 100 unpaid service hours are the minimum required for Florida Academic Scholars. Proper documentation of 100 paid work hours may also substitute for the service hour requirements. Some restrictions apply and scholarship requirements are subject to change. Visit <http://www.floridastudentfinancialaid.org/> for the most up to date information.

Additional Recognitions

A student successfully completing any of these 5 diploma designations can also achieve a:

- o **Cum Laude Recognition** for weighted GPA's of 4.0 and above. (See Graduating Honors Recognitions for more information.)
- o **Master Executive Intern Recognition** for students successfully earning 2 credits in our Executive Internship Program.
- o **Valedictorian and Salutatorian Recognitions** for students finishing first and second in their graduating classes. (See Graduating Honors Recognitions for more information.)

CLA Graduation Requirements (Weighted GPA System) Updated: Jan. 2026

Career Preparatory Diploma: GPA <u>2.0</u>+	Standard High School Diploma: GPA <u>2.5</u>+	STEM Diploma**** GPA <u>3.25</u>+	Honors Diploma**** GPA <u>3.5</u>+	High Honors Diploma**** GPA <u>4.0</u>+
Enrolled in Bible class each year	Enrolled in Bible class each year	Enrolled in Bible class each year	Enrolled in Bible class each year	Enrolled in Bible class each year
Complete College & Career Readiness class each year	Complete College & Career Readiness class each year	Complete College & Career Readiness class each year	Complete College & Career Readiness class each year	Complete College & Career Readiness class each year
4 Credits English Language Arts	4 Credits English Language Arts	4 Credits English Language Arts	4 Credits English Language Arts (3 w/ substantial writing)	4 Credits English Language Arts (3 w/ substantial writing)
4 Math: including Algebra 1 & Geometry**	4 Math: including Algebra 1 & Geometry	4 Math: Algebra I, Geometry, Algebra II and higher (w/ <u>3</u> Honors and <u>1</u> AP or DE)	4 Math: including Algebra 1, Geometry, & Algebra II	4 Math: Algebra 1, Geometry, Algebra II & higher (<u>5</u> <i>strongly recommended</i>)
3 Natural Sciences: incl. Biology 1**	3 Natural Sciences: incl. Biology 1 (2 w/ labs)	4 Natural Sciences: incl. Biology 1 (2 w/ substantial labs; 3 at Honors level & 1 at AP/DE level)	3 Natural Sciences: incl. Biology 1 & Anatomy or Chemistry (2 w/ substantial labs)	4 Natural Sciences: incl. Biology 1 & Chemistry or DE/AP equivalent (2 w/ substantial labs)
3.5 Social Sciences: incl. World History, U.S. History, U.S. Government (.5), Economics (.5), Personal Finance (.5)	3.5 Social Sciences: incl. World History, U.S. History, U.S. Government (.5), Economics (.5), Personal Finance (.5)	3.5 Social Sciences: incl. World History, U.S. History, U.S. Government (.5), Economics (.5), Personal Finance (.5)	3.5 Social Sciences: incl. World History, U.S. History, U.S. Government (.5), Economics (.5), Personal Finance (.5)	4 Social Sciences: incl. World History, U.S. History, U.S. Government (.5), Economics (.5), Personal Finance (.5)
1 Fine or Practical Art	1 Fine or Practical Art	1 Fine or Practical Art	1 Fine or Practical Art	1 Fine or Practical Art
1 PE/Health (2 years of JV or Varsity sport can sub for PE/Health)	1 PE/Health (2 years of JV or Varsity sport can sub for PE/Health)	1 PE/Health (2 years of JV or Varsity sport can sub for PE/Health)	1 PE/Health (2 years of JV or Varsity sport can sub for PE/Health)	1 PE/Health (2 years of JV or Varsity sport can sub for PE/Health)
2 World Language Electives (<i>recommended</i>)	2 World Language Electives sequential in same language (<i>strongly recommended</i>)	2 World Language Electives sequential in same language (<i>required</i>)	2 World Language Electives sequential in same language (<i>required</i>)	2 World Language Electives sequential in same language (<i>3 strongly recommended</i>)
2 General or Academic Electives including 1 Executive Internship***	5 General or Academic Electives including 1 Executive Internship***	5 Electives (including 2 S.T.E.M) and 1 Executive Internship***	5 Electives (including 2 academic) and 1 Executive Internship***	5 Electives (including 3 academic) and 1 Executive Internship
–	–	–	Min. 1 AP or DE class	Min. 2 AP or DE classes
* 30 / 70 Service hrs. &/or 100 paid work hours documented	* 75 / 115 Service hrs. &/or 100 paid work hours documented	* 100 / 140 Service hrs. &/or 100 paid work hours documented	* 100 / 140 Service hours &/or 100 paid work hours documented	* 100 / 140 Service hours &/or 100 paid work hours documented
Total Credits Required: 21	Total Credits Required: 24	Total Credits Required: 25	Total Credits Required: 25	Total Credits Required: 25

*At least 40 hrs. (10 per year) must be documented volunteer/service hours - not internship or work hours. **Higher service hour requirement starts with class of 2028.**

**Advanced CTE coursework may fulfill up to 2 math or science credits for a Career Prep diploma.

***Enrollment in a CTE program or 100 paid work hours may substitute for the internship requirement. (Service hours DO NOT exempt the internship requirement.)

****Honors diploma designations are recommended for those seeking admission to 4-year universities.

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BRIGHT FUTURES REQUIREMENTS FOR 2026-27

The following reflects a summary of Florida Bright Futures Scholarships requirements as of 2025-27. Please keep in mind that scholarship requirements and award amounts are subject to change. To ensure you have the most up-to-date and complete information regarding the Bright Futures Scholarship Programs and other grant and scholarship programs available to Florida residents, please visit <http://www.floridastudentfinancialaid.org/> or [the Office of Student Financial Assistance website](#).

Specific Requirements for the Bright Futures Scholarships

Florida Academic Scholars (FAS) Florida Medallion Scholars (FMS)

Florida high school students who wish to qualify for the Florida Academic Scholars (FAS) award or the Florida Medallion Scholars (FMS) award must meet the following initial eligibility requirements as determined by the Florida Department of Education:

1. Submit the Florida Financial Aid Application (FFAA) no later than Aug. 31 of your graduation year,
2. Complete the 16 college-preparatory courses required for admission to a state university,
3. Achieve the required weighted GPA in the 16 college-preparatory courses per chart below,
4. Complete the required number of service hours per chart below, and
5. Achieve the required composite ACT® score, Overall Score on the Classic Learning Test (CLT), or combined SAT® score. Tests are accepted through August 31 of the student's graduation year (or through January 31 for mid-year graduates), per the chart below.
 - Complete the required number of volunteer service hours, paid work hours, or 100 total combined hours per the chart below. (Note: Hours acquired as part of CLA's Executive Internship Program count toward Bright Future volunteer service hours. However, students are still encouraged to document at least 100 additional volunteer hours, as this looks good on a resume and college application.)

Type	16 High School Course Credits ¹	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT®/CLT®/SAT®)	Volunteer Service Only	Paid Work Hours Only	Combination of Volunteer/Paid Hours
FAS	4 - English <i>(three must include substantial writing)</i> 4 - Mathematics <i>(at or above the Algebra I level)</i> 3 - Natural Science <i>(two must have substantial laboratory)</i>	3.50	2025-26 Graduates ² : 29/95/1330 2026-27 Graduates ³ : 29/95/1330	100 hours	100 hours	100 hours
FMS	3 - Social Science 2 - Foreign/World Language <i>(sequential, in same language)</i>	3.00	2025-26 Graduates ² : 24/82/1190 2026-27 Graduates ³ : 24/82/1190	75 hours	100 hours	100 hours

¹ The required coursework aligns with the State University System admission requirements found in Florida Board of Governor's Regulation 6.002. Additional information regarding high school coursework can be found within the [Florida Counseling for Future Education Handbook](#).

² Students seeking postsecondary funding for the 2026-27 academic year.

³ Students seeking postsecondary funding for the 2027-28 academic year.

Requirements to Receive an Award: (As determined by your postsecondary institution.)

1. Evaluated by Office of Student Financial Assistance (OSFA) as meeting the initial eligibility requirements,
2. Graduated with a standard high school diploma or its equivalent,
3. Be a Florida resident and U.S. citizen or eligible noncitizen, and
4. Enroll as a degree- or certificate-seeking student at a Florida institution in at least 6 non-remedial semester credit hours.

Note: If not funded the year after graduating from high school, the student must apply within 2 years of graduating from high school to have the award reinstated.

Gold Seal Vocational Scholars (GSV)

The Florida Gold Seal Vocational Scholars (GSV) may be funded if enrolled in a career education or certificate program. Florida high school students who wish to qualify for the Florida Gold Seal Vocational Scholars (GSV) award must meet the following initial eligibility requirements: Initial Eligibility Requirements: (As determined by the Department of Education.)

1. Submit the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.
2. Graduate with a standard Florida high school diploma or its equivalent.
3. Achieve the required weighted 3.0 GPA in the non-elective high school courses.
4. Take at least 3 full Career and Technical Education credits On-the-job training may not be substituted for any of the three required career credits.
5. Achieve the required minimum 3.5 unweighted GPA in the single Career and Technical Education program.
6. Complete at least 30 volunteer service hours, 100 paid work hours, or a combination that equals a minimum of 100 total hours.
7. Achieve the required minimum scores on one of the college entrance exams per the chart below no later than August 31 of the year the student graduates from high school.

Required Test Scores for Gold Seal Vocational Scholars

Exam Type	Sub-test	Required Score
ACT®	Reading	19
	English	17
	Mathematics	19
SAT® (March 1, 2024, and thereafter)	Critical Reading or Evidence-Based Reading and Writing	490
	Mathematics	480
SAT® (Prior to March 1, 2024)	Reading Test	24
	Writing and Language Test	25
	Math Test	24
PERT (Only applies to the GSV Scholarship)	Reading	106
	Writing	103
	Mathematics	114

Required test scores follow those established by [State Board of Education Rule 6A-10.0315, F.A.C.](#)

Requirements to Receive an GSV Award: (As determined by your postsecondary institution.)

1. Be evaluated by the Office of Student Financial Assistance (OSFA) as meeting initial eligibility requirements.
2. Be a Florida resident and U.S. citizen or eligible noncitizen.
3. Enroll as a degree- or certificate-seeking student at a Florida institution in at least six (6) non-remedial semester credit hours.

Note: If not funded the year after graduating from high school, the student must apply within 2 years of graduating from high school to have the award reinstated.

Scholarship Restrictions: GSV may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program.

Renewal Requirements: (As determined by grade and hours submitted by your postsecondary institution.)

1. Students must earn the number of credit hours based on the student's enrollment type per term, and
2. Students must maintain a minimum cumulative 2.75 GPA (unrounded and unweighted).

For detailed information, please refer to the Bright Futures Student Handbook. These eligibility requirements are subject to change with each legislative session. The student is responsible for

tracking application and award status online, and ensuring that funding for an academic year is accurate by contacting their institution's financial aid office.

CLA TESTING & QUIZ POLICY

Always remind students that they are about to take a test or quiz and that there will be NO talking or wandering eyes.

Talk with students about making sure there can be no question about whether they are looking at another paper or anything that might be questionable.

When allowed, students must have a teacher approved calculator only.

The ONLY talking will be to a teacher and only after the teacher responds to a raised hand.

Talking (Including verbal outbursts):

- There will be no talking during a test
- At the teacher's discretion, 10 points will be taken off the test if a student talks for any reason and/or an infraction may be issued.

Cheating: If a student is cheating by giving or receiving answers, they may receive a "0" on the test and/or an infraction for cheating. They are to be sent immediately to an administrator. The student may receive a level 2 infraction, which includes suspension.

DRESS CODE

Middle School Dress Code

Community Leadership Academy's prescribed dress and personal appearance is meant to promote modesty, respect, and cleanliness, be appropriate, and reflect a standard of excellence.

DRESS CODE REGULATIONS

Students are required to wear the designated uniform for Lower and Middle School. Please refer to the uniform dress code policy on the CLA web page for complete details, regulations, and ordering information. On dress down days that are not Spirit Fridays, middle school students must abide by the guidelines set forth in the high school dress code. For the Spirit Friday dress down guidelines, please refer to the dress code for Lower and Middle school located in the Family Handbook and the CLA website for your convenience.

DRESS CODE VIOLATIONS

If a student is not in compliance with the CLA dress code, the following consequences may be enforced. A Uniform Alert will be sent home.

- First time dress code violators will be issued a dress code alert.
- Second offense will include a phone call to the parent. Parent must bring appropriate clothing to school.
- After the third notice for the same violation, the student may not return to school until the problem is resolved (haircut, socks/shoes appropriate, etc.).
- Upon the third dress code violation of any sort within a single quarter of the school year, the student will receive an infraction and will serve a detention.

High School Dress Code and Upper School Dress Down Days

CLA High School does not have a required uniform dress; however, by his/her attendance at CLA, a student agrees to abide by the guidelines established by the school. The following specific guidelines should be observed.

General Appearance Students should maintain a neat and modest appearance which reflects their respect for themselves and their school. Students in upper school may wear:

- All pants appropriately secured or fitted at the waist. No rips revealing skin higher than finger-tip length. Tight fitting pants or jeans are only allowed if the accompanying top is at least fingertip length. No pajama pants. No leggings.
- Shorts at least fingertip length, securely fastened at the waist. No pajama bottoms.
- Girls may wear skirts or dresses, at least fingertip length. Any slits must also be at least fingertip length.
- T-shirts, polos, button-up, and pull over shirts, blouses, and sweaters are allowed. No tank tops, bare midriff, open back or low cut tops. Sleeveless tops must be three fingers wide at the shoulder. Shirts may not be too tight or sheer so as to be revealing.
- Athletic shoes, dress shoes, and boots are allowed. No flip flops, strapless sandals, clogs (Crocs), or athletic slides are allowed at school.
- No heels higher than 2 inches are allowed for students.
- Hats and head coverings are only allowed outside of buildings. No hoodies or other head coverings are to be worn inside.
- Hairstyles should not be extreme or distracting. Hair color must be a color that falls within the natural spectrum of hair color.

On Professional Dress (Business Casual) Days

- Students in high school will dress in business casual attire on Chapel days and on designated College and Career Research days. This means khakis or slacks with belts and button up shirts with a collar for young men along with dress shoes and dark socks. Young women will wear a professional looking dress, skirt, or slacks and a blouse as well as closed toe dress shoes.
- The purpose of business casual days for the College and Career Research class is to allow students to practice dressing in a manner acceptable for professional settings and so that when we go out into the community on shadowing and interning days, students will be dressed in a manner that represents themselves and their school well.
- Attire should be neat, clean, and unwrinkled.
- Shoes need to have a professional look. No flip flops.
- No jeans or ripped clothing.
- No hats or other headwear.
- No hoodies. On cold days, students should wear nice jackets/outerwear without prominent logos or graphics.

Upper School PE

- Upper school students (grades 6 - 12) are required to dress out for PE. Beginning in the 2026-2027 school year, all upper school students must wear the official PE uniform, which consists of the following:
 - Red CLA PE shirt
 - Black CLA PE shorts (5" inseam for girls and 7" inseam for boys)
 - Athletic shoes and socks (purchased individually)

The CLA PE uniform is mandatory and non-negotiable for all Upper School PE

classes. Only the official CLA approved uniform shirt and shorts may be worn during PE and may be purchased through the CLA PE Department.

- Cold-weather attire for PE is allowed only when approved by the PE Department and must consist of school-issued black joggers and/or a CLA hoodie. Personal hoodies, sweatpants, or non-CLA outerwear may not be worn during PE.
- Students not wearing the appropriate clothes during PE class will be given a verbal warning the first time and an uniform alert the second time and every time after that in the quarter with their participation grade being affected for the day.
- Students may not wear PE uniforms to class. Students will change at the beginning and end of the class each day.

Not Allowed On Campus or at Any School Sponsored Event

- No messages, signs, pictures or lettering that is rude, vulgar, or suggestive are allowed. No depictions or references to drugs, tobacco, or alcohol are allowed. No political messaging or specific candidate clothing is allowed.
- No part of undergarments may be visible at any time. This includes, but is not limited to boxer shorts, briefs, bra straps and sports bras.
- No body piercing is allowed except for girls' earrings.
- No head coverings inside of buildings.
- No clothing that is too tight, too short, low cut, or otherwise revealing.
- No blankets or other nightwear (pajamas, stuffed animals, etc.)
- For school sponsored swimming activities, dark colored T-shirts must be worn to cover any 2 piece swimsuits or swimsuits with cutouts. One piece or full length tankini style swimsuits with no bare midriffs or cutouts are suggested and do not typically require wearing T-shirts over them.

Rules for Specific Articles of Clothing:

Pants	Pants must fit at the waist. No pants that drag on the floor or ground. No pajama pants. No leggings. Tight pants (jeans/etc.) may only be worn if the accompanying top (excluding oversized t-shirts and tank tops) is a minimum of fingertip length.
Shorts	Must be fingertip length minimum at all times.
Skirts or Dresses	Must be a minimum of fingertip length, including any slits.
Shirts or Dresses	No low cut or see through clothing revealing underwear. Shirts and/or dresses must cover the back, chest, midriff, including while the wearer is sitting, standing, walking, or with arms raised. No t-backs or racerback shirts. Straps must be 3 finger-width minimum.
Footwear	Footwear must be worn at all times and must be appropriate for the activity in which the student is involved. No flip flops, strapless sandals, clogs (Crocs), or athletic slides are allowed at school.
Swimsuits	For school sponsored swimming activities: One piece or full length tankinis recommended for girls. Dark T-shirts are required to be worn at all times to cover any swimsuits with bare midriffs or cut outs or that are otherwise deemed to be revealing.

Consequences for inappropriate dress:

1. A student in violation of the dress code may be sent to the school office. The secretary or school administrator will allow the student to get a change of clothes or, if he or she

- has none at school, to call a parent to bring a change of clothes.
2. When a student receives a dress code alert, the teacher or administrator will inform the parent through email or digital communication.
 3. The first and second violation of the dress code will be recorded as a warning.
 4. Upon the third violation of the dress code, the student will be assigned a detention.
- Chronic dress code violations or failure to comply with detention assignments may result in a suspension.

DISCIPLINE POLICY

Community Leadership Academy firmly believes that moral character is the basis for academic success. Students are to strive to model Jesus Christ in all of their relationships with teachers, coaches, administrators, adults, and peers. The Upper School student should be a role model for younger students, offering a kind word or deed whenever possible.

CLA requires that each student admitted to the school sign a Student Honor Code statement. This pledge by the student provides a foundation for integrity and honesty in keeping with the teaching of scripture and the mission and philosophy of Community Leadership Academy Upper School. This statement is signed during orientation at the beginning of the school year.

Level one discipline issues are immediately handled either by the teacher and/or the administration. Parents are notified by email regarding level-one discipline issues throughout the day.

BE PREPARED! If a student is unprepared for class by not having the proper books or supplies, the teacher has the discretion to penalize the student academically for the lack of organization. It is the teacher's discretion to send the student out to get the items and have them get a tardy slip on the way back for now being late to class.

LEVEL ONE OFFENSES

- Talking during teaching or tests
- Disrespect to a teacher or adult
- Chewing gum in the building
- Possession of a cell phone without parental consent.
- Upon receipt of the 3rd Uniform Violation
- Upon receipt of the 4th Tardy slip for between class tardies
- Roughhousing: slamming, pushing or grabbing others
- Disrespecting other student's property
- Eating or drinking, other than water, without permission in the building
- Unauthorized possession or use of electronic devices including but not limited to, computers, video games, smartwatches, AirPods, cell phones, etc.
- Inappropriate conduct: foul language or unnecessary motions or contact
- General discipline: disrupting class, throwing items in class, etc.

- First offense for any use of the four forms of academic dishonesty: Cheating, Plagiarism, Paraphrasing, or Unauthorized Collaboration which are defined below. (A "0" will result on that assignment)

*Any items confiscated during school hours will be taken from the student and can only be picked up by the parent after school from the front desk.

LEVEL ONE CONSEQUENCES

If a student commits a level one offense, the student receives a Level 1 Infraction and parents will be notified accordingly.

For every Level One infraction, the student will be required to serve a detention as assigned by the administrator and/or may have other consequences or restorative requirements related to the particular incident.

LEVEL TWO OFFENSES

STUDENT SUSPENDED

- Recurring level one offenses
- Verbal defiance toward a teacher
- Profanity or other inappropriate verbal interactions directed at others (insult, racial slur, sexual innuendo, etc.)
- Lying
- Blatant disruption in class
- Aggressive contact
- Bullying: physically, emotionally or verbally abusing or intimidating others
- Disrespect to a teacher, administrator, parent, adult, or peer on campus
- Skipping a class (this includes study hall)
- Insubordination to a teacher, administrator, parent or any adult on campus
- Inappropriate conversation or physical contact with the opposite sex
- Inappropriate use of computers, phones, or other technology (no internet permission or not school related)
- Gambling
- Defacing: Intentionally disrespecting others property or the building
- Any use of the four forms of academic dishonesty: Cheating, Plagiarism, Paraphrasing, or Unauthorized Collaboration. (A "0" will result on that assignment)

Submitted work is assumed to be the original work of the student. Students who violate the following rules will receive a "0" for the assignment. The individual student is responsible for ensuring that his or her work does not involve academic dishonesty. Students and parents are encouraged to review the guidelines for avoiding plagiarism at:

<http://owl.english.purdue.edu/owl/section/3/33/>

Plagiarism--unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.

Paraphrasing--a close restatement of another's idea using approximately the language of the original. Paraphrasing without acknowledgment of authorship is also plagiarism.

Cheating--giving or attempting to give or receive (during a test or quiz) any aid unauthorized by the instructor. Graded assignments should be the original work of the individual student, unless otherwise directed by the instructor.

Unauthorized Collaboration—the act of working together with one or more people in order to complete a graded assignment. While students may sometimes be encouraged to form study groups, any assignment that resembles the work of another student will be suspect of improper collaboration and may constitute a violation of academic honesty.

A student caught in academic dishonesty more than once in a school year may be dismissed.

LEVEL TWO CONSEQUENCES

If a student commits a level two offense, the student will be immediately sent to the administrator and the parents will be called to come up to the school for a conference. The student will wait quietly, without talking to other students until the completion of the conference. The student will then be sent home for the remainder of that day and the following school day. These actions will be documented in the student's file. Your student may be required to participate in a reconciliation plan when others are involved. Other than that, it is up to the parent to discipline the student for the inappropriate action. The student is responsible for missed work. See Suspension policy below.

LEVEL THREE OFFENSES

STUDENT SUSPENDED

- Repeated Level 2 Offense
- Forgery
- Ongoing harassment or bullying
- Possession of weapons
- Vandalism
- Stealing
- Sexual harassment: grabbing or groping
- Cursing at a teacher or a fellow student
- Possession or usage of alcohol, illegal drugs, tobacco products or pornography
- Fighting: aggressive contact with intent to injure another person
- Romantic display of affection on school premises or at school functions
- Threatening any member of the community with bodily harm

LEVEL THREE CONSEQUENCES

If a student commits a level three offense, the student will be immediately sent to the office and the parents will be called to come up to the school for a conference. The student will wait quietly,

without talking to other students until the completion of the conference. The student will then be sent home for the remainder of that day and the following school day. These actions will be documented in the student's file. Your student may be required to participate in a reconciliation plan when others are involved. Other than that, it is up to the parent to discipline the student for the inappropriate action. The student is responsible for work missed. See Suspension policy below.

*The student receiving a Level 3 Infraction may be placed in jeopardy of not returning to CLA for the following school year. The student may be expelled based on administrative discretion.

SUSPENSION

A student may be suspended for a Level 1, 2 or Level 3 offense or any other offense deemed serious enough to warrant such action by the teaching staff and/or administration. Suspension is off campus and results in the student missing a certain number of days based on the severity of the action.

Classwork and homework that is due or completed on days that a suspended student is not present is expected to be completed and turned in immediately upon their return to school. The student may make up a missed quiz or test as well as turn in a project upon the day of return. It is the student's responsibility to contact the teacher to set up a make-up time for quizzes and tests. Tests and projects turned due during suspension should be turned in/made up immediately upon their return to school. A student on suspension is prohibited from participating in academy activities including field trips, sports practices and competitions, performances, dances, etc, during their time of suspension. A suspension does not mean a student's enrollment is terminated.

DISMISSALS

There are several levels of dismissal from Community Leadership Academy. Although this is not a pleasant topic, it is important the parameters are clearly defined. A student may be dismissed from their enrollment on academic or disciplinary grounds, or at the discretion of the administration when it is apparent that this school is not a good fit for the student, the family structure, or in cases of extreme financial irresponsibility.

ACADEMIC DISMISSAL

A student may be dismissed from the school if, after working with the teacher(s) and administration, they still receive failing grades in core courses, or has an overall GPA below 2.5. Continual low grades are a major indicator that the academic program of CLA is not right for the student. A student dismissed for academic purposes has their enrollment terminated.

DISCIPLINARY DISMISSAL

A student may be dismissed from the school due to an accumulation of disciplinary problems, which may include but are not limited to chronic absences, disobedience, chronic dress code violations or any Level 2 or 3 offense.

DISCRETIONARY DISMISSAL

A student or family may be dismissed from the school any time at the discretion of the administration. There are times that it becomes apparent that the students or the family's needs are not being best served by the Community Leadership Academy program, or that the family is not able to adequately support the student in this academic model. This could be due to a number of issues, including but not limited to insufficient supervision of at-home learning days, learning disabilities that cannot be accommodated in the classroom, the student's inability to manage his/her own behavior in a group setting, lack of organization, or a lack of commitment and/ or participation in the school agenda on the part of the parents.

EXPULSION

Expulsion is the immediate removal of a student from the school usually due to a serious breach of policy, (such as a Level III offense), or safety by either the student OR the parent(s). A student that has been expelled has their enrollment terminated and their transcripts and records marked accordingly. Tuition is still due to be paid throughout the year.

The parents of an expelled student may appeal the decision in writing to the school administration no later than fourteen days from the expulsion date.

Technology Policies & Procedures

CELL PHONE USAGE POLICY

Middle school students should not have cell phones or other electronic devices on campus during school hours. If a cell phone or other electronic device is found on a student it is a level one infraction. In keeping with our policy that lower and middle school students are not allowed to have phones or other personal devices on campus, students may not wear smartwatches or bring earbuds to school. This includes Apple and Android watches, Gizmos, fit bits, etc. Watches that allow students to see and send text messages are distracting throughout the school day. Additionally, many of these watches have calculators that are not allowed in class or on tests. Please do not allow your child to wear these watches to school. If a student wears a watch of this kind to school it will be collected and returned to the parent at the end of the school day. Parents of Middle School students may make a request for a Yondr pouch for their student and may receive one upon approval of the Upper School administration.

High School Phones and Watches

High school students may have a cell phone on campus with parental consent. In an effort to eliminate distractions during the school day and help our students find better balance in phone usage during the school day, students will be issued a Yondr pouch where they will turn off and lock their phone for the entirety of the school day. Students have a hard time keeping phones stowed during class and are often highly distracted by notifications on their watches or phones. Our desire is to help create an environment where they can focus on their work, and on in person interactions throughout the school day. We also want to help them create balance in their lives as it relates to personal devices. Students should not use their phones to film themselves or classmates while on campus nor should they post these to social media sites.

Unauthorized cell phone use is a level one infraction. Inappropriate cell phone use may be a level one, two, or three violation depending on the nature of the misuse and may result in the student's loss of their cell phone privileges and/or other disciplinary action.

COMPUTER USAGE

Middle school and high school students should never have a laptop or hand held electronic device on campus unless required by the student's individual learning plan. Middle schoolers and high schoolers will be allowed to check out CLA computers and iPads for educational use in class, but use of these computers is a privilege and not a right. Inappropriate use of CLA computers will result in the loss of this privilege.

Parents of high schoolers may request permission for their student to bring a personal computer on campus and it will require approval from Upper School Administration. If approved, parents and students should remember that this is a privilege and not a right. Inappropriate use of electronic devices will result in the loss of this privilege. Use of filtering software is strongly recommended. CLA is not responsible for lost or stolen electronic devices.

SOCIAL NETWORKING SITES

Networking sites make it easy to express yourself, connect with friends, and make new ones. Who you let into your space, how you interact with them, and how you present yourself online are important things to think about when using these sites--not only for your own safety, but also your school's safety.

Community Leadership Academy Upper School promotes respect, modesty and appropriate conversation. Because you are a representative of Community Leadership Academy, we ask that, if you do visit these sites, you take extreme caution with the words and photos you post. Just as you would refrain from certain types of talk on campus, we ask that you take the same considerations on these sites and that you use wholesome speech and encouraging words in the things you post.

GENERAL SAFETY TIPS

Here are some common sense guidelines that you should follow when using networking sites.

- Don't forget that your profile and forums are public spaces. Don't post anything you wouldn't want the world to know (ex: your phone number, address, IM screen names, or specific whereabouts). Avoid posting anything that would make it easy for a stranger to find you, such as where you hang out every day or a picture of you in front of school.
- People aren't always who they say they are. Be careful about adding strangers to your friends list. It's fun to connect with new friends from all over the world, but avoid meeting people in person whom you do not fully know.
- Harassment, hate speech and inappropriate content should be reported. If you feel someone's behavior is inappropriate, React! Report it.
- Don't post anything that would embarrass you later. It's easy to think that only our friends are looking at your page, but the truth is that everyone can see it. Think twice

before posting a photo or information you wouldn't want your parents, your friend's parents, teachers, school administration, potential employers, colleges, a future boss, or your future spouse to see.

- NOTE TO PARENTS: We encourage you to stay informed and monitor any networking sites your child may be involved in.

Parent Responsibilities

Please refer to the Family Handbook Parent Responsibilities section for school-wide policies and requirements regarding parent responsibilities.

CLA Student Honor Code

Thank you so much for partnering with us at CLA. We believe that God has brought you to be a part of our community and what He is doing here. In an effort to be united in our common purpose of glorifying God, we would like for you to prayerfully read, consider the cost, and sign this Honor Code. In signing this commitment, you are pledging to seek to live a godly life, pursuing choices which honor God, while constantly relying on the saving and sanctifying grace of Jesus Christ to bring about His likeness in your life.

I, _____, agree to seek to live out 1 Timothy 4:12, as a representative of Christ and a member of the CLA community, relying on God's help and His grace to empower me to live out this high calling.

1 Timothy 4:12 Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith, and in purity.

I will seek to set an example in my speech:

- by speaking words of encouragement and blessing at all times
- by standing against the slander of others
- by avoiding complaining and a critical spirit
- by not using profane or offensive language

I will seek to set an example in my conduct:

- by striving to give 100%
- by living as a man or woman of integrity: living simply, honestly, and sincerely in my heart and my intentions
- by being respectful of the property of the school, the church, and other people
- by being on time and prepared for class
- by not stealing, cheating, plagiarizing, or otherwise taking credit for work that is not mine

I will seek to set an example in love:

- by loving God and others unselfishly
- by having a positive attitude
- by not excluding others
- by not fighting and by avoiding foolish quarrels

I will seek to set an example in faith:

- by supporting my God-given authorities (parents, teachers, etc.)
- by consistently spending time with God in prayer, worship, and the Word
- by allowing the Holy Spirit to minister to and through me
- by humbly accepting instruction, correction, and discipline from those God places in my life.

I will seek to set an example in purity:

- by not using, possessing, or participating in activities involving illegal drugs, alcohol, tobacco, pornography or weapons.
- by seeing the opposite sex as my brothers and sisters in Christ and not objects for my personal use or pleasure.
- by not seeking out or participating in romantic involvement on campus and avoiding pairing off and physical contact such as holding hands, lap sitting, or inappropriate hugs.

I have prayerfully and thoughtfully read the Honor Code and Commitment and I commit, with God's help, to set an example in speech, conduct, love, faith, and purity as a follower of Christ and a member of CLA community.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

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UPPER SCHOOL HANDBOOK AGREEMENT

2026-2027 School Year

We have read, understand and agree to abide by the Upper School Handbook. Our family will do everything in its power to follow the rules and policies set forth in this handbook. We understand our responsibility to additionally familiarize ourselves with and abide by school-wide policies outlined in CLA's Family Handbook.

Student Full Name Printed: _____

Parent/Guardian Signature:

Date: _____

Parent/Guardian Signature:

Date: _____

Student's Signature: _____ Date: _____

Return this form to administration during orientation or to Bible Class during the first week of school.

APPENDIX



9115 Westside Parkway
Alpharetta, GA 30009

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cognia.org

MEMORANDUM

August 1, 2020

TO: Cognia Florida Member Institutions

FROM: Dianna Weinbaum, Senior Director, Cognia Florida Office

SUBJECT: Cognia Policy on Validation of Transfer of Credits for Florida

The following is offered to facilitate timely and effective transfer of credits into a Florida Cognia accredited school. The following are included below for your easy access and use:

- I. Cognia Accreditation Policy and Procedures for Cognia Schools Updated June 2020 (II. 2.06, f.)
- II. Transfer of Credits: Florida State Board Rule 6A-1.09941

I. The Cognia policy (I. above) is required for Cognia accredited schools

Credits or Grade Placement. The institution must maintain written policy and procedures for credits and grade placement and should be designed to ensure proper academic placement of the student.

- i. The institution shall accept and classify transfer credits earned or grade placement from institutions that are accredited by a recognized national, regional,¹ or state accrediting agency without further validation based on the school's policies and procedures governing such offerings.
- ii. The institution may accept credits or grade placement from non-accredited institutions when validated by one or more of the following procedures: a review of the student's academic record, an analysis of a sending institution's curriculum, a review of a portfolio of student work, or through an assessment of scholastic performance. The receiving institution must maintain policies and procedures to govern the acceptance of credit or grade placement from non-accredited sources.
- iii. The institution should provide prompt and accurate transcript services for students entering or leaving the institution in accordance with local policy.

¹ Recognized regional accrediting agencies include the North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), Western Association of Schools and Colleges (WASC), the Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools (MSA CESS), and New England Association of Schools and Colleges (NEASC).

Recognized state and other accrediting agencies that Cognia accredited schools are to accept transfer credits from are the following:

Alabama Independent Schools Association (AISA)
American Montessori Society (AMS)

Association of Christian Schools International (ACSI)
 Association of Christian Teachers and Schools (ACTS)
 Association of Independent Schools of Florida (AISF)
 Catholic School Accreditation Association (CSAA)
 Christian Schools of Florida (CSF)
 Christian Schools International (CSI)
 Council on Educational Standards & Accountability (CESA)
 Council of Islamic Schools in North America (CISNA)
 The Commission for Omani Schools Accreditation (COSA)
 Florida Catholic Conference (FCC)
 Florida Christian Coalition for Private School Accreditation (FCCPSA)
 Florida Association of Christian Colleges and Schools (FACCS)
 Florida Council of Independent Schools (FCIS)
 Independent and Private School Forum (IPSF) – Canada (Globally managed)
 Independent School Association of the Central States (ISACS)
 International Christian Accrediting Association (ICAA)
 International League of Christian Schools/Florida League of Christian Schools (ILCS/FLOCS)
 Ivy Elite Education Association – China (Globally managed)
 Mennonite Education Agency (MEA)
 Mississippi Association of Independent Schools (MAIS)
 Minnesota Nonpublic School Accrediting Association (MNSAA)
 North American Christian School Accrediting Agency (NACSAA)
 National Christian School Association (NCSA)
 National Independent and Private School Associations (NIPSA)
 National Lutheran School Accreditation (NLSA)
 Northwest Association of Independent Schools (NWAIS)
 Ohio Catholic School Accrediting Association (OCSAA)
 Semper Altius Network of Schools
 South Carolina Independent School Association (SCISA)
 Southern Association of Independent Schools (SAIS)
 Tennessee Association of Christian Schools (TACS)
 Texas Catholic Conference (TCC)
 Torah Umesorah (TU)
 Virginia Association of Independent Schools (VAIS)
 Western Catholic Educational Association (WCEA)

Please note especially the case of high school course credits (such as Algebra I) that are taught in a middle school 8th grade with a FL DOE high school course code number and transferred into an Cognia accredited high school for high school credit. Such credits must be from a recognized (as defined above) accredited middle school or must be validated by the receiving Cognia high school.

II. Transfer of Credits (Florida State Board Rule 6A-1.09941)

6A-1.09941 State Uniform Transfer of Students in Middle Grades and High School. The purpose of this rule is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools.

(1) The procedures relating to the acceptance of transfer work and courses for students in middle grades 6, 7, and 8 from out of state or out of country shall be as follows:

(a) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in paragraph (1)(b) of this rule.

(b) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in paragraph (1)(c) of this rule.

(c) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal and parent:

1. Portfolio evaluation by the superintendent or designee,
2. Demonstrated performance in courses taken at other public or private accredited schools,
3. Demonstrated proficiencies on nationally normed standardized subject area assessments,
4. Demonstrated proficiencies on a statewide, standardized assessment, or
5. Written review of the criteria utilized for a given subject provided by the former school.

(2) The procedures relating to the acceptance of transfer work and credits for students in high school from out of state or out of country shall be as follows:

(a) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in paragraph (2)(b) of this rule. Assessment requirements for transfer students under section 1003.4282, F.S., must be satisfied.

(b) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in paragraph (2)(c) of this rule.

(c) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal and parent:

1. Portfolio evaluation by the superintendent or designee,
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the

principal,

3. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools,

4. Satisfactory performance on nationally normed standardized subject area assessments,

5. Satisfactory performance on a statewide, standardized assessment, or

6. Written review of the criteria utilized for a given subject provided by the former school.

Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in subparagraphs (1)(c)3., and 4. and (2)(c)4. and 5. of this rule if required.

Rulemaking Authority 1003.25, 1003.4156, 1003.4282 F.S. Law Implemented 1003.25, 1003.4156, 1003.4282 F.S. History—New 8-28-00, Formerly 6-1.099, Amended 9-22-03, 4-30-12, 3-25-14, 8-20-17.

Dual Enrollment Student and Parent Acknowledgement Form

Students who wish to take dual enrollment classes are asked to sign this acknowledgement form and turn it into the CLA Guidance Counselor. You may wish to keep a copy for your records.

Admissions and Continuing Enrollment Requirements for Lively Technical College:

- Lively Career Dual Enrollment entry requirements are met when:
 - A student has completed a minimum of 11 high school credits.
 - A student has met the minimum 2.0 unweighted grade point average (GPA).
 - A student has taken the TABE.
 - Some programs have additional program specific requirements.
 - See the LTC Career Dual Enrollment Coordinator for more information.
- What are the expectations to maintain Lively Career Dual Enrollment?
 - A student must maintain a 2.0 unweighted GPA at the current high school as well as a 2.0 unweighted GPA in their technical program.
 - A student complies with the Attendance Policy, the Student Code of Conduct Handbook, and specific program requirements while enrolled in their technical program.
- Students must submit a completed application and test scores by Lively's deadlines. For more info see the dual enrollment packet found at :
<https://www.livelytech.com/students/dual-enrollment/>

Admissions and Continuing Enrollment Requirements for Tallahassee State College:

- TSC Admissions Criteria includes:
 - You have a 3.0 unweighted high school GPA.
 - You have Qualifying Alternative Assessment /Courses (PERT, ACT, SAT, etc.). Test scores must be less than two years old.
- Continuing TSC Enrollment requirements:
 - You maintain a 3.0 unweighted high school GPA
 - You maintain a TSC GPA of 2.0
 - You maintain a 75% college course completion rate
- You must complete Permission to Register forms and submit qualifying test scores prior to TSC dual enrollment registration deadlines. Courses should be selected in consultation with your parents and guidance counselor.

Student and Parent Responsibilities:

- Students are responsible to familiarize themselves with their college's online portal systems and to frequently check their TSC or Lively issued email addresses for communications.
- TSC students are urged to:
 - Familiarize yourself with our online portal, Workday, where you can access your email, student records, registration and much more. Be sure to check your [TSC email](#) frequently as that is the College's official means of communication to students.
 - Download the [MYTSC app](#) to stay up-to-date on Dual Enrollment news and events. Login to the app using your TSC login credentials.

- Lively students are urged to:
 - Familiarize yourself with the attendance and other important policies of Lively Tech by reading the admissions packet found at:
 - https://www.livelytech.com/wp-content/uploads/2025/04/2025-2026-Dual-Enrollment-Handbook_FAQs.pdf
- Students of BOTH programs must:
 - Arrange your own transportation to class.
 - Pick up your required textbooks/course materials and the school's bookstore and return these items to CLA at the end of the semester. (You may reimburse CLA for the cost of course materials you wish to keep for yourself.)
 - Communicate **directly** and **in advance** with your professors regarding any absences that cannot be avoided and regarding any questions about class assignments and grades.
- Students and parents are informed that CLA staff do not have access to the students' dual enrollment portal or grades for courses that are in progress. Students and parents are responsible to check these regularly. CLA receives a final grade report at the end of the semester, at which time no dual enrollment grades are able to be altered. **These grades become a part of the student's permanent college transcript.**
- Students should seek any needed support through the student services office at their college.
 - TSC offers tutoring services, success coaching, printing, and student "boot camps" through their Learning Commons. For more information go to: <https://www.tcc.fl.edu/academics/academic-divisions/learning-commons/>
 - Lively Tech students may learn about resources available through their Student Services offices at: <https://www.livelytech.com/students/student-services/>
 - Students at both programs are responsible to self-identify and request any accommodations directly from their college's student services office.

I acknowledge my responsibility to meet all dual enrollment deadlines, communicate directly with my college professors, monitor my grades, check my college email inboxes, attend classes regularly, and use my student portals. I understand that dual enrollment grades become a permanent part of my college transcript.

Student Name (Printed)

Student Signature

Date

Parent Name (Printed)

Parent Signature

Date