

Semester 1:
August 6 Teachers’ first day
Professional Development, Full Day
August 7 Professional Development,
Full Day
August 8 Teachers’ Records Day
August 11 Students’ first day
August 27 Professional Development,
3 hour early dismissal
September 1 Labor Day
September 10 Progress Reports sent
home
September 24 Professional
Development, 3 hour early dismissal
October 10 End of First Marking Period
October 13-14 Fall Break
October 17 Report Cards sent home
October 29 Professional
Development, 3 hour early dismissal
November 12 Progress Report sent home
November 24 - 28 Thanksgiving
December 19 End of second Marking
Period
Dec. 22 - Jan. 2 Christmas / New Years

Semester 2:
January 5 Students return for second
semester
January 7 Report Cards sent home
January 19 Martin Luther King, Jr. Day
January 28 Professional Development,
3 hour early dismissal
February 4 Progress Reports sent home
February 16-20 Mardi Gras
February 25 Professional Development,
3 hour early dismissal
March 13 End of Third Marking Period
March 18 Report Cards sent home
March 18 LEAP / iLEAP Testing Phase 1
March 25 Professional Development,
3 hour early dismissal
March 30 - April 3 Easter / Spring Break
April 22 Progress Reports sent home
May 12 Seniors’ last day
High School Seniors must be scheduled
for at least 167 days
May 25 Memorial Day
May 27 Students’ last day
May 28 Teachers’ last day

Emergency Closings

When schools must be closed, when they must be opened later than usual, or when they must be closed early because of weather or other emergency conditions, an announcement will be made over **all Lafourche Parish area radio stations**. When schools are closed early, school bus transportation will be available for those students who are bused. In the event our web site is unavailable we will post information at <http://sites.google.com/site/lpsbinfo>.



Lafourche Parish Public Schools
EDUCATING YOU ABOUT YOUR EDUCATION SYSTEM
PARENT & STUDENT HANDBOOK
2014-2015

MISSION STATEMENT

Lafourche Parish Public Schools strive to offer exemplary academic, career, co-curricular and extra-curricular programs to develop in all students a strong sense of responsibility, citizenship, and respect for others in a safe and nurturing environment.

RHODA CALDWELL, PRESIDENT
JO ANN MATTHEWS, SUPERINTENDENT
LAFOURCHE PARISH SCHOOL BOARD
P. O. Box 879
THIBODAUX, LOUISIANA 70302-0879
<http://lpsd.k12.la.us>
985-446-5631

Dear Parents, Students, Employees, and
Friends of the Lafourche Parish School District:

As your partner, we share your deep commitment to ensuring your child and every learner is inspired, challenged and engaged in a vibrant educational journey with the Lafourche Parish School District.

We know that we face many challenges; however, we look to those challenges as opportunities, and we are willing to accept and embrace those opportunities. The standards movement is without a doubt the major force in public education today. The Lafourche Parish School District embraces the call for high standards, in order to prepare our students for college and career readiness.

This handbook contains guidelines that give our system direction and focus as we strive to achieve our goals. I encourage our parents to appreciate this outstanding school system. We have a tremendously hard working staff, and with each passing year, teaching becomes more challenging. Those who commit their professional lives to teaching should be thanked and thanked often. I strongly encourage all parents and community leaders to become involved in this educational process. The support you give our staff as we move this system forward is appreciated. Our door is always open to receive any concerns you have, and our staff will appreciate your suggestions and recommendations.

"Reaching for Excellence"

Jo Ann Matthews
Superintendent of Schools

STAFF

Jo Ann Matthews
Superintendent

Dr. Louis Voiron/Bernita Deville
Personnel

Pam Folse
Title I

Lt. Col. Arthur Rice
JROTC

Lauren Fletcher
Child Nutrition

Cindy Eliser
Elementary/Title II

Aubrey Orgeron/Karen Gisclair
Secondary/Middle

Dr. Charles Michel
Special Education

Floyd Benoit
Communications Specialist
Transportation

William Gautreaux
Information Technology

Don Gaudet
Business

Ray C. Bernard
Child Welfare and Attendance

Frank Pasqua
Child Welfare and Attendance

Evan Plaisance
Lands and Facilities Manager

Seth Holloway
Safety Manager

LAFOURCHE PARISH SCHOOL BOARD

Rhoda Caldwell President
Julie Breaux Vice President

District 1 Louis Thibodaux
District 2 Rhoda Caldwell
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District 10 Dennis Jean' Chiasson
District 11 Clyde J. Duplantis, III
District 12 Ann Sanamo
District 13 Al Archer
District 14 Larry Pitre
District 15 Lawrence M. Mounic

School Information for the 2014-2015 School Session

School	Address	Email	Principal
ELEMENTARY SCHOOLS 8:15 a.m. -- 3:15 p.m.			
Bayou Blue Elementary	1916 Bayou Blue Road Houma, LA 70364	bplaisance@lafourche.k12.la.us	Becky Plaisance 879-4378
Bayou Boeuf Elementary	4138 Highway 307 Thibodaux, LA 70301	krobichaux@lafourche.k12.la.us	Kenn Robichaux 633-2352
Chackbay Elementary	101 School Lane Thibodaux, LA 70301	rlee@lafourche.k12.la.us	Robby Lee 633-2348
Cut Off Elementary	177 West 55th Street Cut Off, LA 70345	dgriffin.coes@lafourche.k12.la.us	Deborah Griffin 632-3116
Galliano Elementary	148 West 158th Street Galliano, LA 70354	rlorraine.ges@lafourche.k12.la.us	Ragan Lorraine 632-7211
Golden Meadow Lower	118 Alcide Street Golden Meadow, LA 70357	lguidry@lafourche.k12.la.us	Linda Guidry 475-7385
Golden Meadow Upper	124 North 3rd Street Golden Meadow, LA 70357	bboura@lafourche.k12.la.us	Buffy Boura 475-7669
North Larose Elementary	175 Richardel Drive Larose, LA 70373	rcrosby.lles@lafourche.k12.la.us	Rachel Crosby 693-3445
South Larose Elementary	13360 West Main Street Larose, LA 70373	tchiasson@lafourche.k12.la.us	Terri Chiasson 693-7597
Lockport Lower Elementary	1421 Crescent Avenue Lockport, LA 70374	mougel@lafourche.k12.la.us	Myra Ougel 532-2846
Lockport Upper Elementary	201 School Street Lockport, LA 70374	ahodson.lkues@lafourche.k12.la.us	Ann Hodson-Foret 532-3223
Raceland Lower Elementary	4101 Highway 308 South Raceland, LA 70394	vbourgeois@lafourche.k12.la.us	Valerie Bourgeois 537-6837
Raceland Upper Elementary	3759 Highway 308 Raceland, LA 70394	tguidry@lafourche.k12.la.us	Tina Guidry 537-5142
South Thibodaux Elementary	200 Iris Street Thibodaux, LA 70301	dsmith@lafourche.k12.la.us	Diane Smith 446-8471
Thibodaux Elementary	700 East 7th Street Thibodaux, LA 70301	jencalade@lafourche.k12.la.us	Jimi Encalade 446-6116
St. Charles Elementary	1690 Highway 1 Thibodaux, LA 70301	bfilce@lafourche.k12.la.us	Barry Filce 446-6862
W.S. Lafargue Elementary	700 Plantation Road Thibodaux, LA 70301	mtauzin@lafourche.k12.la.us	Monica Tauzin 447-9292
SECONDARY— Middle Schools 7:25 a.m. -- 2:25 p.m.			
Bayou Blue Middle	196 Mazerac Street Houma, LA 70364	aadams@lafourche.k12.la.us	Andre Adams 851-1952
East Thibodaux Middle	802 East 7th Street Thibodaux, LA 70301	trichard@lafourche.k12.la.us	Tanya Richard 446-5616
Golden Meadow Middle	630 S. Bayou Drive Golden Meadow, LA 70357	tlong@lafourche.k12.la.us	Timothy Long 475-7314
Larose-Cut Off Middle	13356 West Main Street Larose, LA 70373	crobbins@lafourche.k12.la.us	Carla Robbins 693-3273
Lockport Middle	720 Main Street Lockport, LA 70374	jwmartin@lafourche.k12.la.us	Jarod Martin 532-2597
Raceland Middle	3737 Highway 308 Raceland, LA 70394	ncurole@lafourche.k12.la.us	Nancy Curole 537-5140
Sixth Ward Middle	1865 Choctaw Road Thibodaux, LA 70301	kjdelcambre@lafourche.k12.la.us	Kenny Delcambre 633-2449
West Thibodaux Middle	1111 East 12th Street Thibodaux, LA 70301	gcooks@lafourche.k12.la.us	Gregory Cooks 446-6889
SECONDARY—Senior High 7:25 a.m. -- 2:25 p.m.			
Central Lafourche High	4820 Highway One Raceland, LA 70394	ckimball@lafourche.k12.la.us	Chris Kimball 532-3319
South Lafourche High	16911 East Main Street Galliano, LA 70354	gcheramie@lafourche.k12.la.us	Gaye Cheramie 632-5721
Thibodaux High	1355 Tiger Drive Thibodaux, LA 70301	ghaydel.ths@lafourche.k12.la.us	Glenn Haydel 447-4071
CHARTER SCHOOL			
Bayou Community Academy	800 East Seventh Street Thibodaux, La 70301	mbecnel@bcacharter.org	Melanie Becnel 446-3011
VIRTUAL SCHOOL			
Virtual Academy of Lafourche	639 Harrison Street, Thibodaux, La 70301	jbourgeois@valcharter.org	Julie Bourgeois 446-2877
VAL Central Support Site	190 Johnny Dufrene Drive Matthews, La 70394	mmorris@valcharter.org	Mary Morris 532-3672
VAL South Support Site	14669 East Main Street Cut Off, La 70345	mreynaud@valcharter.org	Mary Reynaud 632-3169

Lafourche Parish Schools are committed to helping all students become lifelong learners, realize their full potential, appreciate the relevance of their education, and become empowered for success.

Student Records, Privacy

An Open letter to Parent/Guardian(s) or Eligible Student for pupil enrolled in the Lafourche Parish School System.
Dear Parent/Guardian(s) or Eligible Student,
Notification of Rights under Family Educational Rights and Privacy Act (FERPA) for Elementary and Secondary Schools.
Ferpa affords parent/guardian(s) and students over 18 years of age ("eligible students)certain rights with respect to the student's education records.
They are:

- 1) The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Educational records are those records, documents, and other materials that contain information directly related to a student and are maintained by an educational agency or institution. You should submit to be school principal [or appropriate school official] a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify you 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 or misleading. You may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by you the school will notify you of the decision and advise you of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of the right to a hearing.
- 3) The right to consent to disclosures of personally identifiable information contained in 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), a person serving on the School Board, a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee, such as disciplinary or grievance committee, or 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 in order to fulfill his or her professional responsibility.

Upon request the school discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4) The right to have any or all student Directory Information withheld. To request Directory Information be withheld by you shall have thirty days in which to notify the school as to which specific types of information about the student shall not be included as directory information.

Directory Information has been designated by the Lafourche Parish School Board to include the student's name, address, date of birth, grade level, official activities, height and weight for sports, schools presently enrolled, honors received and student photograph. Information classified as directory information may be disclosed to media sources, school web sites, nonprofit organizations, or private companies, etc.

Please note that the National Defense Authorization Act for fiscal year 2002 requires the Lafourche Parish School Board System to: a) give military recruiters the same access to secondary students as provided to postsecondary institutions or to prospective employers and b) provides students' names, addresses, and telephone listings to military recruiters, when requested unless you have opted out of providing such information. The Protection of Pupil Rights Amendment (PPRA) 20 U.S.C. 1232h requires the Lafourche Parish School Board to notify you and obtain consent or allow you to opt out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information survey"): a) Political affiliations or beliefs of the student or student's parent; b) Mental or psychological problems of the student or student's family; c) Sex behavior or attitudes; d) Illegal, antisocial, self-incriminating, or demeaning behavior; e) Critical appraisals of other individuals with whom respondents have close family relationships; f) Legally recognized privilege or analagous relationships, such as those of lawyers, physicians, or ministers; g.) Religious practices, affiliations or beliefs of the student or parents; or h.) Income (other than as required by law to determine program eligibility for participation in a program or for receiving finanacial assistance under such program). This requirement also applies to the collection disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings.

- 6) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Lafourche Parish School System to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

**Family Policy
Compliance Office
U.S. Department of
Education
400 Maryland Avenue, SW
Washington, DC 20202-4605**

TITLE I

In Lafourche Parish, Title I provides financial assistance to public and parochial elementary schools based on the number of low income families. Supplemental programs such as pre-kindergarten, Intervention Programs, Before/After School Tutoring are provided by Title I. In addition, funds are utilized to provide instructional support teachers and paraprofessionals, part-time tutors and supplemental instructional materials, supplies and equipment. Title I has four major components:

1. Title I is aligned with the statewide educational reform initiatives.
2. Title I programs have a focus on high expectations and standards for all students.
3. Schools and local educational agencies will be held accountable for results based on a new state testing and accountability program.
4. Sustained and intensive professional development is provided for teachers and other school staff to support the high stakes education standards for students.

All schools receiving Title I funds must develop a School Improvement Plan each year which identifies the school strengths and weaknesses and outlines a plan for improvement. Also, Title I schools must promote parental involvement through the use of home/school compacts and written parent involvement policies. Activities addressing the attainment of high student achievement are conducted at the parish level as well as at individual school sites.

In addition, Title I funds are utilized to provide support and resources to students identified under the McKinney-Vento Act (Homeless) and for students assigned to the Juvenile Justice facility for Neglected and Delinquent children.

Title I funds are utilized at the discretion of the individual schools with approval by the district. The parish feels that individual schools are best equipped to determine their own needs. The 2014-2015 Lafourche Parish Title I grant allocation has been submitted to the State Department of Education for approval.

TITLE I, PART C MIGRANT EDUCATION

The Migrant Education Program is a federal program established to provide extra educational services to migrant students. The purpose of the Migrant Education Program is to insure that migrant children meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.

Migrant students are children and youth, age 3-21, who have moved across school district lines within the last 36 months with a parent or guardian, or on their own, to seek or obtain qualifying work in agriculture or fishing.

Lafourche Parish is the Local Operating Agency (LOA) for Region IV. Region IV consisting of the following parishes: Lafourche, Terrebonne, Assumption, Ascension, St. James, St. John, East Baton Rouge, West Baton Rouge, Iberville, Pointe Coupee. East Feliciana, and West Feliciana.

TITLE I, PART D Neglected & Delinquent Program

Title I provides grant funds to provide prevention and intervention programs for children and youth who are in locally operated correctional facilities or are attending community day programs for delinquent children and youth. Additionally, funds may provide assistance to children and youth who are neglected or at-risk of dropping out of school. The purpose of Title I, Part D is to: (1) improve educational services for children and youth in local and state institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children are expected to meet; (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth with a support system to ensure their continued education.

Lafourche Parish currently supports neglected and delinquent children who reside in the Lafourche Parish Juvenile Justice Facility. Students receive school supplies, tutoring services, classroom computers, after school counseling and academic assistance, summer school services and support services for assisting with a successful transition back into the regular school setting.

TITLE I McKinney-Vento Homeless Plan

The McKinney-Vento Homeless Assistance Act (P.L. 107-110) defines the term “homeless person” as one who lacks a fixed, regular, and adequate nighttime residence. This includes families that have loss housing and live in shelters or transitional housing, motels, on the streets, in cars, abandoned buildings, campgrounds, abandoned in hospitals or awaiting foster care. This definition also includes two or more families living together in crowded or undesirable living conditions (doubling/tripling-up) because they have no place of their own to live where they can safely and healthfully meet their basic needs in privacy and with dignity. This definition also included families residing in substandard living conditions (not fit for human habitation – no electricity, no heat, no running water, no windows/doors, holes in the roof/floors, no way to cook/store food, etc.

Title I and McKinney-Vento grant provide support services that assist children with enrollment in school, academic tutoring, school uniforms and supplies and various school cost and fees. Families are provided assistance with accessing community support.

agencies that assist with housing needs, food, clothing, utility services, mental health care, medical services and obtaining personal ID documents.

TITLE II

The Title II Program is made available to Lafourche Parish School Board through the Dwight D. Eisenhower Professional Development Program. Lafourche Parish has been allocated \$819,504 for the purpose of assisting teachers in becoming Highly Qualified in the areas of mathematics, science, language arts, and social studies. Funds are utilized for public and parochial schools for tuition reimbursements, workshops, conferences and research based, sustained inservice programs that help to improve the methodology of lesson presentations. Funds are also utilized to hire additional certified teachers to reduce pupil-teacher ratios.

TITLE III

(Language Acquisition for Limited English Proficient Students)

Title III is a federal program established to provide extra educational services to English language learners. The purpose of Title III (Language Acquisition for Limited English Proficient Students) is **to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic achievement standards as all children are expected to meet.**

Three ESL teachers service the north, central, and south part of the district. Title III funds are utilized to provide professional development to classroom teachers, purchase instructional technology and resources to assist students in attaining English proficiency, and promote parental involvement.

TITLE IV

The purpose of the Safe and Drug Free Schools and Communities (SDFSC) is to support programs that are directed to preventing violence in and around schools. It also strengthens programs that prevent the use of alcohol, tobacco and drugs, which involve parents, and that are coordinated with related federal, state and community efforts and resources. However, schools will continue to provide required drug free and violence prevention lessons to students and the Lafourche Parish School Board will continue to collaborate with community agencies to provide support and resources for students and schools. The federal government no longer provides Title IV funding.

TITLE VII

The purpose of the Title VII Indian Education formula grant is to support the local educational agency to meet the unique educational and culturally related academic needs of American Indian and Alaska Native students, so that such students can meet the same challenging State student academic achievement standards as all other students are expected to meet. Title VII funds are utilized to provide academic support services to qualifying students, native language instruction, tribal history instruction, culturally designed summer camps and the salaries for a grant coordinator and instructional support paraprofessionals.

Student Grooming and Dress

File **JCDB** Student grooming and dress Students will maintain their person and clothing in a modest, clean and orderly manner that reflects pride in self and school. These guidelines are designed to assist students in setting a standard for their personal appearance which should directly affect attitude and behavior and indirectly have a positive effect on the learning process.

The Lafourche Parish School Board herewith established the following guidelines on grooming and dress for students in Lafourche Parish:

ANY CONDITIONS OF GROOMING OR DRESS, AS JUDGED BY THE PRINCIPAL TO BE INAPPROPRIATE, WILL NOT BE ALLOWED. A TEACHER WILL BE ALLOWED TO RESTRICT MANNER OF DRESS WHEN IT PERTAINS TO THE HEALTH AND/OR SAFETY OF A STUDENT IN THAT TEACHER'S AREA.

A. Grooming

1. Hair must be reasonably trimmed and combed. Vision must not be obstructed.

2. Only naturally occurring hair colors are allowed (black, brunette, auburn, or blonde – natural or dyed).

3. Full facial beards are not allowed. Reasonably trimmed mustaches that cover the upper lip and neatly trimmed facial hair are permitted.

4. Only a reasonable amount of makeup may be used for the face.

5. Tattoos/ body art will not be visible.

B. Dress

1. Patches, symbols, writings, etc., which are vulgar or offensive will not be allowed. Words that advertise alcohol, cigarettes and drugs are prohibited.

2. Hats, caps, or hoods will not be worn inside the school buildings.

3. Unless prescribed by a doctor, dark glasses will not be worn in the school buildings.

C. Uniform Policy

Shirts

1. The parish uniform shall consist of a colored white oxford or broadcloth dress shirt

or polo/golf type shirt – either long, short, or ¾ sleeved.

2. Shirts must have at least one button and may have rounded collars. Lace or pockets on sleeves are not allowed.

3. Each school shall have the option of allowing students to wear up to two additional shirt colors consistent with their designated school colors.

4. Any shirt worn under the school uniform shall be a solid white undershirt or turtle neck.

5. Name tags are considered as part of the student uniform and shall be worn with the provided clips on the right collar of the uniform shirt. Temporary name tags will be issued to students in lieu of uniform violations.

6. The wearing of a school logo is optional and shall be limited to an approved school logo located on the left pocket area.

7. Each school shall have one official school logo. The principal must approve school club or organization logos.

Pants/Skirts/Shorts/Skorts

8. The uniform shall consist of khaki pants, skirts, or shorts/skorts (cotton or cotton blend). Pants and shorts must be of the traditional uniform style – no jeans or jean type pants, no baggy or oversized clothes, no pockets on lower legs, no sagging pants, or drawstrings shall be allowed. “Hip huggers” and “low riders” as well as tapered or flared legs, cut or slit cuffs are not allowed. Recommended brands are:

- a. Basic Image
- b. Dickies
- c. French Toast
- d. Head of the Class
- e. School Apparel (A+)
- f. Simply Basic
- g. Sun River

9. Logos are not allowed.

10. Shorts, jumpers, and skorts are allowable for students in all grade levels provided that they are of the same fabric as the approved pants described in #7 above. Overalls are not allowed. Shorts, skirts, jumpers, and skorts must have a finished hem and shall not be more than four inches above the back crease of the knee. Shorts/skorts shall not be worn more than one inch below the knee.

11. Skirt slit (long or short skirt) must not extend higher than four inches above the back crease of the knee.

12. All pants, shorts, skirts, and skorts must be worn at the waistline with the shirt tucked in. If pants have belt loops, a blue, black, or brown belt must be worn. Belts shall have no metal studs, holes, grommets, or tips. Belt buckles may be metal, but not ornate.

Socks/Shoes

13. Socks/stockings shall be visible above the shoe, and of a solid color (white, khaki, or school colors). Logos are not allowed on socks.

14. Shoes shall be of a style consisting of a closed back and front. Shoes must be tied or strapped as intended by design. Slippers, sandals, beach shoes, cleats, mules, slides, crocks, “heelies” with wheel installed, and lighted shoes are not allowed.

Wearing of Uniforms

15. ALL ITEMS OF CLOTHING MUST BE WORN AS INTENDED BY DESIGN.

Seasonal Clothing

16. Pullover, long sleeve sweatshirts/sweaters, with ribbed collar, wrist, and waist, white or designated school color, possessing no hoods, labels, logos, print, or embroidery, except for the official school logo will be permitted. Sweatshirts/sweaters officially sanctioned by the school are acceptable.

Jewelry

17. Earrings, not to exceed the size of a quarter, are allowed. Ornate or cumbersome jewelry is not permitted. Jewelry requiring body piercing, such as nose rings, eyebrow rings, lip rings, cheek rings, tongue rings, etc. is not permitted.

Spirit/Activity Dress – Up Days

18. The designation of activity/spirit days, not to exceed one per week, is left up to the principal. On these days, students are allowed to wear sanctioned school “tee – shirts.” Students must, however, adhere to all other aspects of the uniform policy.

19. Students belonging to school sponsored clubs or organizations may be given permission by the principal to wear approved organizational attire for specific activity days.

****Extenuating circumstances concerning cost or students with special needs will be addressed on a case by case basis. Parents should express these needs in writing to the school principal.**

Parental Involvement Plan

Statement of Philosophy

The philosophy of the Lafourche Parish Public School System is based on the underlying belief that a child's education is vitally affected by the quality and character of the relationship between home and school. The school system recognized that parents are their children's first teachers and valuable partners in educating children. The school system is eager to combine the educational forces of home, school, and community to improve educational opportunities for all children.

DEVELOPMENT AND REVIEW OF DISTRICT INVOLVEMENT POLICY

Section 1111(h)(2)(E)(6)

The Lafourche Parish Public School System has developed this parental involvement policy with the collaboration and input from parents of participating children. This policy serves as the basis for parental involvement and is an integral part of the consolidated application for federal programs. Each school year a meeting of a district parental advisory committee will be convened to review and update this policy. Members of this advisory committee will consist of representation of parents of students from the four subgroups (special education, ethnicity, poverty and LEP) identified in the No Child Left Behind Act of 2002 and participants in various programs conducted in this district.

Each school in the district will develop its own parental involvement plan with input from parents of participating students. District level personnel will provide technical assistance and support to schools in the development and implementation of individual school parent involvement plans.

PARENTS RIGHT TO KNOW

Section 1111(h) (2) (E) (6)

The Lafourche Parish Public School System will provide parents with the following:

■ Teacher Qualifications:

Parents will be notified at the beginning of each school year that they have the right to request information regarding their child's teacher's qualification and certifications. The Supervisor of Personnel will make this notification to parents through the Lafourche Parish School System's Parent-Student Handbook, which is published and distributed at the beginning of each school year and to new students and parents enrolling after the start of the school year.

The Supervisor of Personnel will notify parents or guardians of their child's teacher's qualifications and certification upon receipt of a written request by the parent or guardian.

■ NON-CERTIFIED TEACHERS:

Parents of students who are being taught by a non-certified teacher for a period of four consecutive weeks will be notified of that fact in writing through a letter sent by the school principal after conferring with the Supervisor of Personnel.

■ STUDENT ACHIEVEMENT LEVEL:

State assessment scores for individual students will be forwarded to parents or guardians either via student or mail once results are received from the Louisiana State Department of Education.

PARENT NOTIFICATION: LEP STUDENTS

Section 1112(g)

Upon registering in the Lafourche Parish Public School System, all students whose parents have indicated on the Home Language Survey that a language other than English is spoken in the home will be assessed by LEP teachers using the Language Assessment Scale.

1. Based on assessment results, parents will be informed in a manner in which they can understand of their child's eligibility in a language instructional educational program. The methods of informing parents may include a written letter in the parent's native language, a phone conversation through an interpreter, or a home visit. This information will include:

- student's assessment information;
- status of academic achievement;
- methods of instruction to be used in the program;
- how the program will help the child learn English;
- how the program will meet academic achievement;
- standards for a grade promotion and graduation;
- specific exit requirements from the program;
- expected rate of graduation for LEP high school students; and
- parents right to decline such language services.

2. At the completion of each school year, parents of LEP students will be notified in one of the methods previously noted of their child's progress in the language educational program.

3. Take-home activities will be provided to parents of LEP students as a means of assisting parents in working with their child to attain English proficiency and meet challenging state academic standards.

RESERVATION OF FUNDS: Section 1118(a)(3)

As directed by the No Child Left Behind Act of 2001, the Lafourche Parish Public School System's Title I budget has set aside in excess of its one percent allocation for the express purpose of providing parental involvement activities which promote family literacy and parenting skills in the parish's Title I schools. The district maintains financial records of expenditures of parental involvement in both the Title I schools and at the district level. This is carried out by means of budget allocations, requisitions, and justifications.

SCHOOL PARENTAL INVOLVEMENT PLAN: Section 1118(b)

Each school in the district will develop its own parental involvement plan with input from parents of participating students. The parent involvement plan will apply to parents of students identified in the subgroups listed in the No Child Left Behind Act of 2002. Technical assistance and support will be provided by district level personnel to schools in the planning, implementation and evaluation of their plan.

DISTRICT LEVEL PARENTAL INVOLVEMENT ASSISTANCE PROVIDED TO SCHOOLS:

- At the District Level, quarterly meetings will be conducted with the Title I Parent Involvement School Contact Personnel. The Title I Parent Involvement School Level Contact Person will then redeliver strategies to teachers and parents for improving parent involvement at the school, as well as, to assist parents with supporting students at home with reading and math skills. Suggestions and tips for assisting with homework, school projects and test-taking strategies are also provided to parents.
- Annual Needs Assessment Surveys are conducted to get the overall opinion on the school's environment and its academic performance. This information is reviewed at the District and School Level to adjust and revise parent involvement activities for the following school year.
- The Title I Coordinator meets with the Title I School Improvement Team in April to develop yearlong activities based upon needs identified through the analysis of LEAP and ILEAP data.
- The Home & School Connection, the Reading Connection, Early Years, and Fair, Firm, and Consistent Newsletters are sent to all Title I schools to be distributed to all Title I Parents in either an English or Spanish version.

PLAN INVOLVEMENT POLICY:

Section 1118(c)

Parents serving on the School Improvement Team provide input on parental involvement plan and activities to be implemented at each school. Schools will provide agendas and sign-in sheets to the LEA to insure parents are involved in the process.

Each school's parent involvement plan will be presented at an Open House or Parent Information Night. At various times throughout the school year, parents and community members will be afforded the opportunity to review and comment on the school's parental involvement plan. Assistance will be provided to parents requiring transportation, childcare, and interpreters and any other identified needs.

Annually, the school improvement committee through a review and update of the plan will address any concerns and dissatisfactions expressed by parents or community members in regards to the school's parent involvement plan.

HIGH STUDENT ACADEMIC ACHIEVEMENT: Section 1118(d)

STUDENT/PARENT/TEACHER COMPACT:

- A Home-School Compact is developed at each Title I school. At the beginning of each school year, the compact is shared with all stakeholders in order to build and develop a partnership to help children achieve the State's high academic standards.

Child Care Program

The Lafourche Parish School Board, in its continuing effort to meet the needs of the community, has a Child Care Program in certain schools. The purposes of child care is to provide parents of lower elementary age students with the opportunity to enroll children in the before and after voluntary school care. With the economic necessity of working parents, the goal of this program is to provide a healthy and secure environment at school. The children will be in a structured environment, which will afford each child to enhance his intellectual, personal and physical development. The ratio of adult supervision should not exceed 15-1, and in most cases, it would be lower. Time to complete homework will be available each day and activities such as arts, crafts, indoor games, outdoor recreation and movies will be provided.

The cost of the program is according to each schools fee schedule, with any funds in excess of actual costs going to the individual school for purchase of materials of instruction. Reduced costs for more than one child in the family and for only morning or only afternoon care are available.

It is necessary for the parents to pay \$10 registration fee and purchase school insurance. Transportation will not be available.

For further information, it is necessary to call the schools listed below and ask for the Child Care Program site director.

Bayou Blue Elementary
W.S. Lafargue Elementary
Chackbay Elementary
Thibodaux Elementary
South Thibodaux Elementary
Lockport Lower Elementary

Textbooks

It is the responsibility of the school board to provide each enrolled student, public or private, with required textbooks.

The student:

- A) Will be responsible for the care of all of his/her books.
- B) Will not deface books loaned to him/her for the school session.
- C) Will return all books issued to him/her at the end of the school session, or on the day he drops from school.
- D) Will pay for any book lost or damaged.

STUDENT INJURIES

If your child is injured at school, the school administration will contact you. At that time, you can choose to pick up your child and bring them to the doctor if necessary. However, an injury at school does not automatically make the Lafourche Parish School Board liable for the incident. All injuries will be investigated and turned over to the claims department for review.

JROTC

JROTC has been part of the Lafourche Parish curriculum for the past 48 years. The program prepares high school students for responsible leadership roles while making them aware of the their rights, responsibilities and privileges as American citizens. It is a stimulus for promoting graduation from high school and it provides instruction and rewarding opportunities which will benefit the student, community, and nation. JROTC can be substituted for Health/PE on credit-for-credit basis. There is no commitment whatsoever to the armed forces; however, any student may enter the services at a rank one grades higher, if he or she has two years or more of JROTC.

Vocational Education/ Tech Prep

The Lafourche Parish School System offers a wide range of vocational programs at the middle and senior high school levels. The programs are designed to provide students with a background in vocational education in an academic setting through the use of integrated academics.

Classes are offered in the areas of agriscience/agribusiness, business education, marketing education, family and consumer sciences, technology education, auto mechanics, welding, diesel mechanics, food service and marine operations. Vocational guidance services and assessment are available through the counselors office at the middle and high school level.

Child Nutrition

The Lafourche Parish Public School District seeks to promote the physical well-being and healthy eating habits of all students. The District shall provide enjoyable nutritious meals, school-wide nutrition education, and daily physical activity to help students excel at learning and become healthy adults.

The Lafourche Parish School Board operates under Policy JGB “Student Wellness Promotion Policy.” The emphasis of the policy is to mandate specific regulations regarding the types of foods and beverages that can be sold or given to students during the school day on each campus. This policy is a direct result of the Child Nutrition and WIC Reauthorization Act of 2004, and ACT 331 of the Louisiana Legislature adopted in 2005. You can download a copy of policy JGB by accessing the website<http://www.lpsd.k12.la.us/groups/Child-nutrition>

Breakfast and lunch are served at all the cafeterias. Studies indicate that children who eat a nutritious morning meal perform better academically, exhibit improved behavior, and are physically healthier than children who skip breakfast.

School meals have always been a great value for students in terms of the overall cost and the nutrition they provide. Menus are planned according to the USDA Dietary Guidelines.

Meal Prices

Lunch

\$1.35 for elementary students
\$1.50 for middle school students
\$2.00 for high school students

40 cents for students eligible for reduced price meals

Breakfast

\$1.25 for elementary students
\$1.35 for middle school students
\$1.50 for high school students

30 cents for students eligible for reduced price meals.

Students who have purchased a meal may purchase extra items. Prices are listed on menu.

Free and Reduced Price Meal Benefit Application Forms

Parents are encouraged to complete an application for meal benefits for their children if they fall within the income guidelines. Only one application per family is requested. Parents are responsible for all meals until the application is approved.

Payments for Meals (No Charge Policy)

LPSB Child Nutrition operates a “no-charge policy.” Please refer to Policy EE on the LPSB website for detailed information. Each student is allowed to charge meals not to exceed a \$5.00 limit. Once a student has reached the \$5.00 limit only those students in grades Pre-K through 8th will be given a non-reimbursable meal or nutritious snack in the place of the reimbursable meal until debt is paid out. Students in grades 9th-12th will not be given a non-reimbursable meal or nutritious snack. They will be denied lunch.

All students will be denied breakfast for failure to pay. Cafeteria Managers will send notices of debt owed to the child nutrition department and student balances/meal history can be viewed on the website.

Parents can send cash, checks, or money orders to school with their children and pay for meals by the week, month, year, or daily as long as it is before the meal. Make checks payable to Lafourche Parish Child Nutrition Department. If a non-sufficient fund (NSF) check is received from a household, only cash or money order will be accepted thereafter for payment of meals. We will no longer accept personal checks for meal payment after May 13, 2015. Any credit balance left in the student's account will be rolled over into their account for the next school year. Any request for a refund shall be made by a parent, either in person or a written request, to the cafeteria manager no later than May 20, 2015. This applies to graduating seniors and students exiting Lafourche Parish Public Schools. Parents may view their child's meal participation and payment history by accessing the website at <http://www.lpsd.k12.la.us/groups/Child-nutrition>

Accommodating Children with Special Dietary Needs

According to [Accommodating Children with Special Dietary Needs in the School Nutrition Programs](#) guidance manual provided by the USDA, the LPSB child nutrition program is only responsible for providing special diet request for those children who have been declared as having a disability or a severe food allergy that results in anaphylaxis. All other food allergies or intolerances are not considered a disability as defined under either Section 504 of the Rehabilitation Act or Part B of IDEA and the school food service may, but is not required to make food substitutions. The LPSB child nutrition department may make food substitutions at their discretion and each determination is on a case-by-case basis. The LPSB Child Nutrition Program is not required therefore does not heat or keep cool any food for a child brought from home. A “Diet Prescription for Meals at School” form signed by a licensed physician or a prescription signed by a licensed physician must be submitted each school year to the cafeteria manager before any special diet request may be considered.

Bag Lunches

Students who do not wish to eat in the cafeteria will be responsible for bringing their lunches from home in the morning. If a child leaves home without a lunch, one may be purchased in the cafeteria. Parents bringing lunches to school cause a disruption to the daily school routine; therefore, parents will be allowed to bring a child's lunch only in extenuating circumstances. Commercial fast foods, carbonated beverages, concentrated sweets, and high fat foods shall not be allowed in the cafeteria.

I.D. Cards

I.D. cards are issued to all students for use in the cafeteria at the point of sale. If the I.D. card is lost or stolen, the student must purchase a new one. Students may be denied meal service without an I.D. card. Parents are encouraged to fill out an application as soon as possible (if you meet the income guidelines), take responsibility for keeping up with meal balances, and be involved with the lunch program.

Please call with any questions, concerns, or suggestions (447-3732 ext.11). Visit the Child Nutrition website at <http://www.lpsd.k12.la.us/groups/Child-nutrition>

•The compact describes the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment. It also describes the way in which parents will be responsible for supporting their children's learning and ways parents may volunteer and participate in decisions relating to the education of their children.

• Issues of open communication between parents and teachers are also addressed in the compact.

BUILDING CAPACITY FOR INVOLVEMENT: Section 1118(e)

PARENTAL TRAINING:

• As previously indicated, each school conducts an annual orientation meeting (Open House) and periodic meetings during the year to inform parents of the State's achievement standards, state and local academic assessments, and instructional programs provided in the district's schools.

• Each Title I school will conduct monthly Parent Involvement workshops to provide parents with material and information on various topics such as: parenting skills, homework assistance, test taking strategies, discipline suggestions, improving academic performance, and etc. These trainings will be conducted by the Title I Parent Involvement School Contact Person at each individual school site.

TEACHER TRAINING:

The Lafourche Parish School System conducts a New Teacher Induction for all new hires in the system at all grade levels. In the course of these sessions the topic of parental involvement is addressed through a component entitled “Strategies for Parental Involvement”. Parent involvement is further addressed with new hires through Mentoring Programs for new teachers.

Joyce Epstein's, “Keys to Successful Partnerships: Six Types of Involvement,” is provided to all Title I Schools to help educators develop more comprehensive programs of school–family–community partnerships.

In addition, school administrators and guidance counselors address issues such as making parents feel welcome, conducting parent-teacher conferences, and strategies for parent participation in classroom activities at the start of each school year and throughout the year. A packet of this information is supplied to teachers and school staff. Copies of agendas and sign-in sheets of school personnel in attendance will be forwarded to the school district office as evidence of participation. Parent survey questions insure effectiveness.

COLLABORATION EFFORTS:

The Lafourche Parish Public School System collaborates with principals, teachers, parents and students in providing parental involvement activities that encourage and support parents in full participation of the education of their children. The Title I Pre-K Coordinator and Title I Coordinator will provide parental involvement activities to the parents of preschool children in Title I, 8g, Head Start and Even Start early childhood programs. The District Title I Coordinator collaborates with the District Title I Pre-K Coordinator, Head Start, Even Start, Special Education, parochial school liaison, Homeless, Migrant and the local university at quarterly meetings throughout the year in regards to services, recruiting, and academic performance.

PARENT COMMUNICATIONS:

Communications to all parents related to school and parents programs, meetings, and other activities will be in one or more of the following forms and in the parent's native language, when practical:

Calendars/Newsletters
Flyers
WebPAMS Call-Out System
Newspaper articles and announcements/television announcements
Conferences
School Website
District website posting
District Parent/Student Handbook

ACCOUNTABILITY Section 1188(f)

The Lafourche Parish Public School System provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports. Reports are provided in various languages and interpreters are provided to communicate with parents when needed.

Calendars/Newsletters
Flyers
Phone calls
Newspaper articles and announcements
Television announcements
Conferences
District website posting
District Parent/Student Handbook
Parent Link Call System

ACCOUNTABILITY Section 1118(f)

The Lafourche Parish Public School System provides opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports. Reports are provided in various languages and interpreters are provided to communicate with parents when needed.

Health Services

State laws and policies of the Lafourche Parish School Board require that all children entering any pubic school for the first time shall, at the time of registration or entry into school, present satisfactory evidence of having been immunized against diphtheria, whooping cough, tetanus, poliomyelitis, hepatitis B, and measles, or shall present evidence of any immunization program in progress.

School nurses provide the following additional services:

- 1. Vision Screening Grades Pk, K, 1, 3, 5, 7, 9 and 11.
- 2. Hearing Screening Grades Pk, K, 1, 3, 5, and 7.
- 3. Scoliosis Screening Grades 4, 6 and 8.
- 4. Conference with parents, students, teachers and other health resource persons.
- 5. Breast self examination instruction as required by State Law in middle school.

Medication in Schools

As a general principle, medications are not to be given at school. Students convalescing from an acute illness should remain home until the need for medication no longer exists.

When special circumstances exist for a health problem that requires medication to be administered during regular school hours, Lafourche Parish schools will follow the guidelines developed by the Department of Education Task Force on Administration of Medication and approved by the Board of Nursing (May 1994).

Medication shall not be administered to any student without authorization from parents/guardians and an order from a Louisiana or adjacent state licensed physician or dentist on Lafourche Parish School Board Medication Order forms provided for that purpose. These forms may be obtained from the school nurse.

Upon receipt of the Lafourche Medication Order forms, the school nurse will assess the health status of the specific child in the child's educational setting and determine that, according to the legal standards of the respective licensed health professional when performing such procedure, the administration of medication can be safely performed by and delegated to someone who has received documented training with documented competence other than a licensed health professional.

A school nurse will review the physician's or dentist's order and the parent or guardian's request that the medication be administered

and must determine that the administration of medication can be safely performed by and delegated to someone who has received documented training with competence other than a licensed health professional. sssssrge

Medication shall be provided to the school by parent or guardian in a container that meets acceptable pharmaceutical standards and is properly labeled.

Except in life threatening situations, trained unlicensed school employees may not administer injectable medications. Only oral, inhalant, topical ointment for diaper rash, and emergency medications shall be administered at school by unlicensed personnel.

School medication orders shall be limited to medications which cannot be administered before or after school.

Registration Requirements

The Lafourche Parish School Board shall require children entering kindergarten for the first time at the beginning of the school session to be at least five (5) years of age on or before September 30th of the calendar year in which the school year begins. Kindergarten students entering after the school session has started must meet School Board entrance requirements. Students entering first grade for the first time at the beginning of the school session shall be six (6) years of age on or before September 30th of the calendar year in which the school year begins.

In addition parents are to present to school officials as a prerequisite to enrolling in the first grade, evidence of having attended at least a full-day public or private kindergarten for a full school year; or satisfactorily passed academic readiness screening administered by the school system prior to the time of enrollment in first grade.

PLEASE NOTE: Children must attend the school in the district where their parents or legal guardians live. Proof of such residency must be presented at the time of registration.

WHAT IS NEEDED TO REGISTER A CHILD?

A. Immunization Record ("Baby Shots")

Getting your child immunized should be a top priority – Parents are reminded that Louisiana law requires all children entering schools in the Lafourche School System are to present copies of their immunization records at the time of registration (baby shot record). This includes new students, those in pre-kindergarten, kindergarten, Special Education, and those entering grades 1 -12 in Lafourche Parish for the first time. R.S. 17:170 states that "all persons entering any school within the state for the first time shall present evidence of an immunization program in progress". This will be strictly enforced by the Lafourche Parish School System. Please

Bus Transportation Regulations

School transportation is a privilege. All students in our school system who ride a bus are subject to regulations until they get off at their school or the bus stop nearest their home. Any misbehavior that distracts the driver is a very serious hazard to the safe operation of the vehicle, and as such, jeopardizes the safety of all passengers.

The following items are not allowed on the bus: alcohol of any type, drugs, animals of any type, glass objects (except eyeglasses), any weapons , and objects too large to be held in your lap or placed under your seat. This includes band instruments and athletic gear.

All policies are designed with the safety of every student in mind. It is important that students follow these rules. Students who obey the driver of the bus while under his supervision will make the ride safe for all.

Disciplinary Problems

When a bus driver reports a child for disciplinary action, the administrator may take the following courses of action.

First Offense: The administrator will warn the student and inform the student about further problems.

Second Offense: A conference with the administrator will be held. It is essential that parents help to prevent a recurrence.

Third Offense: The administrator will suspend a student's daily riding privileges with the length of time to depend on the seriousness of the problem. Incidents involving violence, disrespect for authority, and the likelihood of harm caused by unsafe practices usually result in a long-term suspension of riding privileges or expulsion from the bus.

Note: More severe sanctions may occur depending upon the severeness of the infractions.

Aschool bus behavioral form is utilized to report any behavioral or safety violations or concerns that occur related to school transportation. The form is completed by school bus operators and submitted to school administrators within 24 hours of the complaint or incident for review and disposition. All inquiries concerning school bus referrals or consequences imposed by school administrators must be addressed with the school administration at the site the child attends school.

In the event that an appropriate and safe school bus turnaround is not available, the transportation department will determine the safest manner to service students.

Bus Routes and Stop Changes

It is the intent of the school system to provide bus routes that serve the students of Lafourche Parish safely and efficiently. If you have a problem with anything related to school transportation, you should call the principal of the school where your child is in attendance. This procedure is the quickest and surest way to solve the problem.

The Lafourche Parish School Board amended its policy about bus stops in the spring 2002. It makes bus stops conform more fairly to a set of guidelines developed concerning distances. The policy calls for walking distances no greater than one-half mile for middle and secondary school students, one-quarter mile for upper elementary school students, and no greater than one-tenth of a mile for lower elementary school students.

A great deal of time and thought was used to develop bus stops; however, this will be an ongoing project that will require constant scrutiny. Safety was and will always be the first concern. If you have a problem with a stop you should seek the advice of the driver and/or the principal. They will probably be able to direct you to the proper location. If you still feel that there is a question about the stop, there will be request forms in the principal's office. Your question will be answered.

A responsible adult shall accompany all students ages 10 or younger at the designated bus stop in the morning and afternoon. Violations(s) may subject student to suspension of riding privileges due to safety and security issues.

Every child should have appropriate clothing for cold and wet weather including rainwear for inclement weather.

Each child should be at the stop waiting for the bus to arrive, but children should reach the stop no sooner than ten minutes before the bus arrives. This minimizes behavior that sometimes causes problems at the stop and on the bus. Administrative approval shall be received in advance for emergency purposes only if a parent requests their child be transported to or from school to an alternate site. Otherwise, bus operators are not authorized to transport to alternate site.

Rules for Bus Riders

The Louisiana State Board of Elementary and Secondary Education adopted a set of regulations governing school bus riders. The Lafourche Parish School Board supports these regulations. The regulations are listed below.

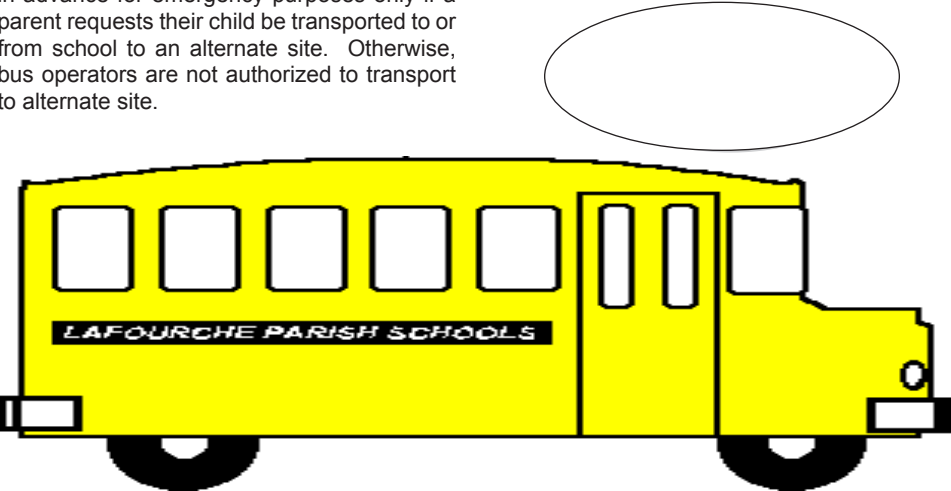
DO

- Cooperate with the driver —your safety depends on it!
- Be on time—the bus will not wait
- Cross the road cautiously when waiting for and leaving the bus.
- Follow driver's instructions when loading and unloading
- Remain quiet enough not to distract the driver
- Have written permission and be authorized by the principal to get off at a stop other than your own.(emergency only)
- Be courteous, be safety-conscious, protect your riding privilege — enjoy your ride.

DO NOT

- Stand when a seat is available and bus is in motion
- Extend arms, head or objects out of bus
- Throw objects in the bus nor out of windows or doors.
- Use the emergency door
- Eat or drink on the bus.
- Damage the bus in any way.
- Use the following items on the bus: tobacco, matches, cigarette lighters, obscene material, or lasers.

BUS NUMBER



Honor Roll Recognition	
Grades 1-8	Senior High Schools 9-12
Principal's List 4.0 G.P.A.	Principal's List 4.0 G.P.A. or greater (No grade lower than "C")
Honor Roll List 3.5 to 3.99 G.P.A. ("A's" & "B's" only)	Honor Roll List 3.5 to 3.99 G.P.A. (No grade lower than "C")
Faculty List 3.0 to 3.71 G.P.A. (No grade lower than "C")	Faculty List 3.0 to 3.49 (No grade lower than "C")
The honor roll recognition will be published in the following order: 1. Grade level 2. Students alphabetically 3. In the Lafourche Gazette and the Daily Comet	

USE OF METAL DETECTORS

The Lafourche Parish School Board recognizes that it has an obligation to adopt all steps necessary to provide a safe environment for the students, staff and public under its jurisdiction. Therefore, the Lafourche Parish School Board authorizes the use of metal detectors to minimize the presence of implements that may be used as weapons on its Board owned property and/or campuses or at school sponsored events. Searches with metal detectors may be performed by school personnel. All guidelines in the School Board's *Policy Manual* concerning searches of a student, employee, and/or nonstudent, non-employee, shall apply when metal detectors indicate the presence of an item(s) on a student's, employee's and/or nonstudents, non-employee's person or in his/her personal effects. The use of metal detectors shall be approved by administrative personnel prior to implementation of a search.

GUIDELINES

The use of metal detectors for the search of students, employees and/or nonstudents, non-employees shall be in accordance with the following guidelines:

1. When metal detectors are used, the individuals to be searched shall be requested to remove all metal objects from their pockets along with any bags, parcels, or other containers being carried. If the detector activates on a person, the individual conducting the search shall request that any remaining metal objects be removed. If the detector activates again, the individual shall be personally searched (***pat-down search***) by an administrator of the same sex. At least one witness, also of the same sex as the individual, shall be present throughout the search. The personal ***pat-down*** search shall be conducted only in the area of the body which activated the metal detector. The object causing the metal detector to activate shall be removed and the individual searched with the metal detector again. The search shall continue until the metal detec-

tor ceases to activate on the subject's person.

2. At the start of each school year, parents and students shall receive written notification of the school district's policy to conduct unannounced searches of students, school employees and non-employees on School Board property and at school sponsored events or where a student refuses to comply with a reasonable administrative request or where the administrator reasonably suspects that the health and safety of the student is in danger. Once said notices have been disseminated, these unannounced search procedures shall be implemented on a district-wide basis.

3. Signs shall be posted outside entrances to School Board facilities, on school buses and at entrances to school sponsored events to serve as notice to students, school employees, and non-employees that they are subject to a search with a metal detector or by other means authorized, as a condition of entry, and that by the fact of their entry, they shall be deemed to have freely and voluntarily consented to such search of their persons and/or possessions.

TECHNOLOGY

The mission of the Lafourche Parish Technology Plan is to enhance the preparation of students to meet the challenges of an increasingly more technologically advanced society. Accomplishing this mission is made possible through a combination of parish, state, and federal funds. Through combined funding, all elementary, middle, and high schools have multimedia computer labs, as well as at least one computer in every classroom. Students in grade first through eighth visit the lab at least once a week where they work on Riverdeep, Jostens, Fast Forward, and other software packages. These programs allow students to work through a series of lessons in reading, math, and other subjects that are specifically designed to meet their specific needs. Students may be administered assessment tests at the beginning and the end of each school year. It is the student's responsibility to complete the tests in a productive and timely manner.

Now that the labs have been established, computers and related equipment will continue to be placed in the classrooms and libraries to make technology a part of the student's everyday learning environment. The responsible use of the computer hardware and software is required of all students.

An Internet Usage Agreement must be signed by all students. The parent must also sign this agreement before a student will be allowed to access the Internet. All School Board employees are also required to sign a similar usage agreement. Student Internet usage will only be allowed under the supervision of a teacher.

Students' computers at home have access to subscription-based products such as Microsoft Encarta, World Book online, Gale Group products, and United Streaming. These software programs and services can be used to find information for research projects, reports, and other class assignments that normally require visits to the library.

The Parish Technology Planning Committee continues to meet on an annual basis to plan current and future technology needs. Important information for parents and the community concerning these technology efforts, as well as links to each school's web page, and other valuable resources, can be found on the School Board's web page, at <http://lpsd.k12.la.us>.

note that no child seeking to enter any school in the school district shall be required to comply with the provisions of this mandate if the child for medical reasons, or a written dissent from the parents is presented.

Immunization Centers- The following Parish Health Units can assist parents with immunizations: Thibodaux – 2535 Veterans Blvd. 8 a.m. until 6 p.m. (447-0921). On Thursday by appointment only. Galiano Branch – 133 West 112th Street 8 a.m. until 3 p.m. (632-55687). On Friday by appointment only.

Required schedule for immunization of infants and children

Age:
Birth.....HBV
2 mos.....DTaP, IPV, Hib, HBV, PCV7, RV
4 mos.....DTaP, IPV, Hib, PCV7, RV
6 mos.....DTaP, Hib, IPV, HBV, PCV7, Flu, RV
12-15 mos.....DTaP, Hib,MMR Var, PCV7 HAV
4 yrs old or prior to school entryDTaP, IPV, MMR, Var
11-12 yrs.....HPV, Tdap, MCV4, (MMR, HBV, Var if needed) 16 yrs.....MCV4

B. Birth Certificates

All new registrants to the Lafourche Parish Public Schools are required to present a copy of their official birth record upon registration. Certified copies may be obtained in the following manner:

For all children born outside the State of Louisiana, applications should be mailed to the State Registrar of Vital Statistics, generally located in the capital city.

For children born in Lafourche Parish or any other Louisiana Parish, applications should be made to the Office of Vital Records, Room 102, Louisiana State Office Building, 325 Loyola Avenue. This office is open from 8 a.m. to 4 p.m. weekdays, except holidays. There is a charge of \$9.00 for each certified Birth Card and \$15.00 for each certified copy of the Birth Certificate. Please include an additional state charge of \$.50 per transaction for mail orders. Applicants must also provide a copy of a state issued driver's license or picture I.D. and a certified money order made payable to the Office of Vital Records. Mail all documents to the Office of Vital Records, P.O. Box 60630, New Orleans, Louisiana 70160 or contact the Office of Vital Records at the Thibodaux Health Unit located at 2535 Veterans Blvd., Thibodaux (447-0921).

When birth certificates and/or birth verification forms cannot be obtained at the time of registration, the child will be enrolled; however, after a period of **fifteen** school days, if the parent has not submitted the certified birth record, the child's name will be submitted to the Office of Child Welfare and Attendance for appropriate action.

C. Social Security Card

To obtain information needed to apply for a Social Security card contact the Social Security Office in Terrebonne Parish at 423 Lafayette Street, Houma, Louisiana (872-1417) or you may call Social Security at 1-800-772-1213.

Please remember that when a child is registered the Social Security number written on a piece of paper cannot be accepted.

The student shall be assigned a state identification number on all records to protect the confidentiality of the Social Security Number.

D. Proof of residence – e.g., utility bill, copy of utility deposit, lease, purchase agreement, rent receipt, etc.

ADDITIONAL INFORMATION ON STUDENT REGISTRATION

How do students reenter from a state-approved home-study program? Students who have filed for permission from the State Board of Elementary and Secondary Education to participate in the Home Study Program and have been granted permission and wish to reenter the Lafourche Parish Public Schools must fulfill certain requirements. For information on these requirements, call either the Lafourche Parish Office of Child Welfare and Attendance (435-4613) or the Lafourche Parish Pupil Appraisal Center (447-8181).

HOW IS PROOF OF LEGAL GUARDIANSHIP OBTAINED?

Any of the following documents may be presented as proof of legal guardianship: Child placement letter from OCS, Custodial card from Juvenile Court, letter from Social Security Office, Foster Parent identification, court order, or adoption papers. A Provisional Custody by Mandate form may be obtained from the School Board Office and taken to a notary public's office to be notarized for individuals who assume temporary custody of a child for a school session (call the Lafourche Parish School Board Office of Child Welfare and Attendance for information on this process (435-4613).

WHAT IF A STUDENT DOES NOT HAVE A TRANSCRIPT?

If a pupil cannot present a transcript or other official verification of grade level, he/she should be placed tentatively in the grade in which the parent or guardian states he/she belongs. The final responsibility for securing the transcript rests with the parents or guardians of the pupil (or with the pupil, if he or she has reached the age of maturity). For pupils in grades 1-8 who are unable to verify grade level, the school principal shall assign placement on the basis of pupil progress at the tentative grade level and/or through an examination process. For pupils in grades 9-12 who are unable to verify grade level, the school principal may assign one placement on the same basis as above. However, the State Department of Education requires the school issuing the high school diploma to account for all credits required for graduation and its records to show when and where these credits were obtained. Therefore, the pupil and his parents (or guardians) must exhaust all methods of receiving transcripts to establish course credits. When it is apparent that transcript requests will not be honored, the pupil must take the courses required for graduation for which no records exists.

WHAT IS THE PUPIL PROGRESSION PLAN?

The Pupil Progression Plan is a state-mandated

plan which governs the placement, promotion, or retention of all students in the Lafourche Parish Public School District. A copy of the Pupil Progression Plan is available at every school and at the School Board Office. Parents are invited to review the plan which is posted on the Lafourche Parish School Board website.

Louisiana's Compulsory School Attendance Law

LA R.S. 17:221 School attendance; compulsory ages; duty of parents; excessive absences; consent to withdraw; condition for driving privileges

Every parent, tutor, or other person residing within the state of Louisiana having control or charge of any child from that child's seventh birthday until his eighteenth birthday shall send such child to a public or private day school, unless the child graduates from high school prior to his eighteenth birthday. Any child below the age of seven who legally enrolls in school shall also be subject to the provisions of this Subpart. Every parent, tutor, or other person responsible for sending a child to a public or private day school under provisions of this Subpart shall also assure the attendance of such child in regularly assigned classes during regular school hours established by the school board and shall assure that such child is not habitually tardy from school pursuant to the provisions of R.S. 17:233.

Whoever violates the provisions of this Subsection or R.S. 17:234 shall be fined not more than two hundred and fifty dollars or imprisoned not more than thirty days, or both. The court shall impose a minimum condition of probation which may include that the parent, tutor, or other person having control or charge of the child participate in forty hours of school or community service activities, or a combination of forty hours of school or community service and attendance in parenting classes or family counseling sessions or programs approved by the court having jurisdiction, as applicable, or the suspension of any state-issued recreational license.

Whoever violates any other provision of this Subpart or any other provision of which provides for the penalty provided for in R.S. 17:221 shall be fined not more than fifteen dollars, and, for such violations, each day the violation continues shall constitute a separate offense.

Visiting teachers or supervisors of child welfare and attendance, with the approval of the parish or city superintendents of schools, shall file proceedings in court to enforce the provisions of this Subpart.

No city, parish, or other local public school board shall deny admission or readmission to school of any student of suitable age who resides within the geographic boundaries of the school system unless such student is legally excluded from attending school.

Each of the school boards shall: Develop and submit to the state Superintendent of Education a detailed written program plan designed to improve school attendance, based on local needs and resources.

Give priority in selecting pilot schools within the local school districts to those with the highest percentage of nonattendance, and Focus the program in a manner designed to remedy the underlying problems causing poor school attendance.

Each school shall develop and implement a system whereby the school shall attempt to provide

verbal notification and, if such verbal notification cannot be provided, then shall provide written notification to a child's parent, tutor, or legal guardian when that child has been absent from school for five school days in schools operating on a semester basis, and for ten days in schools not operating on a semester basis.

The parent, tutor, or other person responsible for the school attendance of a child who is under age eighteen and who is enrolled in school beyond his sixteenth birthday may request that the student be allowed to attend an alternative education program or a vocational-technical education program. In the case of a child who has no parent, tutor, or other person responsible for his school attendance, the superintendent of the city, parish, or other local public school system may act on behalf of the student in making such a request. Upon such request, the superintendent of the city, parish, or other local school system in which the student is enrolled shall be responsible for determining whether the student remains in the regular school setting or attends an alternative education program or a vocational-technical education program and for developing and implementing an individualized plan of education for such student.

The provisions of Paragraph (A)(1) of this Section shall not be applicable to any child who is under the age of seventeen and is attending or is seeking admission to a National Guard Youth Challenge Program in this state, and the parent, tutor, or legal guardian of any such child shall not be considered in violation of the provisions of Paragraph (A)(1) of this section

Nothing in this Section shall prohibit any child from attending or seeking admission to a National Guard Youth Challenge Program in this state.

Nothing in this Section shall prohibit a child who is at least sixteen years of age, who meets criteria established by the State Board of Elementary and Secondary Education for enrolling in an effective adult education program, from enrolling in and attending such a program. A parent, tutor, or other person responsible for the school attendance of a child who is at least sixteen years of age but under age eighteen and who is enrolled in and is fulfilling the attendance requirements of an adult education program shall be considered to be in compliance with the school attendance provisions of Paragraph (A)(1) of this Section. As used in this Subsection an "effective adult education program" means an approved program that has demonstrated a proven record of student progress in the attainment of basic skills and essential competencies as determined by quality indicators and performance-based criteria developed and adopted by the Board of Supervisors of Community and Technical Colleges in accordance with R.S. 17:3217.1(D)(2).

Pursuant to a policy adopted by a school board as defined by and in compliance with R.S. 32:431.1, the driving privileges of a child under eighteen years of age may be denied or suspended if the child withdraws from school prior to graduation or has been determined to be habitually absent or tardy as provided in R.S. 17:233.

LA R.S. 17:224.

Unadjustable or incorrigible children; reports to juvenile courts; expulsion, assignments, and transfers.

A. Unadjustable or incorrigible children, who, through no fault of their parents or tutors or other persons having charge of them, regularly disrupt the orderly processes of the school to which they have been assigned, shall be considered as delinquents and may be reported by the visiting teacher, or supervisor of child welfare and attendance, to the juvenile court of the parish, there to be dealt with in the manner prescribed by law.

B. Notwithstanding the provisions of R.S. 17:416 to the contrary, any student who exhibits disruptive behavior, an incorrigible attitude, or any other discipline problems in general, may be recommended by the principal for expulsion, assignment to an appropriate alternative education program, or transfer to adult education if such student is:

- (1) Seventeen years of age or older with less than five units of credit toward graduation
- (2) Eighteen years of age or older with less than ten units of credit toward graduation.
- (3) Nineteen years of age or older with less than fifteen units of credit toward graduation.

D. For purposes of this Section, the term "tardy" shall include but not be limited to leaving or checking out of school unexcused prior to the regularly scheduled dismissal time at the end of the school day but shall not include reporting late to class when transferring from one class to another during the school day.

Student Code of Conduct

It is the purpose of the Lafourche Parish School Board to operate the schools in a manner that will provide an orderly process of education and that will provide for the welfare and safety of all students who attend these schools. Our schools must provide environments for students that are conducive to student success. Such environments are safe, preventive, predictable, and provide a continuum of positive behavior support for all students. The school's primary goal is to educate, not to discipline; however, when the behavior of the individual student comes in conflict with rights of others, corrective actions may be necessary both for the benefit of that individual and the school as a whole.

Individual teachers have the responsibility for order and control within their classrooms and adjacent areas where it is necessary. All necessary referrals of disciplinary actions shall go to the principal or the administrative personnel designated by the principal.

According to state law, every teacher and other school employee shall endeavor to hold every student to a strict accountability for any disorderly conduct in school or on the playgrounds of the school, on the street or road while going to or returning from school, on any school bus, during intermission or recess or at any school sponsored activity or function. Each teacher may take disciplinary action to correct a student who disrupts normal classroom activities, who is disrespectful to a teacher, who willfully disobeys a teacher, who uses abusive or foul language directed at a teacher or another student, who engages in bullying who violates school rules, or who interferes with an orderly education process.

In addition to those procedures set forth in R.S. 17:416.13 regarding bullying disciplinary action may include but is not limited to:

- a. oral or written reprimands;

- b. referral for a counseling session, which shall include but shall not be limited to conflict resolution, social responsibility, family responsibility, peer mediation, and stress management
- c. written notification to parents of disruptive or unacceptable behavior, a copy of which shall be provided to the principal;

- d. any other disciplinary measures authorized by the principal and faculty of the school and in compliance with school board policy.

In accordance with LA R.S. 17:416(A)(4), any teacher or other school employee is permitted to report to the appropriate principal/administrator any alleged student discipline violation using the Lafourche Parish School Board Student Information System (provided by the District's software/School Bus Behavior Report. The teacher or other school employee who initiated the referral shall have access to the corrective action taken within 48 hours (excluding non-work days) via the WebPAM. In all cases where a student's discipline violation(s) is submitted to the school administration via the student information system/School Bus Behavior Report, parents shall be notified of the specific act(s) of misconduct.

Student/Parent Grievance Policy

Any student (parent or guardian) shall have the right to present a grievance when it is believed that a misapplication or misinterpretation of policy or violation of rights has resulted in harm to the student. The student (parent or guardian) shall be assured freedom from interference, discrimination, or reprisal when presenting a grievance in accordance with this policy.

All grievances shall be handled expeditiously and according to the following procedures:

A. Definitions

1. Grievance: A claim by a student or parent that he/she has suffered harm or injury by the interpretation, application, or violation of a school policy, a school board policy, a law, or constitutionally guaranteed rights. The term "grievance" does not include matters for which a method of review is prescribed by law or school board policy.

Any claim by an individual that there has been a violation of rights shall be a grievance and shall be resolved through the procedures set forth in this policy. Group grievances are not allowed, but with consent of the aggrieved students/parents involved, several individual grievances may be consolidated for consideration.

2. Aggrieved Student: The student who is making the claim. A parent or guardian may act on the behalf of the aggrieved student, and may initiate the grievance.

3. Respondent: Person or persons responsible at each level of the procedure for responding to the claim of the aggrieved student.

4. Days: School or working day.

5. Board: Lafourche Parish School Board.

6. Responsible Person: Person who allegedly caused harm or injury to the aggrieved student by misinterpretation, misapplication, or violation of a policy or guaranteed right.

B. Purpose

The purpose of these procedures is to secure, at the most immediate level possible, an equitable solution to a claim made by an aggrieved student or his/her parent(s).

C. Procedures

Grievances shall be processed as rapidly as possible. The number of days indicated at each level is a maximum, and every effort shall be made to expedite processing the grievance. As indicated below, grievances carried above the level of the school at which the student attends must be in writing. The response will also be in writing.

(INFORMAL LEVEL): Any student, or parent, with a complaint or grievance must first request redress orally with his/her principal. Within ten (10) days, the principal shall render an oral decision. At that time, the student and/or parent will be informed about three requirements outlined in this policy. ****NOTE**** If the principal is the responsible person against whom the grievance is made, the process begins at Level One.

LEVEL ONE: In the event the aggrieved student/parent is not satisfied with the disposition of his/her grievance at the informal level, or if no decision is rendered within five (5) days after presentation of the grievance, the aggrieved student/parent may

elevate the grievance to the central office supervisor exercising academic control over the school. The grievance must be in writing and specify:

- a. the nature of the grievance
- b. the nature or extent of the injury, loss, or inconvenience
- c. the results of previous discussions and/or decisions
- d. the dissatisfaction with decisions previously rendered

LEVEL TWO: Should the aggrieved student/parent be dissatisfied with the disposition of the grievance at level one, or if no decision has been rendered by the central office administrator within ten (10) days from the date of receipt of the grievance, the student/parent may elevate the grievance to the Superintendent, Lafourche Parish School Board. The same type information, in writing, required at level one shall be submitted. The superintendent may meet with the parties in interest and/or appoint a disinterested party to conduct a formal investigation. In any event, the superintendent must render a decision on the grievance within fifteen (15) days from date of receipt.

LEVEL THREE: If the aggrieved student/parent is not satisfied with the decision of the Superintendent, or if no decision is rendered within fifteen (15) days from receipt of the grievance by the Superintendent, the aggrieved student/parent may request, in writing, that the Superintendent place the grievance on the agenda for the next regularly scheduled meeting of the School Board. Such written request must include the same information called for at previous levels, and copies of all decisions previously rendered in connection with the grievance. The request for a hearing before the board must be made no later than ten (10) days after receipt by the aggrieved student/parent of the Superintendent's decision or if no decision was rendered, no more than ten (10) days following the last date on which the Superintendent could have rendered such decision.

The hearing by the board may be conducted as informal as possible, and all parties in interest shall be given the opportunity to present evidence in support of their positions. After hearing from all parties that desire to be heard, the board shall render its decision on the merits of the grievance at the board meeting or the next regularly scheduled board meeting.

D. General

1. The deadline for submission of a grievance is not later than thirty (30) days after the last day of the school year during which the alleged grievance occurred.

2. A grievance may be withdrawn at any level without prejudice or record. Additionally, there shall be no recrimination against a student because a grievance has been submitted.

3. The grievance will be adjudged at each level on the specific issues raised in the original grievance. The parties in interest will not be allowed to expand or add issues during the grievance procedure, except to the extent necessary to respond to administrative decisions made along the way.

4. Failure by the aggrieved student/parent to meet the timelines and requirements of this policy may result in dismissal of the grievance. Failure by the respondents to meet timelines and requirements of this policy shall allow the aggrieved student/parent, at his/her option, to proceed to the next level.

5. Any aggrieved student/parent shall have the right to present his/her own grievance or may designate a representative to appear with him/her at any level of the procedure.

Teacher Bill of Rights
R.S.17:416.18

Respecting the authority of teachers is essential to creating an environment conducive to learning, effective instruction in the classroom, and proper administration of city, parish, and other local public schools. 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 pursuant to this Section, which are:

R.S. 17:416.18

- 1) A teacher has the right to teach free from the fear of frivolous lawsuits, including the right to qualified immunity and to a legal defense, and to indemnification by the employing school board, pursuant to R.S. 17:416.1(C), 416.4, 416.5, and 416.11, for actions taken in the performance of duties of the teacher's employment.
- 2) A teacher has the right to appropriately discipline students in accordance with R.S. 17:223 through 416.16 and any city, parish, or other local public school board regulation.
- 3) A teacher has the right to remove any persistently disruptive student from his classroom when the student's behavior prevents the orderly instruction of other students or when the student displays impudent or defiant behavior and to place the student in custody of the principal or his designee pursuant to R.S. 17:416(A)(1)(c).
- 4) A teacher has the right to have his or her professional judgment and discretion respected by school and district administrators in any disciplinary action taken by the teacher in accordance with school and district policy and with R.S. 17:416(A)(1)(c).
- 5) A teacher has the right to teach in a safe, secure, and orderly environment that is conducive to learning and free from recognized dangers or hazards that are causing or likely to cause serious injury in accordance with R.S. 17:416.9 and 416.16.
- 6) A teacher has the right to be treated with civility and respect as provided in R.S. 17:416.12.
- 7) A teacher has the right to communicate with and to request the participation of parents in appropriate student discipline decisions pursuant to R.S. 17:235.1 and 416(A).
- 8) A teacher has the right to complete only paperwork that is not excessively burdensome and that, if required by law or regulation, adheres to the law or regulation and does not result in overly cumbersome interpretations of that law or regulation.
- 9) A beginning teacher has the right to receive leadership and support in accordance with R.S. 17:3881, including the assignment of a qualified, experienced mentor who commits to helping him/her become a competent, confident professional in the classroom and offers support and assistance as needed to meet performance standards and professional expectations.
- 10) A teacher has the right to be afforded time during the school day or week to collaborate with other teachers.

School Bags

Since the beginning of the 1993-94 school session, it is mandatory that all schoolbags (including book bags, backpacks, satchels, etc.) be constructed of a clear plastic or mesh material in order that the contents of the bag are clearly visible.

Visitors to the Schools

All visitors to schools, including parents, shall be required to register. A sample of the parent/visitor sign-in form shall be included in the Appendix of the Lafourche Parish School Board Policy Manual (page A-108). The sign-in form shall be located in the principal's office of each school. Thereafter, all such visitors shall be welcomed in a cordial manner. All salesmen and graduate research students shall be required to obtain written permission from the superintendent's office in order to visit a school. Principals shall inform all employees of this policy so that they may assist in enforcement.

French Program

The Lafourche Parish School Board has a second language French program in most K-8 schools. The program is an integrated method of teaching French through Arts and PE, but also reinforces the aspects of science, social studies, and math. The program also raises cultural awareness.

Student Identification Cards

At the junior and senior high school levels, it is mandatory that each student has this identification card on his/her person during the school day and at all school functions. Elementary and middle school principals may use their discretion whether they want to use these cards outside the normal use of the cafeteria.

Department	Phone Number
Child Nutrition	447-3732
Maintenance	447-7236
Media Center	532-2508
Pupil Appraisal	447-8181
Printing Department	447-3211
ROTC Department	446-5396
Sales Tax Department	446-4023
School Board Fax	446-0801

EQUAL EDUCATION OPPORTUNITIES

It shall be the policy of the Lafourche School Board that the school district shall place an equal emphasis upon the nondiscriminatory provision of educational opportunities for children and no person shall be excluded from participation in or denied the benefits of any education service, program or activity on the basis of economic status, intellectual ability, marital status, race, color, disability, religion, creed, national origin, age, or sex. Programs offered by schools within the school district shall be open to students in compliance with statutory and judicial requirements.

The Superintendent or designee shall investigate any and all complaints which may be brought against the district in regard to any alleged discriminatory action. Grievance procedures to provide for prompt and equitable resolution of student of student complaints shall be the same as those used for employees.

Lafourche Parish School Board Nondiscrimination Statement

It is the policy of the Lafourche Parish School Board to provide equal opportunities without regard to race, color, national origin, sex, age, handicapping condition, or veteran status in its educational programs and activities. This includes, but is not limited to, admissions, educational services, financial aid, and employment. Inquiries concerning application of this policy may be referred to: Ms. Cindy Eliser Coordinator of Title IX & Section 504 Lafourche Parish School Board.

When a student's act of misconduct results in out-of-school suspension, the parent/guardian shall be notified by telephone or in writing by mail.

School Wide Positive Behavior Intervention Supports

SWPBIS is a collaborative, assessment-based approach to developing effective interventions that address the behavior of all students. This process of positive behavior support emphasizes the use of proactive-based strategies and aims to build effective environments in which positive behavior is more prevalent than problem behavior. Student behavior is addressed on a school-wide, classroom, and when needed individual student level by creating a sequence of behavior supports in which all school personnel participate. Features of SWPBIS include establishing behavioral competence of students through instruction, creating clearly stated rules and expectations for all settings on the school campus, and establishing clearly stated consequences for misbehavior and clearly stated procedures for rewarding appropriate behaviors. This process requires collaboration among administration, staff, and students at the district and school wide levels to affect changes that influence positive student behavior and school climate. All of Lafourche Parish schools have been trained in the SWPBIS process and as a result are responsible for effective implementation and subsequent training updates. Lafourche Parish schools are required to organize school leadership teams, prepare SWPBIS Books of Products for their individual school, and make any recommendations (if applicable) for revisions of the Lafourche Parish Student Code of Conduct and Attendance regulations. The SWPBIS model is required to be incorporated into each campus's School Improvement Plan (SIP).New and continued training is offered to all Lafourche parish Schools in an effort to maintain and enhance the SWPBIS process. In accordance with the Louisiana State mandate, Lafourche Parish has created a District SWPBIS Leadership Team to evaluate the continued effectiveness of the SWPBIS process. The use of SWPBIS Walk-Through, benchmarks of quality, and the School Evaluation Tool (SET) provide the direct and indirect assessment data. SWPBIS training offered on an annual basis include: Universal – Tier One training, Secondary: Check-In Check-Out- Tier Two training, Tertiary: Prevent, Teach and Reinforce – Tier Three training, and Facilitator training. Refresher trainings at all levels are offered as determined by the District Leadership Team.

Suspensions and Expulsions

Because of the severity of the sanction of suspension or expulsion, the school board requires preventive interventions prior to consideration of these sanctions and the formal recording of all actions taken. Interventions

may include referrals to school counselor, referrals to structured learning centers, referrals to support staff, parent/family contacts, referrals to mental health services, academic interventions, etc.

For discipline options that are less severe than suspension or expulsion, all schools shall incorporate "in-school suspension" (ISS) and "detention" (recess and/or after school). An expulsion shall mean the student is temporarily removed from his/her usual classroom placement to alternative setting for a period of not less than one complete semester with no interruption of instructional services.

There are two types of suspensions: *Suspension In School (SIS) and *Suspension Out of School (SOS).

The Board has approved an alternative general education program called the PASS program for suspended/expelled/excluded students as provided for in LA R.S. 17:416.2. Students expelled/excluded from school shall remain under the supervision of the governing authority of the school system by attending the PASS program or another alternative setting. Students will receive instructions via computers at the site as well as the home. The PASS program is designed to offer variations of traditional instructional programs and strategies for the purpose of increasing the likelihood that pupils who are unmotivated or unsuccessful in traditional programs or who are disruptive in the traditional school environment remain in school and obtain a high school diploma.

A student who is suspended out of school for ten days or fewer shall be assigned school work missed while he is suspended and shall receive either partial or full credit for such work if it is completed satisfactorily and timely as determined by the principal or his designee, upon the recommendation of the student's teacher.

A student who is suspended for more than ten days, or is expelled shall receive educational services at an alternative educational placement, shall be assigned work by a certified teacher and shall receive credit for school work if it is completed satisfactorily and timely as determined by the teacher. Such work shall be aligned with the curriculum used at the school from which the student was suspended or expelled.

*(VAL)VirtualAcademyofLafourche-South Site- A pilot program for expelled/excluded student in the southern part of Lafourche Parish.

Discipline of 504/Special Education Students:

504 Students that commit an act(s) of misconduct are subject to disciplinary action if it is determined by a person knowledgeable about the student's disability and a person knowledgeable about the student that the misconduct is not a manifestation of his/her disability. A person knowledgeable about the student's

disability and a person knowledgeable about the student shall determine if the student's act(s) of misconduct are "related" to the student's disability. This determination is to be documented on the Lafourche Parish School Board Discipline Worksheet for 504 Students (the form and the Guidelines for Implementation may be found in the Lafourche Parish School Board School Building Handbook).*- See Glossary

Discipline for Special Education Students:

(NOTE: Gifted and Talented students are treated as regular education students with regard to discipline, as they are not disabled). No special education student shall be excluded from educational services for more than ten (10) days within the school year without prior notice to the Supervisor of Special Education or designee (Pupil Appraisal - School Psychologist or School Social Worker). The following disciplinary procedures shall be followed for special education students that commit acts of misconduct resulting in disciplinary actions that excludes the student from instruction for more than ten (10) days within the year:

STEP ONE: The student commits an act of misconduct as identified in the Lafourche Parish School Board Student Code of Conduct.

STEP TWO: The school administrator will arrange an IEP team meeting on the same day of the infraction but not later than the next school day to initiate the manifestation determination process. The IEP team shall include at a minimum the parent of the student, the student, the student special education teacher, one of the students regular education teachers, an administrator from the school, and a school psychologist or school social worker. At this IEP meeting the committee will review all relevant information in the student's file including the IEP, behavioral plans, teacher observations, and any relevant information provided by the parent and will identify any additional information they deem necessary to assist in making a comprehensive manifestation determination. Disciplinary action that may result in suspension for more than 10 consecutive or cumulative days must be decided by the student's IEP team and cannot occur without first determining that the behavior was not a manifestation of the student's educational disability. The parent of the student, or the age of majority student, shall be provided with a copy of the educational rights and procedural safeguards at the beginning of the IEP team meeting.

STEP THREE: After the IEP team has reviewed the student's act(s) of misconduct, IEP, BIP, behavioral record and any other appropriate data and has made a relatedness determination, the Documentation Form for Disciplinary Action is to be completed and signed by the participants of the IEP team meeting. The school keeps the pink copy and

see Code of Conduct, p. 10

Code of Conduct, continued from page 9`
forwards the gold copy to the Office of Child Welfare and Attendance. The white copy must be returned to the Pupil Appraisal Center. The parent of the student will be given a copy of the form.

STEP FOUR: There are two possible decisions: 1.The act of misconduct is not related to the student's disability; 2.The act of misconduct is related to the student's disability. **No disciplinary action is to be taken when misconduct is related to the student's disability except for weapon violations or if the child knowingly possesses, uses, sells, or solicits the sale of a controlled dangerous substance or has inflicted serious bodily injury upon another person. If the act(s) of misconduct is determined to be related to the student's disability, the IEP team must either conduct a functional behavior assessment (FBA) and implement a behavioral intervention plan (BIP) for the child or review and modify existing behavior programming as necessary to address the act(s) of misconduct.**

STEP FIVE: If the act(s) of misconduct is determined by the IEP team to not be related to the student's disability, the IEP team addresses the temporary placement of the student in a general education setting to implement the student's IEP and provide supportive interventions to address the student's particular behavioral difficulty. A Behavior Intervention Plan (BIP) must be developed or an existing plan must be revised each time a student is placed in an interim alternative educational program to address misconduct/discipline. The IEP process is the means by which these educational and behavioral decisions will be made with regard to the student. If the student is recommended for expulsion, the IEP team will determine appropriate placement pending the expulsion hearing. This placement may be in an interim alternative educational setting.

STEP SIX: In cases of expulsion, after the decision of the expulsion committee has been rendered the student's IEP team will reconvene to discuss the decision. At this time, the team will address issues of educational programming appropriate interventions, positive behavior supports and criteria for student success. **NOTE:** Positive Behavioral Supports are one method to bring together the parties essential to insure that all resources work together in support of a student with challenging behaviors. This is a necessary effort prior to any consideration of a move to a more restrictive educational environment.

STEP SEVEN: A student that completes their PASS placement pursuant to their IEP team decision is returned to their school with appropriate behavioral programming in place. All work completed in PASS is to be graded (with credit awarded) by the sending school.

Students who receive special education services may be suspended out of school without

regard for manifestation determinations for a period of time that does not exceed 10 consecutive or cumulative school days within the same school year. Each time a student who receives special education services is suspended out of school, the administrator must notify the school psychologist or school social worker assigned to the school. **No student receiving special education services shall be excluded from educational services or placed in an interim alternative educational setting for more than ten (10) days without having first provided the parent, or the student when age appropriate, with a copy of educational rights and procedural safeguards prior to conducting the IEP team meeting to determine relatedness.**

Seclusion and Restraint

The School Board recognizes that, in order for students to receive a free and appropriate education, a safe environment needs to be provided. In doing so, the School Board also recognizes that there are circumstances in school under which reasonable and appropriate measures and techniques will need to be employed in dealing with violent or noncompliant student behavior.

The School Board shall sanction the use of student seclusion and restraint techniques when such use is consistent with the student's Individualized education Plan (IEP), Section 504 plan, or behavior intervention plan, and with the requirement that IEP Teams consider the use of positive behavioral interventions and support when the student's behavior impedes his/her learning or the learning of other students. However, this does not preclude the use of seclusion or restraint techniques in circumstances where school personnel reasonably believe that the student's behavior involves an imminent risk of harm to the student or others.

Seclusion shall mean a procedure that isolates and confines a student in a separate room or area until he or she is no longer an immediate danger to self or others. Restraint shall mean the application of bodily force or any device or object used to limit a person's movement.

Imminent risk or harm shall mean an immediate and impending threat of a person causing substantial physical injury to self or others. The parent or other legal guardian of a student who has been placed in seclusion or

physically restrained shall be notified as soon as possible. The student's parent or other legal guardian shall also be notified in writing, within twenty-four (24) hours, of each incident of seclusion or physical restraint. Such notice shall include the reason for such seclusion or physical restraint, the procedures used, the length of time of the student's seclusion or physical restraint, and the names and titles of any school employee involved.

The director or supervisor of special education shall be notified any time a student is placed in seclusion or is physically restrained.

A school employee who has placed a student in seclusion or who has physically restrained a student shall document and report each incident. Such report shall be submitted to the school principal not later than the school day immediately following the day on which the student was placed in seclusion or physically restrained and a copy shall be provided to the student's parent or legal guardian.

The rules and guidelines adopted for the appropriate use of Seclusion and Restraint shall be provided to all school employees and every parent of a student with an exceptionality. The rules and guidelines shall not be applicable to a student or the parent of a student who has been deemed to be gifted or talented unless the student has been identified as also having a disability. All instances where seclusion or physical restraint is used to address student behavior shall be reported by the School Board to the Louisiana Department of Education

Guidelines and Procedures

The School Board shall require the Superintendent and staff to maintain adequate procedures governing the use of seclusion and physical restraint of students that are in accordance with federal and state law, as well as regulations promulgated by the Louisiana Board of Elementary and Secondary Education (BESE). At a minimum, the guidelines and procedures shall include the following:

1. No student shall be subjected to any form of mechanical restraint.
2. 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.

3. No student shall be physically restrained in a manner that places excessive pressure on the student's chest or back or that causes asphyxia.

4. A student shall be physically restrained only in a manner that is directly proportionate to the circumstances and to the student's size, age, and severity of behavior.

Student Computer and Technology Use

The Lafourche Parish School Board shall provide Internet services to its students. The Lafourche Parish School Board's Internet system has a limited educational and curriculum related purpose. The District's Internet system has not been established as a public access service or a public forum. The District has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Student use of the District's computers, network and Internet services will be governed by this policy, the related administrative guidelines, and the Student Code of Conduct. Users have no privacy expectation in the content of their personal files and records of their online activity while on the Network. The instructional use of the Internet will be guided by the Board's policy on instructional materials.

The District has implemented technology protection, utilizing software and hardware measures which monitor, block, and filter Internet access to visual displays that are obscene, pornography, or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the School Board has not authorized for educational purposes. It is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable, or controversial.

Pursuant to Federal law, students shall receive education about the following:
A. Safety and security while using e-mails, chat rooms, social media, and other forms of electronic communications;
B. The dangers inherent with the online disclosure of personally identifiable information; and,
C. The consequences of unauthorized access (e.g., "hacking"), cyberbullying, and other unlawful or inappropriate activities by students online.

The Board expects that professional staff members will provide guidance and instruction to students in the appropriate use of the Internet, and will monitor students' online activities while at school.

Usage Requirements:

1. Students shall observe good behavior on school computer networks just as they are in a classroom or a school hallway. General school rules for behavior and communications apply. Network storage areas will be treated like school lockers and students shall not have an expectation of privacy. Network administrators, teachers, and other appropriate district

staff will review student files and student communications from time to time to prevent misuse and to ensure students are using the system responsibly and in compliance with laws and district policies. Communications on the network are often public in nature; therefore, students shall be aware that files stored on district equipment will be reviewed periodically.

2. Students shall maintain an environment conducive to learning when using computers.
3. The following examples of uses of school-provided technology and /or internet access are not permitted on the part of Lafourche Parish School Board students:

- a) Accessing, uploading, downloading, or distributing pornographic, obscene, sexually explicit, violent, gambling related, hate oriented, occult, or any materials that are forbidden by the Children's Code of Louisiana.
 - b) Transmitting abusive or threatening language; which includes cyber-bullying, harassing, insulting, attaching, others, and/or posting anonymous messages;
 - c) Accessing chat rooms, instant message services, e-mail and undirected web surfing, etc. which has not been assigned and/or approved by the school staff and/or administration;
 - d) Accessing another individual's materials, information, or files without permission;
 - e) Violating copyright or otherwise using the intellectual property of another individual or organization without permission;
 - f) Using other's password;
 - g) Vandalizing, defined as any unauthorized access and/or malicious attempt to damage computer hardware/software or networks or destroy the data of another user, including creating, uploading, or intentionally introducing viruses;
 - h) Intentionally wasting limited resources;
 - i) Using the network for commercial private purposes;
 - j) Accessing electronic commerce sites and/or electronic purchasing;
 - k) Giving out personal information about others on-line such as full name, home address, phone number, etc.;
 - l) Gaining unauthorized access to resources or entities;
 - m) Invading the privacy of individuals;
 - n) Altering the set-up of computers as set by the system administrator;
 - o) Using software which has not been assigned or approved by staff;
 - p) Hosting personal web pages on school district equipment unless assigned by school staff;
 - q) Seeking to gain or gaining unauthorized access to information resources or other computing devices and;
 - r) Disrupting the education process in the school district.
 - s) Endangering the health and safety of any student or anyone else.
 - t) Involving in illegal or prohibited conduct of any kind;
 - u) Violating any local, state, or federal statute;
4. Any student identified as a security risk in the opinion of the Superintendent or his/her designee or having a documented history of problems with other computer systems may be denied access.

6. All students shall immediately report any objectionable information inadvertently accessed. Failure to do so may result in disciplinary sanctions.
7. This policy must be reviewed annually by the student and the teacher.

STUDENT USE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES (ECD):

The use of ECD's includes, but is not limited to, laptops, netbooks, mp3 players, tablet devices, smart phones and cell phones.

These devices may not be used as per Item 4 under usage requirements.

Student will be permitted to use ECD's on school premises and at school-sponsored activities under the following conditions:

1. Each school shall establish appropriate policies and guidelines for time and place for usage of personal devices. Phones should not be visible upon entering the classroom and should not interfere with students arriving to class on time.
2. ECD's may be used in classrooms for educational purposes at the discretion of the classroom teacher. Potential applications include calculators, clocks, GPS devices, maps, voice recorders and research tools.
3. Students who bring ECD's to school are responsible for keeping them turned off/silenced and stored out of sight during all classes. (except as noted in #3).
4. Photography or videography or to receive or transport images is prohibited at all times in locker rooms, restrooms, and other similar private areas.
5. Students are responsible for using their ECD's in a safe and secure manner ensuring use does not create a safety hazard for themselves or others.
6. All personal devices and equipment are brought into the school at the student's own risk. The District is not responsible for loss, theft, or damages of personal equipment.
7. Charging of personal devices is prohibited on school campus.
8. Students agree that, while within the school campus, they will access the Internet only via the District-provided wi-fi, and not via any cellular (3g, 4g, LTE) services or other internet wi-fi.

Students in violation of this policy shall be subject to disciplinary action in accordance with established district and school procedures as well as the assessment of the cost of damage to hardware/software where applicable. Students and parents shall be informed of this policy and related consequences for inappropriate ECD use annually.

Student Searches

The Lafourche Parish School Board is the exclusive owner of all public school buildings desks and lockers within the buildings and any other area of any public school building or grounds set aside specifically for the personal use of students, therefore any expectation of privacy is not warranted. Any principal or his/her designee may search any building, desk, locker, area, or grounds for any evidence that state law, School Board policy or school regulations have been violated, when there is a reasonable belief that a violation has occurred or the health or safety duty to students require it. Items which are specifically prohibited by law, School Board policy or school regulations shall be immediately seized, and the school administrator/designee shall within a reasonable amount of time contact the student's parent/guardian, appropriate law enforcement agency, and the Superintendent. Any vehicle parked on School Board property by a student may be searched at any time by a school administrator/designee when he/she has reasonable articulative facts which leads to a reasonable belief that weapons, dangerous substances or elements, illegal drugs, alcohol, stolen goods, or other materials or objects the possession of which is a violation of law, School Board policy or school regulations will be found.

Upon any such violation, the student shall be recommended for disciplinary sanctions by the appropriate school authorities, and investigative facts and/or seized items immediately turned over to the proper law enforcement officials.

CONFISCATION

Upon proper school personnel confiscating any firearm, bomb, knife, or other implement which could be used as a weapon, or any controlled dangerous substance, the principal or designee shall report the confiscation to the appropriate law enforcement officials. Any implement or material confiscated shall be retained, cataloged, and secured by the principal so as to prevent the destruction, alteration, or disappearance until such time as the implement or material is given to law enforcement personnel for disposal. Any principal or designee failing to report any prohibited weapon or confiscated material or implement to law enforcement personnel or failing to properly secure any weapon or confiscated material or implement shall be subject to appropriate disciplinary action as may be determined by the Superintendent and/or Board.

Parents may request from the Lafourche Parish School System information regarding the professional qualifications of their child's classroom teacher(s) and/or paraprofessional(s). Parents are to submit their request in writing to:

Supervisor of Personnel
Lafourche Parish School Board
P. O. Box 879
Thibodaux, LA 70302-0897

SEARCHES OF STUDENT'S PERSON

The Lafourche Parish School Board authorizes any principal or his/her designee to search a student's person or his/her personal effects when, based on the attendant circumstances at the time of the search, there are reasonable articulative grounds to suspect that the search will reveal evidence that the student has violated the law, a school rule, or a School Board policy. Such a search shall be conducted in a manner that is reasonably related to the purpose of the search and not excessively intrusive in light of the age or sex of the student and the nature of the suspected offense. Strip searches can only be performed where there is an imminent danger to health and safety. Ordinarily, permission should be sought from the Central Office. No strip search shall be conducted even in serious circumstances where the student's genitalia will be exposed.

If a school administrator suspects the presence of firearms, weapons (defined as dangerous instrumentalities which in the manner used causes or may cause great bodily harm), controlled dangerous substances (drugs), stolen goods, or other materials or objects the possession of which is a violation of parish School Board policy, specific searches with a metal detector of students or their personal effects within the perimeters of the suspicion, may be conducted at any time.

Any pat-down search of student's person shall be done privately by one of the persons above authorized and of the same sex as the student to be searched. At least one (1) witness who is a school administrator or teacher, also of the same sex as the student, shall be present during the search. Items which are specifically prohibited by law, School Board policy or school regulations shall be immediately seized. The school administrator/designee shall contact the student's parent/guardian, appropriate law enforcement agency and the Superintendent. The Superintendent, upon further investigation, shall notify the School Board.

Upon any such violations, the student(s) shall be recommended for disciplinary actions by the appropriate authorities, and investigative facts and/or seized items immediately turned over to the proper law enforcement officials. Whenever any pat-down search of a person is conducted pursuant to this policy, as soon as is reasonably practical, a written record shall be made thereof by the school administrator/designee conducting the search, and such record shall include the name of the student and/or person(s) involved, the circumstances leading to the search and the results of the search. This written, dated and signed record (including the witness(es) signature) shall be filed and maintained in the school administrator's office, and a copy of it shall be immediately sent to the Superintendent.

INDEMNIFICATION

If any employee of the Lafourche Parish School Board is sued for damages by any student, the parents of any student, or any other person qualified to bring suit on behalf of the student, based upon a search of that student's person, when the employee reasonably believed there was articulative cause to suspect that the student had any evidence of gang activity (a formal or informal organization of students whose main purpose is confrontational and physical contact), weapons, dangerous substances or elements, illegal drugs, alcohol, stolen goods, or other materials or objects the possession of which is a violation of law, School Board policy or school regulations, on the student's person, or in the student's possession, it shall be the responsibility of this School Board to provide its employee named as a defendant with a legal defense, including reasonable attorney's fees, investigatory costs and other related expenses. If any such employee named as a defendant is cast in judgment for damages in the suit, it shall be the obligation of this School Board to indemnify him/her fully against such judgment, including all principal, interest and costs. The Lafourche Parish School Board shall not indemnify an employee named as a defendant against a judgment wherein there is a specific finding that the action of the employee was maliciously, willfully, and deliberately intended to harass, embarrass, or intimidate the student. This must be documented by an investigatory report.

Process and Procedure for a Parent Complaint or Request for Information

To make a complaint, the principal of the student's school or his/her designee should be contacted. All complaints shall be properly and adequately investigated with appropriate administrative action taken, if necessary. The principal's name, school address, phone number, and email address is listed on page 2.

Should a parent feel the necessity to continue a complaint beyond the principal or his/designee, the parent may further contact the Lafourche Parish School Board Complaint Supervisor, Frank J. Pasqua at (985) 446-5631 or in writing at P.O. Box 879, Thibodaux, Louisiana 70302 or email at fpasqua@lafourche.k12.la.us.

A parent request for information can be made by simply calling the school or the Lafourche Parish School Board Office.

NOTE: Any grievance or claim by a student/parent that there has been a violation of rights shall be resolved through the procedures set forth in the Student/Parent Grievance Policy on page 29.

5. 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 person nel.
 6. No student shall be subjected to unreasonable, unsafe, or unwarranted use of seclusion or physical restraint.
 7. A student shall not be placed in seclusion or physically restrained if he or she is known to have any medial or psychological condition the precludes such action, as certified by a licensed health care provider in a written statement provided to the school in which the student is enrolled.
 8. A student who has been placed in seclusion or has been physically restrained shall be monitored continuously. Such monitoring shall be documented at least every fifteen (15) minutes and adjustments made accordingly, based upon observations of the student's behavior.
 9. A student shall be removed from seclusion or released from physical restraint as soon as the reasons for justifying such action have subsided.
- Follow-Up Procedures**
Following any situation resulting in the use of seclusion or restraint of a student, a Functional Behavioral Assessment (FBA) should be considered.

If a student is involved in five incidents in a single school year involving the use of physical restraint or seclusion, the student's Individualized Education Plan team shall review and revise the student's behavior intervention plan to include any appropriate and necessary behavioral supports.

The documentation compiled for a student who has been placed in seclusion or has been physically restrained and whose challenging behavior continues or escalates shall be reviewed at least once every three weeks.

Employee Training Requirements

The Superintendent or his/her designee shall be responsible for conducting and maintaining appropriate training programs for school personnel designed to address the use of seclusion and restraint techniques with students with disabilities. In addition, positive behavioral intervention strategies, crisis intervention, and de-escalation, as well as other procedures, may also be included in any training.

The provisions of these guidelines shall not be construed to conflict with any federal or state rules or regulations or other guidelines affecting special education students with disabilities as defined in LA R.S. 17:1943, et seq.

ADMINISTRATIVE POLICY/GUIDELINES

A. GOALS:

The goals of this policy are to be followed in the administration of disciplinary action. They are designed to:

1. provide the student with a program that includes ample opportunity for modification of behavior utilizing principles of effective teaching and strategies consistent with the school wide PBIS process;
2. provide consistency in the administration of disciplinary actions, i.e., a fair program in that all students charged with the same level of misconduct will receive the same action;
3. provide students, parents, and school personnel, clearly stated, advance knowledge of the courses of action to be followed in handling disciplinary matters;
4. provide a discipline program that is sequential (moderate to most severe action) using the disciplinary options/corrective strategies listed in Section B.

B. DISCIPLINARY OPTIONS:

The principal or his designees shall provide oral or written notification to the parent or legal guardian of any student removed from the classroom for violating the school's Code of Conduct and/or exhibiting disruptive or inappropriate behavior. Such notification shall include a description of any disciplinary action taken. The student shall not be readmitted to the class until the principal has implemented one of the following corrective strategies or disciplinary options after the student is assured of his/her due process:

1. Administrative conference
2. One or more of the following options:
 - a.recess detention
 - b.in-school suspension
 - c.refer student to the Response To Intervention Team (RTI)
 - d. after school detention
 - e.require completion of assigned regular and/or remedial school and homework
 - f. refer to Guidance Counselor
 - g. require an administrative conference with the parent or guardian. Include the teacher in the conference upon the teacher's request
 - h. exclude from extracurricular activities including, but not limited to, sports and field trips
 - i. schedule adjustment
 - j. behavior contract
 - k. refer to the School Building Level Committee
 - l. refer to the Office of Child Welfare and Attendance for action (Truancy/FINS)
 - m.refer to Pupil Appraisal.
 - n. Any other disciplinary measure pursuant to law or board policy.
 - o. VIP program.
 - p. Refer to SWPBIS Committee
 - q. Denial of driving privileges on school property

- r. Denial of electronic device privileges
3. One day suspension
 4. Two or three day suspension
 5. Only with the approval of the Office of Child Welfare and Attendance greater than three (3)

but not more than ten days of suspension. Additionally, one or more of the following interventions may be used:

- a. Contact School Crisis/Safety Response Team or School Building Level Committee (SBLC)

- b. Require the parent/guardian(s) and student to meet with the PASS Administrator and/or Supervisor of Child Welfare and Attendance, guidance counselor, school psychologist, or school social worker.

NOTE: Refer students on their second suspension and third suspension to the Office of Child Welfare and Attendance as incorrigible.

6. Suspension and recommendation for expulsion/exclusion

C. Suspendable Acts:

Listed below are acts of student misconduct, definitions, and disciplinary options. **Repeated offenses** may require the next step in the discipline option sequence. This includes instances for any disorderly conduct in school, on the playgrounds of the school, on the street or road while going to or returning from school, or any school bus during intermission or recess, or at any school sponsored activity or function.

INFRACTION/DEFINITION/DISCIPLINE OPTIONS:

Willful Disobedience - Deliberate choice to break a rule or disobey a directive given by a person in authority. 1, 2, 3, 4, or 5

Treats an authority with disrespect - Talking back, mocking, gesturing. Any act which demonstrates a disregard for or interference with authority or supervising personnel. 1, 2, 3, 4, 5

Makes an unfounded charge against authority - Accusing a member of school staff of an act that is unlawful and/or a violation of policy not supported by evidence. False statements or representations about individuals or identifiable groups of individuals that harm the reputation of the individuals or the group by demeaning them or deterring others from associating or dealing with them. 1, 2, 3, 4, 5, or 6

Uses profane and/or obscene language - Vulgar verbal messages, words or gestures that include swearing, or name calling. 1, 2, 3, 4, or 5

Is guilty of immoral or vicious practice - Isolated incident that is unwelcome act or comment that is hurtful, degrading, humiliating or offensive to another person with a sexual, physical or racial component. Act that is dangerous, aggressive, or would be perceived as disturbing and not conforming to approved standard of social behavior and/or local community norms. 2, 3, 4, 5, or 6

Conduct or habits injurious to others - Any intentional but not malicious act that causes injury, damage, or pain to another. 1, 2, 3, 4, 5, or 6

Use/possesses controlled dangerous substances - The possession, use, cultivation, manufacturing, distribution, intent to distribute, concealment, sale, or purchase of any drug, narcotic, controlled substance, or any paraphernalia linked to above on school grounds, at school-sponsored events, or on school transportation vehicles. 6 Refer student for drug testing/screening. Notify local law enforcement. Notify Dept. of Motor Vehicles (between ages 14-18)

Uses/possesses tobacco and/or lighter - The possession, use, purchase, intent to distribute, concealment, distribution or sale of tobacco products or any paraphernalia, e-cigarettes, etc. linked to the above on school grounds, at school-sponsored events, or on school transportation vehicles. 1, 2, 3, or 4 Notify local law enforcement for tobacco possession, use, etc.

Uses/possesses/alcoholic beverages- The possession, use, purchase, intent to distribute, concealment, distribution or sale of alcohol products on school grounds, at school-sponsored events, or on school transportation vehicles. 3, 4, 5, or 6 Notify local law enforcement. Any or all of the following stipulations may also be employed by the principal appropriate to the infraction:1. The student seeks assistance from a certified Community Agency 2. The student and at least one parent participate for at least 3 hours in an appropriate educational program outside the school setting.3. The student participates in a structured support group upon returning to school. NOTE: Students under 10 yrs. of age may be suspended a maximum of 3 days.

Disturbs the school/habitually violates rules - Behavior causing **major** disruption of instruction or any school activity and/or repeatedly violating any school rules in any area, includes but is not limited to **sustained loud talking, yelling or screaming, noise with materials; and/or sustained out-of-seat behavior.** 2, 3, 4, 5, or 6

Cuts, defaces, injures school/vandalism - Damage, destruction, or defacement of property belonging to the school or others. 1, 2, 3, 4, 5, or 6 Acceptable provisions for restitution, repair or replacement of damaged property by the student's parent/adult student (18 yrs or older) May notify local law enforcement.

Writes or draws obscene/profane language/pictures - Writes or draws pictures, words, or images considered indecent or offensive (e.g., graffiti, letters, notes, posters, etc.) 1, 2, 3, 4, 5 Acceptable provisions for restitution, repair or replacement of damaged property by the student's parents /adult student (18 yrs or older)

Possesses weapons prohibited under federal law - (Possessing weapon designed to expel a projectile by action of an explosive.) *Use of this code requires - **Firearms and Explosives Weapon Code** per SIS Code User Manual. 6 Notify local law enforcement. Notify Dept. of Motor Vehicles (between ages 14-18)

Possesses weapons not federally prohibited -Possesses firearms, knives or blades 2 ½" or greater which may be used to inflict bodily injury or damage to property (i.e., any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student's person or contained in the student's belongings, locker and/r storage space).*Use of this code requires *SIS **Weapon Code** per SIS Code User Manual. 3, 4, 5, or 6 Notify local law enforcement **NOTE:** PK – 5 less than 11 years of age principals may recommend Option 6. 11yrs. of age or older Option 6 shall be utilized

Throws missiles liable to injure others - Throws any object toward a person that is either heavy, sharp and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance.**Use of this code requires SIS **Weapon Code*** Per SIS Code User Manual. 1, 2, 3, 4, 5, or 6 May notify local law enforcement

Instigates or participates in fights - A hostile confrontation with physical contact involving two or more individuals. 2, 3, 4, 5, or 6 Notify local law enforcement, VIP referral 10 yrs. or older NOTE: If his/her actions are consistent with the definition of self defense the student provoked shall not be disciplined.

Violates traffic and safety regulations - To break any law that pertains to the obstruction and flow of traffic and/or safety regulations. 1, 2, 3, or 4

Leaves school or classroom without permission - Leaving the school campus and/or assigned classroom including ISS or location without permission and/or failure to return to school/class 1, 2, 3, or 4

Is habitually tardy and/or absent - Reporting late to school or class or checking out before dismissal time when the day/period begins/ends without permission. 1 or 2 local law enforcement Parents shall be notified CWA may be notified

Is guilty of stealing - Taking or obtaining the property of another without permission or knowledge of the owner without violence 1, 2, 3, 4, 5, or 6 Counseling to include parent conference, acceptable provisions for restitution of stolen property by the student's parents /adult student (18 yrs or older). May notify local law enforcement-theft of \$300.00 or more shall notify local law enforcement

Commits any other serious offense - Any other serious offense not covered by any other codes. 1, 2, 3, 4, 5, 6 Disciplinary action determined by the principal appropriate to the infraction. May notify local law enforcement

Gambling - Wagering money or property. 1, 2, 3, 4, 5, or 6

Improper dress - Out of dress code or ID violation 1 or 2

Failure to Serve Assigned Consequence **Failure to serve** detention, Time Out Room, Saturday School, ISS or other assigned consequences. 2, 3, 4, 5, or 6

Sexual Harassment - intimidation, bullying, or coercion of a sexual nature. 1, 2, 3, 4, 5, or 6 Complete Sexual Harrasment form Notify local law enforcement



TOPS Core Curriculum For the Opportunity, Performance and Honors Awards For High School graduates of 2018 and thereafter

Units	Courses ¹
ENGLISH = 4 Units	
1 Unit	English I
1 Unit	English II
1 Unit from the following:	English III, AP English Language Arts and Composition, or IB English III (Language A or Literature and Performance)
1 Unit from the following:	English IV, AP English Literature and Composition, or IB English IV (Language A or Literature and Performance)
MATH = 4 Units	
1 Unit	Algebra I
1 Unit	Geometry
1 Unit	Algebra II
	(Integrated Mathematics I, Integrated Mathematics II, and Integrated Mathematics III may be substituted for the Algebra I, Geometry, and Algebra II sequence)
1 Unit from the following:	Algebra III; Advanced Math - Functions and Statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or IB Math Methods I (Mathematical Studies SL); Calculus, AP Calculus AB, or IB Math Methods II (Mathematics SL); AP Calculus BC; Probability and Statistics or AP Statistics; IB Further Mathematics HL; IB Mathematics HL
SCIENCE = 4 Units	
1 Unit	Biology I
1 Unit	Chemistry I
2 Units from the following:	Earth Science; Environmental Science; Physical Science; Agriscience I and Agriscience II (one unit combined); Chemistry II, AP Chemistry, or IB Chemistry II; AP Environmental Science or IB Environmental Systems; Physics I, AP Physics B, or IB Physics I; AP Physics C: Electricity and Magnetism, AP Physics C: Mechanics, or IB Physics II; AP Physics I and AP Physics II; Biology II, AP Biology, or IB Biology II
SOCIAL STUDIES = 4 Units	
1 Unit from the following:	U.S. History, AP U.S. History, or IB U.S. History
½ Unit from the following:	Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States
½ Unit from the following:	Economics, AP Macroeconomics, or AP Microeconomics
	(one unit of Civics may be substituted for the two ½ Units above)
2 Units from the following:	Western Civilization, European History, or AP European History; World Geography, AP Human Geography, or IB Geography; World History, AP World History, or IB World History; History of Religion; IB Economics
FOREIGN LANGUAGE = 2 Units	
	Foreign Language, both units in the same language, which may include the following: AP Chinese Language and Culture, AP French Language and Culture, AP German Language and Culture, AP Italian Language and Culture, AP Japanese Language and Culture, AP Latin, AP Spanish Language and Culture, IB French IV, IB French V, IB Spanish IV, and IB Spanish V
ART = 1 Unit	
1 Unit from the following:	Performance course in Music, Dance or Theatre; Fine Arts Survey; Art I, II, III, and IV; Talented Art I, II, III, and IV; Talented Music I, II, III and IV; Talented Theater Arts I, II, III, and IV; Speech III and Speech IV (one unit combined); AP Art History; AP Studio Art: 2-D Design; AP Studio Art: 3-D Design; AP Studio Art: Drawing; AP Music Theory; IB Film Study I; IB Film Study II; IB Music I; IB Music II; IB Art Design III; IB Art Design IV; or IB Theatre I
TOTAL = 19 Units	

Career Diploma Program Require for career Diploma graduates entering high school as of fall 2014 subject to Legislature Approval

English = 4 Units
English I; English II; The remaining unit shall come from the following: English III, English IV, Ap or IB English courses, Business English, Technical Writing, or LCTCS equivalent English credits offered by jump start regional teams as approved by the State Board of Elementary and Secondary Education

Mathematics = 4 Units
Algebra I or Algebra I-Pt. 1 and Algebra I-Pt. 2 or Applied or hybrid Algebra course; Three units from the following: Geometry, Math Essentials, Financial Mathematics, Business Math, Algebra II, Algebra III, Advanced Math - Functions 0 and Statistics, Advanced, Math--Pre-Calculus, Pre-Calculus, or LCTCS equivalent math credits offered by jump start regional teams as approved by the State Board of Elementary an Secondary Education. (Integrated Mathematics I, II and III may be substituted for Algebra I, Geometry and Algebra II, and shall be considered the equivalent of 3 math units)

Science = 2 Units
Biology 1; One unit from the following: Chemistry I, Earth Science, Environmental Science; Physical Science; Agriscience I and Agriscience II (one unit combined); AP or IB Science offerings

Social Studies = 2 Units
U.S. History, AP U.S. History, or IB U.S. History; 1/2 unit from the following: Government, AP U.S. Government and Politics: Comparative, or AP U.S. Government and Politics: United States; 1/2 unit from the following: Economics, AP Macroeconomics, or AP Microeconomics (one unit of Civics may be substituted for two 1/2 units above

Physical Education/Health = 2 Units - Physical Education; 1/2 unit from one of the following: PE II, Marching Band, Extracurricular Sports, Cheering, or Dance Team; Health Education

Jump start course sequences, workplace experiences, and credentials = at least 9 units; Complete a regionally designed series of CTE jump start coursework and workplace- based learning experiences, leading to a statewide or regional jump start credential. This shall include courses and workplace experience specific to the credential, courses related to foundational career skills requirement in jump start, and other courses, including career electives, that the jump start regional team determine are appropriate for the pathway. Required Credentials - **Student must attain an approved statewide or regional credential in order to graduate. Required Testing-** When students take a course corresponding with an End of Course test, students are required to take the test. Students remain required to score at least a "fair" on three of six courses. Students also must take the EPAS tests: Explore, Plan, and ACT. Jump start teams may elect to have students pursuing the Career Diploma the workkeys test in addition to the ACT. The department of Education will establish a policy creating score level equivalents between the ACT and Workkeys. A student's highest score, resulting of the student's score either the ACT or workkeys, would generate ACT index accountability points.

Threat of Suicide or Harm to Others: While these situations in the past were somewhat rare, currently, there are frequent occasions when a child may reveal to a teacher or administrator an intention to do harm to him/herself or someone else. In those situations the principal or guidance counselor may request the assistance of the pupil appraisal licensed/certified staff to contact the parents and assess the seriousness of the threat or to link the child and his/her family to the community mental health unit for acute care.

Behavior Problems/Concerns in the School: Frequently the school administration or staff will call upon the expertise of the pupil appraisal staff person assigned to their school for assistance in dealing with behavior problems which show potential for having a negative impact upon an individual, group or the whole school community. Depending upon the precise circumstances, the professional guidance and consultation of a licensed psychologist or social worker can be of significant assistance to the school staff in dealing with such problems as gang behaviors, effects of drug/alcohol abuse, self-injurious behaviors, etc.

Special Education Students Referred for Disciplinary Action: Pupil appraisal staff are required by federal law and local guidelines to participate in determining disciplinary matters involving special education students. Expertly versed in the specific conditions and exceptionalities of these students, pupil appraisal staff are mandated consultants to the disciplinarian in dealing with the suspension or expulsion of a special education student. Changes in the school placement of such students also require the involvement of the pupil appraisal staff.

School Based Mental Health Services

Focus of mental health services to students: School, Classroom, Group, Family, Individual. Integrated systems approach to mental health intervention.

Discrete Planned Intervention

Serves: Special Education Students
Location: School, home and other locations
Providers: Certified school psychologists, school psychologist interns & other professional staff
Services: Counseling, social skills training, behavior intervention & parent consultation

Support & Related Services

Serves: Special & regular education students
Location: School
Providers: Certified school psychologist, licensed psychologist, board certified social worker and licensed professional counselors
Services: Counseling, behavior interventions and assessment

Structured Learning Centers

Serves: Special and regular education students
Location: Elementary/middle/secondary schools
Providers: School psychologists and school social workers

Services: Counseling, social skills training, behavior intervention, parent & teacher consultation and transition
Discharge/School Reentry Planning
Serves: Special and regular education students
Location: School and the discharging facility
Providers: Certified school psychologist, licensed psychologist, board certified social worker and licensed professional counselors
Services: Collaborative plans for student's return from a facility

Transition Services

Serves: Special education students
Location: School, facility and job site
Providers: Psychologist, social worker and job coach/trainer
Services: Develop transition plans, provide therapeutic support and job training/adjustment assist

Discipline Support

Serves: Special and regular education students
Location: Interim alternative educational setting
Providers: Certified school psychologist, licensed psychologist, and discrete planned intervention staff
Services: Counseling, social skills training, behavior intervention and parent consultation

Crisis Intervention

Serves: Regular and special education students
Location: School
Providers: Certified school psychologist, licensed psychologist, board certified social worker and licensed professional counselors
Services: Crisis counseling, service coordination & follow-up therapeutic service

Positive Behavior Intervention Supports

Serves: Special and regular education students
Location: School, home and community
Providers: Teachers, school psychologist, social worker, speech therapists and other school staff
Services: As designed by the positive behavior supports team; ongoing initial and refresher trainings; and ongoing data collection.

Therapeutic Intervention Program (TIP)The Therapeutic Intervention Program (TIP) is a program designed to intervene and assist all school age students with behavioral/or mental health issues so the student can transition to his/her traditional school setting. During the student's assignment to the TIP program, strategies and intervention, will be developed specifically to help the student help cope with daily situations that may trigger inappropriate reactions. The program provides students with specific strategies and interventions to address students' targeted behaviors. The focus is to continue the student's academic instruction, as well as to provide the student with a variety of interventions such as cognitive behavioral therapy, social skills training, self-esteem activities, MRT, anger management, conflict resolution, Brief Solution Therapy, etc in order to equip the student with strategies and copying skills to allow for a smooth and seamless transition/reintegration to the student's assigned school campus.

Dishonesty - Cheating, plagiarism, fabrication, deception and/or forging signature or grades. 1, 2, 3, 4, 5, 6 May notify local law enforcement

Bullying/Harassment - any pattern of obscene gestures, written electronic or verbal communications that threatens harm, taunting, malicious teasing, physical acts, but not limited to hitting, kicking, pushing or damaging personal property and repeatedly shunning or excluding students from activities 1, 2, 3, 4, 5, or 6 **Complete Bullying form may notify local law enforcement**

Unauthorized use of Technology - Use of pager/cellular telephone (texting, talking), camera or video device or other **communication devices** during the school day. 1, 2, 3, 4, 5, or 6 **ELEMENTARY USE** may result in:
• Confiscation of the device
• Parent(s) called
• Option to use ISS for repeat offenders

MIDDLE/HIGH SCHOOL USE may result in:
First offense: 1 day In School Suspension-Confiscate device
Second offense: 2 day In School Suspension-Confiscate device
Third offense: 1 day out of school suspension-confiscate device
Fourth offense and subsequent offenses: Disciplinary action determined by the principal appropriate to the infraction.

Turned On/Visible may result in:
First offense: Confiscate device
Second offense: 1 day In School Suspension-confiscate device
Third offense: 2 day In School Suspension-confiscate device
Fourth offense and Subsequent offenses: Disciplinary action determined by the principal appropriate to the infraction.

Rape/Sexual Assault/Battery - Forced attempted or actual anal, oral, or vaginal penetration by using a sexual organ or an object simulating a sexual organ, or the anal or vaginal penetration of another by any body part. or object. 6 Notify local law enforcement

Arson - Intentional damaging by any explosive substance or setting fire to any property of another without the consent of the owner. 6 Acceptable provisions for restitution, repair or replacement of damaged property by the student's parent /adult student (18 yrs or older). Notify Fire marshal and local law enforcement.

Causing a False Fire Alarm or Making Bomb Threats - Initiating a warning of fire or other catastrophe without valid cause, misuse of 911, bomb threats, or discharging a fire extinguisher. 5 or 6 If school is evacuated-Option 6 Notify local law enforcement

Burglary - The unauthorized entering of any school structure, vehicle or property, movable or immovable, with the intent to commit a felony or any theft therein. 3, 4, 5, or 6 Acceptable provisions for restitution of stolen property by the student's parents/adult student (18 yrs or older). Notify local law enforcement

Possession of over the counter or prescription drugs - The possession and/or distribution of any **over-the-counter medicine** whether prescribed or not without permission from school officials. 2, 3, 4, 5, or 6 **May notify local law enforcement**

Possession of Body Armor - Possession, including the wearing of any type of gear that protects the person from attack by another. 5 or 6 **Notify local law enforcement**

Murder - Unlawful killing of another human being. 6 Notify local law enforcement

Assault and/or Battery - Aggressive action directed at school staff or students, which may involve threats and/or unwanted physical contact, while on school grounds or at a school related activity, including a situation where a staff member is intervening in a fight or other disruptive activity. 3, 4, 5, 6 Notify local law enforcement and VIP Referral for 10 years or older.

Kidnapping - Intentional, forcible seizing and carrying of any person from one place to another without his consent. 6 Notify local law enforcement

Criminal Damage to Property - Intentional damage by any means other than fire or explosion to any property that requires a report to law enforcement (R.S. 14:5 may co-occur with other violations). 3, 4, 5, or 6 Acceptable provisions for restitution, repair or replacement of damaged property by the student's parent/adult student (18 yrs or older) and counseling. Notify local law enforcement

Misappropriation with violence to the person - Taking something of value using force, intimidation or weapons. 3, 4, 5, or 6 Acceptable provisions for restitution, repair or replacement of damaged property by the student's parent/adult student (18 yrs or older) and counseling. Complete bullying form and VIP (10 yrs. or older) if warranted. May notify local law enforcement

Illegal carrying or discharge of weapons prohibited by federal law - Discharge or use of weapon described in SIS Firearms and Explosives Weapon Code per SIS Code Value. 6 Notify local law enforcement

Serious Bodily Injury - An injury that involves a **substantial risk of death**; extreme physical pain; protracted and obvious disfigurement; or protracted loss of impairment of the function of bodily member, organ or faculty. 6 **Notify local law enforcementVIP Referral 10 year or older**

Cyber Bullying/Cyber Harassment - Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, through any use of technology. Cyber bullying can occur on or off school property. 1, 2, 3, 4, 5, or 6 Complete Bullying Form. May notify local law enforcement

Possesses pocket knife with a blade length < 2 ½" - Possesses pocket knife or blade cutter with a **blade length < 2 ½"** *Use of this code requires *SIS weapon code per SIS code user Manual. 2, 3, 4, 5, or 6
NOTE:
• Knife blade 2" regular ed. student 2 ½" special ed. student Option 6
• PK – 5 under 11 years of age-principal may recommend Option 6
• May notify local law enforcement

Public Indecency - Exposure of body parts such as genital/buttocks areas and female breasts in view of public. 2, 3, 4, 5, or 6 May notify local law enforcement

Obscene behavior or Possession of obscene/Pornographic Material - Engaging in behavior of a sexual nature including consensual sexual activity; Possession of sexual images in any form (e.g., computer, book, magazine, phone, drawing, etc). 2, 3, 4, 5, or 6 **May notify local law enforcement**

Trespassing - Unauthorized entering onto school property by an individual who has been given prior legal notice that entry onto or use of the property has been denied, or who remains on the property once notified of the request to leave. This includes unauthorized presence of a student on school property while on a restrictive access, suspension, or expulsion. FORM A 1, 2, 3, 4, 5, 6 May notify local law enforcement

Misusing Internet - **Violating** the district Internet use Policy. 1, 2, 3, 4, 5, or 6 May include loss of use privileges (see Internet Agreement)

Dating Violence - A pattern of behavior where one person threatens to use, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner 1, 2, 3, 4, 5, or 6

ELEMENT NAME: SIS Weapons Code
Code Values:
01 – Single Bladed Knife with blade less than 2.5 inches – includes box cutter if max length is less than 2.5 inches
02 – Single Bladed Knife with blade 2.5 inches or greater – includes box cutters if max length is 2.5 inches or more
03 – Large or dual bladed implement (Sword, machete, saber, bowie knife, dagger)
10 – Makeshift Sharp Object (i.e., sharp stick, pencil, comb with pointed end, fork, etc)
20 – Makeshift Blunt Object (i.e., rocks, stick or board used as club, book, etc)
30 – Substance used as a weapon (i.e., mace, tear gas, acid, etc)
40 – Gun not described under Firearms and Explosives Weapons Code (i.e., air gun, BB gun, pellet gun, etc)
50 – Manufactured Device normally or easily used as weapon not previously defined (i.e., nunchaku, cross-bow, shiv throwing star, dart, axe, hammer, bow and arrow, stun gun, brass knuckle, etc)
99 – Other Weapon
NOTES: Weapon code required if Primary Reason Code 14, 15 or 31 used

ELEMENT NAME: SIS Firearms and Explosives Weapons Code

Code Values:
01 – No longer used as of school year 1997-1998
02 – the frame or receiver of any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive
03 – any firearm muffler or firearm silencer
04 – any explosive, incendiary, or poison gas, such as a: bomb; grenade; rocket having a propellant charge of more than four ounces; missile having an explosive or incendiary charge of more than one-quarter ounce; mine; or similar device
05 – any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter
06 – any combination of parts either designed or intended for use in converting any device into any destructive device described in 04 and 05, above, and from which a destructive device may be readily assembled
07 – Handguns
08 – Rifles/shotguns
NOTE: Weapon code: 13, 30

GLOSSARY OF TERMS

Arson – intentional damaging by any explosive substance or setting fire to any property of another without the consent of the owner.

Assault –an attempt to commit on a teacher or an individual a battery or the intentional placing of a school teacher in reasonable apprehension of receiving a battery or making statements threatening physical harm to a school teacher.

Battery – any willful and unlawful use of violence on the person of another.

BIP (Behavior Intervention Plan) – An individualized plan that identifies strategies to teach positive alternative behaviors and includes positive strategies, programs or curricular modifications, and supplementary aids and supports required to address behaviors of concern.

Body Armor- shall mean bullet-resistant metal or other material intended to provide protection from weapons or bodily injury.

Bullying - a pattern of any of the following (see Section K).

Bunk-a substance purported to be an illegal drug or other prohibitive substance sold, traded represented, or given to another person(s).

Contraband – items which are prohibited at school.

Criminal damage to property- intentional damaging of any property of another, without the consent of the owner, and except as provided in R.S. 14;5: by any means other than fire or explosion.

Cyber bullying – means harassment, intimidations, or bullying of a student on school property by another student using a computer, mobile phone, or other interactive, or digital technology, or harassment, intimidation, or bullying of a student while off school property, by another student using any such means when the action or actions are intended to have an effect on the student when the student is on school property.

Dating Violence - a pattern of behavior where one person threatens to use, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner.

Detention – shall mean activities, assignments, or work held before the normal school day, after the normal school day, or on a weekend. Failure or refusal by a pupil to participate in the assigned detention may subject the pupil to immediate suspension or assignment to P.A.S.S. Assignments, activities, or work which may be assigned during detention include, but shall not be limited to, counseling, homework assignments, behavior modification programs, or other activities aimed at improving the self-esteem of the pupil.

Exclusion - A disciplinary change in educational placement for more than 10 days either consecutively or cumulatively of a student receiving special education services. This change in placement must be done in accordance with The Individual with Disabilities Educational Improvement Act (IDEIA).

Expulsion (EOS) – removal of a student from all regular school settings for a period of not less than one (1) school semester. During an expulsion the Superintendent shall place the pupil in an alternative school or in an educational placement with no interruption of instructional services.

Extortion – to obtain something by pressure or intimidation.

Fighting – a physical altercation between students.

Firearms – any handgun, rifle, shotgun or any other device that can expel a projectile by the action of an explosive or other propellant.

Gang – Three or more students of any gender or mixed genders united by a generic name and having a formal or informal induction ceremony or activity and possessing an agreed upon signal; a tattoo or other similar non-verbal symbolic communicative factor(s) shall be considered a gang in the Lafourche Parish School System if this group participated in or attempts to participate in substantial disruptive activity(s) in a school environment.

Group- Three or more people involved in an incident.

Hazing - any knowing behavior, whether by commission or omission, of any student to encourage, direct, order or participate in any activity which subjects another student to potential physical, mental or psychological harm for the purpose of initiation or admission into, affiliation with, continued membership in, or acceptance by existing members of any organization or extracurricular activity at a public elementary or secondary school, whether such behavior is planned or occurs on or off school property, including any school bus and school bus stop.

Homicide (killed on campus) – murder and non-negligent manslaughter, killing of one human being by another, killing a person through negligence.

Hooky – unauthorized absence from a scheduled educational activity.

Immoral – not in conformity with accepted principles of right and wrong behavior; contrary to the moral code of the community.

In-school suspension – shall mean temporarily removing a pupil from his/her normal classroom setting but maintaining him/her under supervision within the school for a minimum of one COMPLETE school day with no interruption of instructional services. Any pupils participating in an in-school suspension may receive credit for work performed during the in-school suspension. However, any pupil who fails to comply fully with the rules for in-school suspension shall be subject to immediate suspension.

Intentional- evidence of pre-meditation and/or deliberation – on purpose.

Kidnapping – intentional, forcible, seizing and carrying of any person from one place to another without his/her consent.

Misappropriation with violence to the person- the taking of anything of value belonging to another from the person of another or that is in the immediate control of another, by use of force or intimidation, or while armed with a dangerous weapon.

Molestation – to annoy, disturb, or persecute especially with hostile intent or injurious effect and/ or to make annoying sexual advances to; especially to force physical and usually sexual contact on.

P.A.S.S. – (Positive Action School Site) shall mean an alternative educational program for suspended/expelled/excluded students designed to continue the educational process in the general education curriculum at an alternative school site.

PBIS (Positive Behavior Intervention Supports) – A school wide, classroom, or individual process of behavior supports that emphasizes the use of proactive, educative, and reinforcement based strategies to achieve meaningful and durable behavior and lifestyle outcomes.

Possession – physical control of prohibitive items as listed in the Lafourche Parish School Board Student Code of Conduct. Possession may be **actual** or **constructive**...

Actual Possession is when the student has immediate access to the prohibitive item;

Constructive Possession is when the student has control over the locations in which the prohibitive items are found (i.e., car, locker, book bag, etc.). School officials shall have discretion in imposing any disciplinary actions for constructive possession of a firearm or knife when stored in a motor vehicle and there is no evidence of intent to use it in a criminal manner.

Possessing a Weapon Prohibited by Federal Law – any firearm, explosive device, incendiary, or poison gas such as: bomb, grenade; rocket or other object that can place a person in reasonable fear or apprehension of serious harm that is on the student's person and/or student's belongings, locker, and/or other personal storage space.

Restitution – restoring or paying for damaged or stolen property.

School functions – anything sponsored/controlled by school officials. Even if the event is held somewhere other than school property. This would include graduation ceremonies, sporting events, dances, plays, pep rallies, fundraisers, field trips, etc.

SPECIAL EDUCATION

Special Education is a supportive branch of general education that allows a school system to offer a full continuum of educational services to all children. Lafourche Parish serves exceptional children ages 0-22 years with a full range of educational services. Children are screened and evaluated for eligibility to receive special education services while receiving educational support in the regular classroom.

Highly qualified teams including psychologists, educational diagnosticians, social workers, audiologists, speech therapists, and/or other disciplines, conduct the evaluations.

If it is determined in that evaluative process that a child has an impairment or condition that adversely affects educational performance, then the child is classified and becomes eligible to receive special education services. By law, children may be classified as:

Autism, Deaf-Blindness, Emotional Disturbance, Gifted, Talented, Hearing Impaired, Mental Disability, Intellectual Disability, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment

An Individual Education Plan (I.E.P.) is written for each special education student annually. This is a decision-making process. Committee members, including parents, meet to write goals and objectives for that year. Decisions are made on the type of service that best fits the students' needs now and in the future.

Of maximum consideration during this decision-making meeting is the least restrictive environment. All students need opportunities to interact with non-exceptional peers. Lafourche Parish has taken a very positive stand in making regular public school available to all students. Special education students are presently participating in regular campus activities. Regular campus activities may be full-time or part-time classroom attendance inclusive of lunch, recess, clubs, library, bus rides, and assemblies. The amount of time students spend in these activities is designated on the I.E.P.

Students with disabilities have a right to a public education provided at public expense. These rights are guaranteed and delineated in Public Law 101-476 (federal regulations) and Bulletin 1706 (state regulations). It is their civil right to be instructed in Lafourche public schools. As educators, who are dedicated to providing quality education to all students, we support and promote opportunities for social interaction between all handicapped and non-handicapped children, especially students with severe handicaps because for so long they have been denied.

PROGRAM SERVICES

Special education services represent educational Programming provided in the general education curriculum to meet the individual needs of students with diagnosed exceptionalities. The general education curriculum is the foundation for all instruction offered to special education students regardless of disability.

After the I.E.P. team/placement meeting, the IEP team shall choose a setting in which the educational needs will be addressed and review the accommodations/modifications to be provided and identify additional strategies and supports as well as related services to facilitate the student's success in the general education setting.

Special education instructors must find a way to monitor the student's progress in the regular education curriculum. The method and techniques of instruction may differ from traditional instruction, but ultimately the goal is for the student to earn a high school diploma.

Students identified with diagnosed learning difficulties are instructed in the least restrictive educational environment to address specific academic deficits. Academic deficits may be, but are not limited to, reading, math, and/or language. Academic deficits are identified by the evaluation team utilizing criteria as outlined in Bulletin 1508, Pupil appraisal handbook.

Lafourche Parish also provides services to infants (ages 0-2) who have been identified for services through Early Steps. Children (ages 3-5) who are in need of early intervention services may receive services in homes, play groups, daycare centers, Head Start or LPSP pre-k/k classes.

Students who have physical or motor impairments may qualify to receive Adapted Physical Education (APE) services. Utilizing adaptive equipment and/or by modifying the Physical Education curriculum, students with motor disabilities may be afforded the opportunity for participation in Physical Education classes.

Communication is basic to school success, therefore, speech therapy is offered as a direct or related service. Related services for students with disabilities means transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education and are based on individual and unique needs.

The need for transportation to and from school on special buses is considered a related service and may encompass the use of motorized lifts and/or monitors to assist the driver.

Included in the continuum of services is Gifted and Talented Education. Itinerant teachers address the unique curricular needs of gifted/talented students in Lafourche Parish Schools.

Special education strives to complement the tradition of quality in the Lafourche Parish public school system. Through the collaborative effort of special and regular education staff, all students with exceptionalities receive quality and individualized programming. Special education students in Lafourche Parish benefit from a broad range of individualized educational programs and instructional strategies. Teachers and staff work to ensure the best possible match between student need and the educational services provided.

Pupil Appraisal Services

Students enrolled in regular education programs as well as those in special education, their parents, teachers, and administrators are served by the professional staff of the Pupil Appraisal Center. The staff of Pupil Appraisal is composed of School Psychologists, School Social Workers, Educational Diagnosticians and graduate students supervised as interns in these disciplines. In addition, a group of professional counselors and itinerant teachers known as the DPI (Discrete Planned Intervention) and SLC (Structured Learning Center) Teams work with certain students, their parents, teachers, and administrators.

The function of this staff is twofold in providing service to the school community:

First, it provides the professionally trained specialists required by federal and state law to assess (test) and determine the educational need of any child whose parents and teachers suspect may require specialized educational services because of various conditions. Thus, students who may be suspected of either a delay/disability or those who may be considered gifted/talented are evaluated by the professionals on the Pupil Appraisal Staff in order to determine whether or not such individuals qualify for specialized services according to the law. A pupil appraisal team of professionals from varied disciplines is assigned to each school to provide these formal evaluations and recommendations for those students referred for this process through the action of the School Building Level Committee.

Second, pupil appraisal staff are available to both special education students and students in the regular education program for professional counseling, consultation, and coaching on matters related to their individualized needs within the educational program. Naturally, the students' parents, teachers, and the school's administrative staff receive the collateral assistance of the pupil appraisal team on an as-needed basis in such cases. Frequently the Courts will request or require pupil appraisal's efforts to intervene in matters involving a child's school performance and/or behavior. Additionally, students who are in crisis as a result of school or, at times, home-related problems may be seen by a pupil appraisal professional. In a similar fashion, certain special need students may be seen on a weekly basis by pupil appraisal staff for counseling/coaching to help them make the most of their school experience and to cope with their learning problems.

There are specific circumstances when pupil appraisal services are important. **Crisis Situations:** There are times when a child or a teacher may be faced with death or some type of life-threatening illness. In those situations, for example, the death of a child or parent, the pupil appraisal crisis team will be assigned to provide emergency counseling and

I. Introduction

A. Sexual harassment is a form of misconduct which undermines the integrity of the Lafourche Parish School Board’s employment and academic relationships. All employees and students must be allowed to work in an environment free from unsolicited and unwelcome sexual overtures. Sexual harassment refers to behavior which is not welcome, which is personally offensive, which debilitates morale, and which therefore interferes with the working or learning effectiveness of its victims and their peers. Individuals who experience sexual harassment should make it clear that such behavior is offensive to them and may process a complaint pursuant to this policy.

B. Definitions:
Sexual harassment may include but is not limited to:

- (1) sexually-oriented verbal “kidding” or abuse;
- (2) subtle pressure for sexual activity;
- (3) sexual contact as defined by statutes;
- (4) demand of sexual favors, accompanied by implied or overt promises of preferential treatment, or threats concerning an individual’s employment or academic status;
- (5) establishing an atmosphere that has the purpose or effect of unreasonably creating an intimidating, hostile, or offensive work or learning environment. The harassment must be severe and pervasive, including overt sexual acts, lewd comments and gestures. The harassment may be gender specific, but nonsexual in nature.

C. Nature of Conduct
The critical element of sexual harassment claims is the unwelcome nature of the challenged conduct. When welcome-ness is disputed, the investigator must determine whether the complainant’s conduct is consistent or inconsistent with the assertion that the sexual conduct was unwelcome. The investigator must focus on objective evidence rather than the complainant’s subjective, uncommunicated feelings. In Meritor Savings Bank v. Vinson, the United States Supreme Court held that the complainant “by her conduct” must indicate to the alleged aggressor that the advance is unwelcome. The Appellate Courts have held that a complainant may use verbal signals or body language in conveying disapproval.

II. The Investigative Process

A. Lafourche Parish School Board appoints the Assistant Superintendent as the Central Office Coordinator of all sexual

harassment complaints. Additionally, each region shall have a central office supervisor empowered to receive any sexual harassment complaint. The complaint shall be written on a form indicating the following data:

- (1) the name of the complainant;
- (2) the position of the complainant;
- (3) the date of the complaint;
- (4) the name of the alleged harasser;
- (5) the date and place of the incident or incidents;
- (6) a description of the misconduct;
- (7) the accused;
- (8) the names of any witnesses;
- (9) evidence of harassment, i.e., letters, photos;
- (10) if there were delays of more than six months in reporting this, a possible reason for the delay.

B. In the event that a supervisor is himself/herself an offender of this policy, then the complainant shall file this form with the Central Office Coordinator or the Superintendent’s Designee, as the case may be. The word supervisor in this context is defined as anyone having authority over another.

C. Upon receiving the written complaint, the investigator shall investigate within ten working days and complete a full report to the Central Office Sexual Harassment Coordinator on that date.

D. The Central Office Sexual Harassment Coordinator shall evaluate the report and set a meeting within five days with the supervisor of personnel in order to determine what type of due process procedures are required depending on the facts of the case. After the meeting, the supervisor of personnel has ten days within which to implement the due process required as the case may indicate. Pursuant to the due process proceeding, the supervisor of personnel has ten days to make a recommendation to the superintendent on whether or not sanctions are appropriate, and, if so, what type.

E. Sanctions shall include, but not be limited to, transfers, reductions in pay, demotions from administrative positions, or termination. Students shall be subject to suspension and/or expulsion and the procedures of R. S. 17:416.

III. Retaliations

It is strictly forbidden for any employee having authority over another to use any form of retaliation against a complainant. Retaliation shall include, but not be limited to, needless harsh words in public, unjust assignment to menial tasks, ridiculing a complainant in public, etc. If one is found guilty of retaliation, then one is subject to the severest penalties under the Louisiana Teacher Tenure Laws, as well as penalties that may be issued by the Office of Civil Rights in Washington, D.C.

Adverse student conduct against another student because of reporting sexual harassment shall be viewed in the light of conduct prohibited by R. S. 17:416.

IV. Victims of Sexual Harassment

This policy shall apply to employees against employees, employees against students, students against other students, students against employees, and non-employees against employees or students.

GRIEVANCE PROCEEDINGS

- Initial Investigator
- Principal of School
- Title IX/VII Coordinator
- Supervisor of Personnel
- Superintendent of Schools
- School Board

DRUG-FREE ZONES/
FIREARM FREE ZONES

The Lafourche Parish School Board has designated an area within 1000 feet of any property used for school purposes by any school or on a school bus as DRUG – FREE and FIREARM – FREE ZONES. It is unlawful for anyone to use, distribute, be under the influence of, manufacture or possess any controlled substances or possess a firearm as defined by statute within these zones. Penalties incurred will be consistent with LA R.S. 14:95.6, 14:403.1, 17:154, 17:402, 17:403, 17:404, 17:405, 17:416.

Student Insurance

Low rate group accident insurance will be made available to all students. Parents will be informed of this insurance annually and urged to purchase it for their children.

The board shall not assume liability for accidents to students. All parents of students engaging in interscholastic sports shall be required to fill out a form which states that the school or board will not assume liability for accidents or injuries to students.

All students who participate in organized school sponsored athletics must carry student accident insurance or sign a board waiver.

School grounds – areas defined as part of the campus. This includes the main campus, auditoriums, sporting arenas, football and baseball fields, tracks, vocational facilities, the cafeteria, school bus, etc.

Self-Defense – a reasonable and apparently necessary use of force to protect oneself from injury if physically assaulted.

Serious Bodily Injury – The term “serious bodily injury” means bodily injury which involves:
a. a substantial risk of death;
b. extreme physical pain;
c. protracted and obvious disfigurement; or
d. protracted loss or impairment of the function of a bodily member, organ, or mental faculty

Sexual Battery (includes attempted) – any sexual act directed against another person, forcible and/or against the person’s will or not forcible or against the person’s will, where the victim is incapable of giving consent because of his/her youth or because of temporary or permanent mental incapacity.

Sexual Harassment – intimidation, bullying, or coercion of a sexual nature.

Sex Offense/Sexual Misconduct – inappropriate bodily contact of a sexual nature.

Significant Value – money or property with a value at or exceeding \$300.

Suspension In School (SIS) – a severe disciplinary sanction that is administered as a consequence for a student’s inappropriate behavior and requires that a student absent himself/herself from the classroom **but is assigned to an ISS room within the school for at least one full day but not to exceed ten days.**

Suspension Out of School (SOS) – a severe disciplinary sanction that is administered as a consequence for a student’s inappropriate behavior and requires that a student absent himself/herself from the classroom or school **at home under the supervision of his/her parent/guardian(s)** for at least one full day but not to exceed ten days.**NOTE: A student who is suspended in school (SIS) and/or out of school (SOS) for ten days or fewer shall be assigned school work missed while he/she is suspended and shall receive either partial credit or full credit for such work if it is completed satisfactorily and timely as determined by the principal, upon recommendation from the teacher.**

Terrorizing – the intentional communication of information that the commission of a crime is imminent or in progress or that a circumstance dangerous to human life exists or is about to exist, thereby causing any person to be in sustained fear of his/her or another person’s safety.

Threat – an expression of intent to do harm or act out violently against someone or something – can be spoken, written or symbolic.

Vandalism – intentional cutting, defacing or otherwise damaging property owned by or contracted to the school board and/or others.

V.I.P. (Violence Intervention Program) – a program to help curb violent incidents on school campuses. Students who choose to participate will attend conflict resolution classes with a parent, and be assigned a minimum of ten (10) hours of community services. The parent will be charged a probation fee.

Weapon – any instrument or substance (animate or inanimate, including gases), which may inflict bodily injury.

Willful Disobedience – the refusal to follow a reasonable request of a teacher, administrator, or other school authority figure on campus.

D. Due Process

No student otherwise eligible for attendance at the schools of this parish shall be suspended or expelled/excluded from school without due process.

Each student suspended by a school official shall be afforded an informal hearing as soon as possible after the event causing the suspension with one exception. A pupil whose presence in or about a school poses a continued danger to any person or property or an ongoing threat of disruption to the academic process shall be “immediately” removed from the school premises without the benefit of an informal hearing, however, this necessary procedure shall follow as soon as is practicable. Any parent of a student suspended shall have the right to appeal to the superintendent of schools. The decision of the superintendent shall be final.

In each case of suspension or expulsion the school shall notify the parent/guardian by mail and telephone or home visit. However, in any case involving the expulsion recommendation of a student, the contact with the parent shall include a certified letter.

In case of a suspension if the parent, tutor, or legal guardian of a student not emancipated by law willfully refuses to respond to the request for a conference with the principal, the principal may reinstate the suspended student on not more than one occasion each year. Thereafter, if the parent/guardian fails to attend the required conference within five (5) days of mailing a letter or other contact with the parent, the principal may send a Request for Assistance form to the Office of Child Welfare and Attendance requesting referral to court through Families in Need of Services (FINS). Pending a conference with the parent the student may not be out of school more than three (3) days past the suspension period imposed by the principal. Special Education students may not be denied F. A. P. E. based upon the failure of the parent to comply with the request for a conference.

On a student’s second suspension (out of school or suspension to PASS) it is mandatory that the Administrator or his designee hold a conference with the student’s parent/legal guardian(s) and document that conference on a form supplied by the Office of Child Welfare and Attendance. Parent/legal guardian(s) are to sign this form acknowledging participation in the conference. Copies of this form are to be given to the parent/legal guardian(s) and a copy kept in the student’s folder. A signed copy is to be included in the student’s expulsion packet, if warranted.

Upon the recommendation by a principal for the expulsion of any student, a formal hearing shall be conducted by an Expulsion Hearing Committee designated by the superintendent. Until such hearing takes place, the regular education student and the special education student will be assigned to the PASS (Positive Action School Site) program. At such hearing, the student may be represented by any person of his choice.

E. Sequence of Suspensions:

The sequence below will be followed when-ever Middle/High School student is suspended:

- 1st suspension – Administrator’s options: Suspension out of school (1 or 2 days) or In school Suspension counting as a suspension out of school suspension or assignment to PASS (1 or 2 days)

- 2nd suspension – Assignment to PASS (1 or 3 days) or OSS (1 or 3 days)

- 3rd suspension – Suspension out of school (greater than 3 but not more than 10 days with approval from CWA)

- Multiple suspensions - principal’s option which may include recommendation for expulsion.

The sequence below will be followed whenever an Elementary student is suspended:

- 1st suspension – Assignment to PASS (1 or 2 days)

- 2nd suspension – Assignment to PASS (1 or 2 days) or OSS (1 or 2 days)

- 3rd suspension – Suspension out of school or assignment to PASS (3 days, greater than 3 but not more than 10 days with approval from CWA).

- Multiple suspensions-principal’s option which may include recommendation for expulsion. Any student (elementary or secondary) assigned to PASS who commits an act resulting in his/her arrest may receive additional disciplinary sanctions as prescribed in the Student Code of Conduct.

NOTE: PASS placement of all suspended students shall be contingent upon the availability of space at the PASS Site

F. Removal of Students from the classroom by the teacher

When a student violates the school’s code of conduct, or when a student exhibits other disruptive, dangerous, or unruly behavior, including inappropriate physical contact, inappropriate verbal conduct, sexual or other harassment, throwing objects, inciting other students to misbehave, or destroying property, the teacher may have the student immediately removed from his classroom and placed in the custody of the principal or his designee. A student removed from the classroom pursuant to this Subparagraph shall **be assigned school work missed and shall receive either partial or full credit for such work if it is completed satisfactorily and timely as determined by the principal or his designee, upon the recommendation of the student’s teacher; however, the teacher shall not be required to interrupt class instruction time to prepare any such assignment.** Students participating in in-school suspension may receive credit for work performed during in-school suspension. The teacher may require that the parent/guardian of the student have a conference with the teacher in the presence of the principal or his designee before the student is readmitted. Upon the third removal from the same classroom for the above cited reasons, the teacher and the principal shall discuss the disruptive behavior patterns of the student and the potentially appropriate disciplinary measure before the principal implements a disciplinary measure. If appropriate, a referral of the matter may be made to an appropriate building level committee. In addition, upon the third removal a conference between the teacher or other appropriate school employee and the student’s parent/guardian(s) shall be required prior to the student being remitted.

Parent/Guardian(s) of students repeatedly re-moved from a teacher’s classroom (3 or more exclusions) may be required to attend after school intervention sessions (P.A.R.C. Program) with the student. Parent/Guardian(s) who fail to attend such a session may be referred to the District Courts. **PLEASE NOTE: For 1508 students, removal of this kind will be counted as part of the 10 days maximum allowed under federal guidelines. Any such removal must be reported to Pupil Appraisal Center.**

G. Return of student to the classroom after teacher’s removal

A student in kindergarten through grade 6 removed from a class shall not be permitted to return to the class for at least thirty minutes unless agreed to by the teacher initiating the disciplinary action. A student in grades 7 – 12 removed from the class will not be permitted to return to the class during the same class period unless agreed to by the teacher initiating the disciplinary action. Additionally, the student shall not be readmitted to the class until the principal has implemented one or more of the following disciplinary measures outlined in Discipline Option 1 through 6 or any other disciplinary measure with the concurrence of the teacher or the building level committee pursuant to the law and board policy.

If disruptive behavior persists, the teacher may request that the principal transfer the student into another setting. Whenever a student has been found guilty at a school suspension/expulsion hearing of committing an assault or battery on any school employee that student shall not be assigned to attend or shall attend the school in which the school employee battered by the student is assigned. The Lafourche Parish School Board shall not be required to provide transportation to any student reassigned. The only exception shall be if the Lafourche Parish School system has no other school of suitable grade level for the student to attend or in the case of an exceptional student has no other school with suitable services to implement the IEP.

H. Loss of Activity Privileges and Notification to Law Enforcement

Students may be suspended from participation in or being present at school related activities. Only the principal or person designated by the principal may suspend a student from participation in school-related activities. When under suspension or expulsion from school or assigned to PASS, a student shall not participate in or be present at any school activity(s) or *school functions sponsored by any school in the parish until the term of punishment is completed. The student is **not** allowed on any Lafourche Parish *school grounds without the permission of the school administrator. Nothing in this policy is intended to limit a teacher’s and any other school employee’s authority to require a student to leave a particular extracurricular activity when the teacher has evidence that the student’s behavior has been in violation of Board policies or school rules regarding student conduct. A report of misconduct of such a pupil and the action taken by the teacher, or other school employee shall be reported to the appropriate school administrator at the earliest possible opportunity, preferably not later than the beginning of the next school day. Parent/Guardian(s) shall be advised when notification is made to local law enforcements.

I. Felonies

The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act which had it been committed by an adult would have constituted a felony **may** be cause for an expulsion of the student for a period of time as determined by the Lafourche Parish School Board. Any student that commits a felony on campus and is convicted shall be subject to a due process hearing.

J. Disciplinary Infractions during Summer/After School Hours (R.S. 17:416.1)

Considering the obligation of the Lafourche Parish School Board to the education of all children, the Lafourche Parish School Board’s disciplinary rules will apply to criminal, quasi-criminal and civil disturbances performed by students during the summer months, or times during when students are not under the direct supervision of the school authority (ex. After school hours, weekends, holidays, emergency days) as follows:

1. any act where there is a connection to the learning environment as determined by the hearing officer;
2. any act that in the opinion of the hearing office would constitute a health and safety factor;
3. any act whether criminal, quasi criminal or a civil violation that would cause the hearing officer, after listening to all of the facts, to deem it a threat or a heinous repudiation of the Lafourche Parish School System.

K. Bullying

It is the policy of the Lafourche Parish School Board to prohibit bullying, by any means, including but not limited to electronic, written, oral or physical acts, either direct or indirect, when such intentional acts substantially interfere with a student’s education and or substantially disrupt the operation of school. This prohibition shall apply to all Lafourche Parish School Board employees, volunteers, parents/guardians, and students, including conduct between students, between adults, and between adults and students.

Defines bullying as:

1. A pattern of any of the following:
 - a) Gestures, including but not limited to obscene gestures and making faces.
 - b) Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumors. Electronic communication includes but is not limited to a communication or image transmitted by email, instant message, text message, blog, or social networking website through the use of a telephone, mobile phone, pages, computer, or other electronic device.
 - c) Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
 - d) Repeatedly and purposefully shunning or excluding from activities.
2. Where the pattern of behavior is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from school or any other school-sponsored activity or event. The pattern of behavior must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student’s property, placing the student in reasonable fear of damage to the student’s property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student’s performance in school, or have the effect of substantially disrupting the orderly operation of the school. The effects of bullying on students are numerous and may include, low self-esteem, health

problems, poor grades, suicidal thoughts, etc. There may also be consequences for children who are bystanders to bullying such as fear, low self-esteem, a sense of guilt for not acting and even a temptation to participate. School sanctions for bullying vary from conferences to recommendation for expulsion/exclusion, while criminal sanctions may result in charges of assault, harassment, etc.

Any student, school employee, or school volunteer who is good faith reports an incident of bullying shall be immune from a right of action for damages arising from any failure to remedy the reported incident

L. Maintenance of Discipline Records

Student’s discipline records shall be maintained in the administrative office file of the school attended by the student for the current school year. Occurrence data may be kept by the school board central office for more than one year.

M. VIP (Violence Intervention Program)

Violence and fighting are disruptive to a school climate and may cause students and staff to feel physically and psychologically vulnerable. The Lafourche Parish School Board in cooperation with representatives of the Lafourche Parish Sheriff’s Office, Lafourche Parish District Attorney’s Office, and Judges with the 17th Judicial District Court developed a pre-trial prevention program designed to educate students in dealing with future conflicts. The VIP program is to be utilized when students are charged with an act of assault, battery, excessive use of force, fighting, and or serious bodily injury on a public school campus or designated campus (e.g., bus, bus stop, field trip, etc.). The school administrator shall contact the sheriff or police department to charge the student with an act of assault, battery, and/or fighting. The school administrator shall also complete the VIP Incident Form and forward a copy to the District Attorney office and the Office of Child Welfare and Attendance. The District’s Attorney Office will determine if a student is eligible to participate in the VIP program. The District Attorney and the Office of Child Welfare and Attendance will make the arrangements to have the student complete the program in a timely manner. Students assigned to the VIP program agree to attend the two hour after school training, complete the ten hours of community service in their respective school, and to pay a fee (\$25.00) to defray the cost of the program. If a student chooses not to participate in the VIP program or is unsuccessful in completing the program the student will be referred by the District Attorney’s Office to Juvenile Court.

N. Assignments/Transfers to Unadjustable or Incurable Children (Act 1034 of 1992/R.S. 17:224)

Notwithstanding the provisions of R.S. 17:416 to the contrary, any student who exhibits disruptive behavior, an incurable attitude, or any other discipline problems in general, may be recommended by the principal for expulsion, assignment to an appropriate alternative educational program, or transfer to adult education if such student is:

1. seventeen years of age or older with less than five (5) units of credit toward graduation;
2. eighteen years of age or older with less than ten (10) units of credit toward graduation;
3. nineteen years of age or older with less than fifteen (15) units of credit toward graduation.

Pre-Kindergarten Programs

LA 4, Title I, and 8(g) grant funds are utilized for developmentally appropriate pre-kindergarten classes at the thirteen lower elementary schools in the district. Before-school and/or after-school care enrichments may be offered for pre-kindergarten children at some schools.

Registration for pre-kindergarten is ongoing throughout the school year at the thirteen lower elementary schools. Children applying for pre-kindergarten services must be four years old by September 30, 2014. Parents should be prepared to furnish the child’s birth certificate, social security card, immunization record, and proof of residence.

Pre-K Skills Learning Reports are issued for pre-kindergarten children four times per year.

Regular classes will begin on August 18, 2014, for female pre-k only. On August 19, 2014, all male pre-k children will report to school. All pre-k children will report together on August 20, 2014. In the event that the Pre-Kindergarten classrooms reach capacity at a school, a waiting list will be developed. Children will be placed in a classroom as slots become available.

Pre-Kindergarten Attendance

Parents will be contacted by phone upon the first day of absence of their child from school as to the reason for the absence. Parents will be advised to send a doctor’s excuse to the school upon the child’s return. In the event of unexcused absences in any semester the following will apply: after three (3) unexcused absences the parent(s) will receive a letter of warning, after five (5) unexcused absences the parent(s) will be required to attend a conference at the school, and after ten (10) unexcused absences a second conference will be held to discuss student absences and a decision will be made concerning continued placement in the pre-k program.

Kindergarten Screening

A child entering kindergarten in Louisiana will be given a screening test before beginning classes. Under state law, an estimated 78,000 kindergarten students throughout the state will be administered a readiness test as part of the Louisiana Educational Assessment Program.

In Lafourche Parish, approximately 1,100 students will take the DSC (Developing Skills Checklist). This is not an academic test, but measures motor skills, social and emotional development, and will include hearing and vision screening.

This screening will not be used to determine whether or not a child will enter kindergarten or pre-kindergarten. It will, however, detect deficiencies early instead of waiting until the child exhibits problems later during the year. The teachers will also receive clues on how to help any child who has problems, such as vision or hearing difficulties. In Lafourche Parish, the screening instrument will be scheduled for individual students. Appointments will be scheduled by the schools each half hour during designated days. A parent is asked to accompany the child and answer a very short questionnaire. After the testing is completed, the parents will be furnished with a copy of the screen.

Sex Education

The objective is to comply with Act 480 of the 1979 Louisiana Legislature, which permits instruction in sex education within existing courses of study, and which is permitted on a local school board option basis with parental permission required.

Instruction in sex education shall be provided to all students in grades 7-12 in the parish public schools. Such instruction and subject matter shall be integrated into the existing course of study. Any child may be excused from receiving this instruction at the option and discretion of his parent or guardian.

All instruction shall be identified and designated “Sex Education.” Sex education shall mean the dissemination of factual biological or pathological information that is related to the human reproduction system and may include the study of venereal disease, pregnancy, childbirth, puberty, menstruation, and menopause. Sex education shall not include religious beliefs, values, customs, practices in human sexuality nor the subjective moral and ethical judgments of the instructor or other persons.

Students shall not be tested, quizzed or surveyed about their personal or family beliefs or practices in sex, morality, or religion, and no program shall counsel or advocate abortion.

SECONDARY SCHOOLS (Grades 9 - 12)
Method of a teacher obtaining quarterly grades

At least six independent assessments of student performance (including but not limited to teacher made tests, student projects, performance assessments, standardized end-of-chapter test, section tests, portfolio assessments, quizzes, home assignments, excluding daily participation and conduct.) shall be administered in each subject area during each marking period. Unit Assessments shall be administered in all content areas in compliance with the implementation of the Louisiana Comprehensive Curriculum and these grades shall be included in averaging marking period grades. The only exception shall be when a marking period does not include a unit assessment.

If the quality points average is more than one, and the fraction is ½ or , the letter grade earned shall be the higher of the two grades. Any quality point average less than 1.0 shall be a grade of “F.”

Example: Teacher grades for one marking period:			
Week 1 test	B	3	
Week 2 test	C	2	
Quiz average	C	2	
Week 3 test	D	1	
Daily Assessment Average	B	3	
Homework	C	2	
		13/6 = 2.2	
C - Marking Period Grade			

Computer Generated Unit Credit and Final Grade Averaging (Secondary)

One-half unit courses shall complete at the end of two marking periods (one quarter of study). For one-half unit courses, the quality-point value of two marking periods are totaled, and then divided by two. The resulting quality-point value is converted to its letter symbol and posted as the final grade. If the quality points average more than one and the fraction is ½ or more, the letter grade given shall be the higher of the two grades. Any quality point value is converted to its letter symbol and posted as the final grade. If the quality points average more than one and the fraction is ½ or more, the letter grade given shall be the higher of the two grades. Any quality point average less than 1.0 shall be a grade of “F.” A quarterly average will be computed for honor roll purposes, but not for determining the final grade.

One-unit courses complete at the end of four marking periods, two quarters of study. For one-unit courses, the quality-point value of the four marking periods are totaled, and then divided by four. The resulting quality point value is converted to its letter symbol and posted as the final grade. Any quality point average less than 1.0 shall be a grade of “F.”

Assignment of credit-value to a final grade shall require that the last marking period be successfully completed. Succinctly, a minimum mark of “D” shall be attained on the last marking period. A student who fails the last marking period shall lose a minimum of one-half unit of credit value.

A student may earn ½ unit or more for partial completion of an entire course. In order to earn full credit a student must repeat the entire course.

Repeat Credit
* Students enrolled in credit recovery courses will adhere to the same grading scale as those enrolled in regular courses.

* The repeat credit course shall have at least six independent assessments of student performance, one of which must include a state-approved comprehensive final examination.
* Repeat credit course may be offered outside of the regular school day (summer, after school, and/or Saturday programs).

Requirements to Repeat a Carnegie Unit Course

* A student may repeat any previously failed non-core course during the regular school day.
* A student may repeat any previously failed core course through the repeat credit program.

A student may repeat any previously attempted TOPS course.

Example 1: Family Consumer Science I will only be offered as an entire course. A student that has ½ unit in Family Consumer Science I must repeat the entire course to earn the full credit.

Exiting a Course Prior to Completion

A student, who elects to exit or terminate a Carnegie unit course 6 or more days after the start of the course, shall receive a grade of “F” for the course.

AP/Pre AP Classes

Classes are allowed and encouraged and shall be established only after the supervisory staff evaluates and recommends a proposed class to the superintendent. Students shall be encouraged but not compelled to enroll in classes.

Students must have written permission from parent(s) or guardian(s).

Exit Criteria

A student may transfer out of an honors class at midterm after a parent conference and only with the principal's approval. The student's parents or guardians must approve of the transfer and understand that once the transfer has occurred, it will not be reversed during that school session.

Advanced Placement classes

Effective for 2014-2015 and thereafter, the following grade scale shall be used for courses:

Mark	AP five quality points		
	Quality Points	Standard	Achievement Code
A	5	100-90%	Superior
B	4	89-80%	Good, above average
C	3	79-70%	Average
D	2	69-60%	Below average, barely passing
F	0	59% or below	Failing
S	—	—	Satisfactory
N	—	—	Needs improvement
U	—	—	Unsatisfactory
I	—	—	Incomplete work

RETENTION FOR GRADES K-12

General Rules

It is not recommended that a kindergarten student be retained since enrollment in kindergarten is not mandatory.

A student in Kindergarten may be retained with adequate documentation indicating a lack of performance and a consensus among the parent, teacher, principal, and SBLC. A single standardized test score, such as the DIAL-3, shall not be the sole determining factor for retention in kindergarten.

Retention of a student in grades 1-12 in Lafourche Parish shall be based upon the student's failure to meet the criteria for promotion established by the school board pupil progression plan. Students who fail to meet the promotion criteria shall be retained based upon the recommendation of the School Building Level Committee.

In grades K-4, a student may be retained one time based on academic performance.

In grades 5-8, a student may be retained one time based on academic performance.

A student, in grades 1-8, may be retained who fails two or more major subjects or who fails one major subject and two or more minor subjects.

In grades 1-3

Prior to the retention of a student in grades 1-3, the teacher must document that the student, having received appropriate instruction on all of the grade appropriate benchmarks, failed to achieve 70% subject mastery of the material taught in the reading curriculum despite documented intervention, modifications and individualization of instruction.

In grades 4th and 8th, students must pass the LEAP test in compliance with state policy to be promoted.

The following process is outlined regarding the retention of students with passing grades.

Any parent requesting that their child be retained in a grade that the child successfully completed based upon the Pupil Progression Plan must make that request in writing outlining compelling reasons why the child should be retained. This request must be forwarded to the Superintendent for consideration and action.

Request will be reviewed by the appropriate member(s) of the supervisory staff for a recommendation to the Superintendent.

Parents will be notified by mail of the decision of the staff member or members and the Superintendent.

The decision of the superintendent shall be final.

O. Driving is a Privilege (Act 732/House Bill 1686 of 2003)

Act 732 of the 2003 Legislative Session provides for the suspension of driving privileges of a student who is expelled or suspended from school for ten (10) or more consecutive school days for committing certain infraction or who withdraws from school under certain circumstances. The infractions listed below are the only suspendable/expellable offenses:

- ✓Sale/Possession of drugs, alcohol, or other illegal substance
- ✓Possession of a firearm
- ✓An infraction involving assault or battery on a member of the school faculty or staff

The principal must notify the Department of Public Safety and Corrections and the Office of Motor Vehicles of any student between the ages of 14 and 18 who has been subjected to a disciplinary infraction described above, so that the process of suspension of driving privileges of a student may occur. The suspension will not exceed the student's 18th birthday. A hardship license may be requested by the student to drive to and from school, work, a drug or alcohol treatment counseling program or a mental health treatment program when no other transportation is available. If after six (6) months of suspension the student displays exemplary behavior, the principal may send a signed letter on official school letterhead stating this and the suspension of the student's license will end.

P. Electronic/Telecommunication Devices

No student, unless authorized by the school principal or his/her designee, shall use or operate any electronic telecommunication device, including any facsimile system, radio paging system, mobile telephone system, intercom, or electron mechanical paging device, MP3, iPod, or gaming device in any elementary, middle, or secondary school building or on the grounds during the instructional day or in any school bus used to transport public school students. A Violation of these provisions may be grounds for disciplinary action, including but not limited, to suspension from school. Students are not to use and operate cell phones during scheduled school events (fire drills, assemblies, or other school evacuations) or during times of testing and other student evaluations. All confiscated electronic telecommunication devices shall be returned to the parent/guardian. A form provided by the school must be signed by the parent in person.

The school and its employees are in no way responsible for any theft or damage of electronic telecommunication devices while on school grounds. The school is not obligated to investigate the loss or damages of any cellular phone. Nothing shall prohibit the use and operation by any person of any electronic telecommunication device in the event of an emergency. Emergency shall mean an actual or imminent threat to public health or safety which may result in loss of life, injury, or property damage.

Q. Dating Violence

Dating Violence is defined as a pattern of behavior where one person threatens to use, or actually uses, physical, sexual, verbal, or emotional abuse to control his or dating partner

Dating Violence Warning Signs:

• For Victim-Physical signs of injury; isolation from family and friends; loss of interest in activities that were once enjoyable; making excuses for dating partner's behavior; noticeable changes in eating or sleeping patterns; alcohol or drug use; loss of self-confidence; excessive text messaging or calling from dating partner.

• For Perpetrator - Threatening to hurt others in any way; insulting a dating partner in public or private; frequently insisting on walking a dating partner to class; damaging destroying a dating partner's belongings; attempting to control what a dating partner wears; extremely jealous.

Instructions for Reporting or Seeking Help -Any student who is a victim of, or a witness to, dating violence should immediately talk to someone they trust like a parent, teacher, school administrator, counselor, nurse, or school resource officer.

Lafourche Parish Victim Help - The Haven: 872-0757 or 853-0045
Louisiana Coalition Against Domestic Violence (Free Confidential 24 hrs. Help)
Statewide Hotline: 1-888-411-1333 National Hotline 1-800-799-7233

R. School Bus Conduct

The driver of a school bus shall be in authority with regard to student behavior in or about the vehicle, which he/she operates. He/She shall report disorderly or unmanageable student conduct to the principal of the school in which the student is enrolled on a School Bus Behavior Report form. Such conduct by a student shall be good cause for the principal to suspend the privilege of riding any school bus; however, drivers **may not** administer disciplinary action and **shall continue**, except in extreme emergencies, to transport a student until disciplinary action is administered by the school. It shall be the responsibility of the parent/guardian to provide transportation to and from school during any period of bus suspension. Suspensions of **more than ten (10) days** must be approved by the Transportation Assistant. All school bus suspensions shall be for both morning and afternoon bus routes unless indicated in writing by the principal or designee on the School Bus Behavior Report form.

Please be reminded that bus suspensions for Special Education student, when transportation is not provided, count as exclusion from school and thus invoke certain procedural requirements. The suspension of a Special Education student from the bus must follow the same procedure as a suspension of a Special Education student from school when transportation is not provided. **Any such removal must be reported to the Pupil Appraisal Center.** A Pupil who causes damage to a school bus may be subject to suspension from school as long as the total number of days does not exceed 10 school days and acceptable provisions for restitution will be made for such damage.

The procedures throughout the school system for reporting alleged student bus misconduct is as follows:

1. All schools and school bus operators will be provided with School bus Behavior Report forms.
2. In the event a student's behavior at a bus stop or on a school bus is inappropriate, the **bus operator/school employee shall complete** the suitable spaces for filing such incident on a School Bus Behavior Report form and send it to the student's principal.
3. In all cases, the student shall be notified and given due process by the principal or designee when a report of misconduct is filed.
4. The School Administrator may take the following courses of action:

. First Offense: The principal will warn the student and inform the student about further problems.
. Second Offense: A conference with the principal will be held. It is essential that parents help to prevent a recurrence.
. Third Offense: The principal will suspend a student's daily riding privileges with the length of time to depend on the seriousness of the problem. Incidents involving violence disrespect for authority, and the likelihood of harm caused by unsafe practices usually result in a long-term suspension of riding privileges or expulsion from the bus.

Please note: This does not limit the principal's options for additional disciplinary actions which may include suspension from the school site, etc.

5. In cases of **severe misconduct**, any of the above sequences may be omitted. The principal, or designee, may temporarily suspend the student's bus privilege until appropriate disciplinary action is taken. The student's parents should be immediately notified of the temporary suspension.

6. In cases where law enforcement is contacted due to disturbances while students are onboard a school bus, a school bus Behavior Report would be completed by the bus operator or school board employee and submitted to the principal or designee. Upon review by the principal or designee disciplinary sanctions may be taken that can include suspension from all school transportation, suspension from school and referral to the VIP program.

7.The principal of designee shall complete the spaces on the School Bus Behavior Report form included with his/her signature and date for the action taken. 8. The principal shall return a completed copy of this form to the bus driver who initiated the referral **within 48 hours** (excluding non-work days) of the time it was submitted to the principal. 9. The school administration shall insure that copies of the completed form have been supplied to the student's parent or other responsible person, the school's student file, the school employee filing the incident report, the supervisor/manager of transportation services for the school system, and the principal. 10. The copy sent to the student's parent/guardian(s) should be signed and dated by the parent/guardian(s) with any comments and returned to the principal.

S.Dissemination of the Discipline Administration Policy/Guidelines

It is the responsibility of each school in the Lafourche Parish School system to provide each student and his/her parent/guardian(s) a copy of the current discipline policy, via the parent/student handbook Educating You About Your Education System. Each school shall plan and conduct meetings necessary to fully inform all employees and students of all such discipline policies within the first week of each school year.

The Lafourche Parish School Board shall place the Lafourche Parish School Board Student Code of Conduct on its parish website.

Approved November 3, 1976 (Minute Book No. 10, Page 454)
Amended May 5, 1982 (Minute Book No. 12, Page 164)
Amended June 1, 1994 (Minute Book No. 15, Page 269)
Amended February 1, 1995 (Minute Book No. 15, Pages 377 – 386)
Legal References:Louisiana Revised Statutes: 17:223, 17:416409 Federal Supplements

ATTENDANCE POLICY

In accordance with state law, it is the responsibility of every parent, tutor, or legal guardian of a child between the ages of seven (7) and eighteen (18) to enforce the attendance of his or her child at the school to which the student is assigned. Once a pupil arrives at school, he/she is expected to remain and attend each class throughout the day.

A student is considered to be in attendance when he or she is physically present at a school site or is participating in an authorized school activity and is under the supervision of authorized personnel. This definition for attendance would extend to students who are home-bound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips or other school-approved activities.

Half-day attendance - A student is considered to be in attendance for one-half day when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel for more than 25% but not more than half (26%-50%) of the student's instructional day.

Whole-day attendance - A student is considered to be in attendance for a whole day when he or she (1) is physically present at a school site or is participating in an authorized school activity and (2) is under the supervision of authorized personnel for more than 50% (51%-100%) of the student's instructional day.

Compulsory attendance laws and Louisiana Board of Elementary and Secondary Education (BESE) regulations require high school students to be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six hour school days), per semester or 60,120 minutes (equivalent to 167 six hour school days) a school year for schools not operating on a semester basis in order to be eligible to receive credit for courses taken. To receive one Carnegie credit for a course, the minimum amount of time students must be present shall be for a minimum of 7,515 minutes. In order to receive one-half Carnegie credit for a course, students shall be in attendance a minimum of 3,758 minutes. Elementary students shall be in attendance a minimum of 167 six hour days (or 60,120 minutes) a school year in order to be eligible to receive credit for courses taken.

JURISDICTION All students shall be under the jurisdiction of the school during normal school hours, from the time the student arrives at school each day until he or she leaves the school campus in the afternoon. In case a student rides a bus, he or she shall be under the jurisdiction of the school from the time he or she boards the bus until the student exits the bus in the afternoon. Students shall be under the jurisdiction of the school while attending any school sponsored activity either at school or away from school. This shall apply to all students, including athletic teams, pep clubs, band and other student organizations. In disciplinary matters, the Board's authority may extend beyond the limits set forth above, in accordance with state law.

PERFECT ATTENDANCE Perfect attendance requires a student to not be absent from school. If a student is absent for at least one-half (1/2) day, he/she shall not have perfect attendance for the school year

STUDENT ABSENCES AND EXCUSES

The Lafourche Parish School Board recognizes that the fundamental right to attend the public schools places upon students the accompanying responsibility to be faithful in attendance. Regular attendance can be assumed to be essential for a student's successful progress in the instructional program.

The parent or legal guardian shall enforce the attendance of the student at the school to which the student is assigned.

The principal of a school or his/her designee shall notify the parent/guardian in writing on or before a student's third (3rd) unexcused absence or third (3rd) unexcused occurrence of being tardy, and shall hold a conference with such student's parent or legal guardian. This notification shall include information relative to the parent or legal guardian's legal responsibility to enforce the student's attendance at school and the civil penalties that may be incurred if the student is determined to be habitually absent or habitually tardy. The student's parent or legal guardian shall sign a receipt for such notification.

Each school shall attempt to provide verbal notification to a child's parent, tutor, or legal guardian, and, if such verbal notification cannot be provided, then the school shall provide written notification to a child's parent, tutor, or legal guardian when that child has been absent from school for five (5) school days in schools operating on a semester basis, and for ten (10) days in schools not operating on a semester basis. The accumulation of days absent need not be consecutive.

No public elementary or secondary school pupil shall be permitted for any reason to absent himself/herself from school attendance during the school day upon his/her own authority, unless legally emancipated. The principal or designee shall make all reasonable efforts to verbally notify the parent or other person responsible for the pupil's school attendance of any such prohibited absence by a pupil.

TYPES OF ABSENCES The days absent for elementary and secondary school students shall include non-exempted excused absences, exempted excused absences, unexcused absences, and suspensions.

A. Non-exempted excused absences - are absences incurred due to personal illness in the family (documented by acceptable excuses, including a parental note) which are not considered for purposes of truancy, but which are considered when determining whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed.

B. Exempted excused absences - are absences which are not considered for purposes of truancy and which are not considered when whether or not a student is eligible to make up work and tests, receive credit for work completed, and receive credit for a course and/or school year completed

C. Unexcused absences - are any absences not meeting the requirements set forth in the excused absences and extenuating circumstances definitions, including but not limited to absences due to any job (including agriculture and domestic services, even in the student's own home or for their own parents or tutors) unless it is a part of an approved instructional program. Students shall be given failing grades for those days missed and shall not be given an opportunity to make up work.

D. Suspensions - are non-exempted absences for which a student is allowed to make up his/her work and is eligible for consideration for credit provided it is completed satisfactorily and in a timely manner. The absence shall be considered when determining whether or not a student may or may not be promoted, but shall not be considered for purposes of truancy. Students absent from school as a result of any suspension shall be counted as absent.

A student under suspension or expulsion is not allowed on any school campus without permission of the principal nor can he/she attend or participate in any school sponsored activity/function, including graduation, or extracurricular activity on or off the school campus

EXTENUATING CIRCUMSTANCES - Exceptions to the attendance regulation shall be the enumerated extenuating circumstances below that are verified by the Supervisor of Child Welfare and Attendance or the school principal/designee where indicated. These exempted absences do not apply in determining whether a student meets the minimum minutes of instruction required to receive credit.

1. Extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state.

2. Extended hospital stay in which a student is absent as verified by a physician or dentist.

3. Extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state.

4. Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state.

5. Observance of special and recognized holidays of the student's own faith.

6. Visitation with a parent who is a member of the United States Armed Forces or the National Guard and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per school year.

7. Absences as verified by the principal or his/her designee as stated below:

a. Prior school system-approved travel for education;

b. Death in the immediate family (not to exceed one week); or,

c. Natural catastrophe and/or disaster.

8. Minors engaged in artistic or creative services.

For any other extenuating circumstances, the student's parents or legal guardian must make a formal appeal in accordance with the due process procedure established by the school system.

Students who are verified as meeting extenuating circumstances, and therefore eligible to receive grades shall not receive those grades if they are unable to complete makeup work or pass the course.

SCHOOL-APPROVED ACTIVITIES Students participating in school-approved field trips or other instructional activities that necessitate their being away from school and are under the supervision of authorized personnel shall be considered to be present and shall be given the opportunity to make up work.

CHILD PERFORMERS Minors employed to perform or render artistic or creative services under a contract or employment arrangement for two (2) or more days within a 30-day period must receive instruction pursuant to statutory provisions

WRITTEN EXCUSES For a student to be eligible to receive credit and make up work following an absence, the student shall be required in each instance to submit parental confirmation of the reasons for the absence. If a student is tardy or absent, the parent or guardian must submit a written excuse, signed and dated, to school authorizes upon the student's return to classes, stating the reason for the student's absence from school. Except for written excuses that are extenuating circumstances exempted from the compulsory attendance law, all other written excuses turned in after five (5) school days of the student's return shall continue to be unexcused with no make up work allowed.

REPORTING ABSENCES The attendance of all school pupils shall be checked each school day and at the beginning of each class period and shall be verified by the teacher keeping such record, which shall open to inspection by the Supervisor of Child Welfare and Attendance or duly authorized representative at all reasonable times. All schools shall immediately report to the Supervisor of Child Welfare and Attendance any unexplained, unexcused, or illegal absence, or habitual tardiness.

The Supervisor of Child Welfare and Attendance shall, after written notice to the parent or legal guardian of a child, or a personal visit of notification, report any such child who is habitually absent or who is habitually tardy to the family or juvenile court of the parish as a truant child, there to be dealt with in such manner as the court may determine.

APPEAL OF ABSENCES When a student exceeds the maximum number of absences allowed the parents or student may make a formal appeal to the principal by presenting required written documentation for any of the absences he/she feels are because of extenuating circumstances. If the principal denies the appeal, they may appeal further to the Supervisor of Child Welfare and Attendance. The appeal decision of the Supervisor of Child Welfare and Attendance is final and no further appeals shall be allowed.

No appeals and/or documentation shall be accepted for any absences in excess of the minimum attendance requirements after ten (10) school days at the end of the first semester for a semester course or after ten (10) working days at the end of the school year for a two-semester course.

Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time in an attendance recovery program. The make-up sessions must be completed before the end of the current semester and all other applicable policies must be met

TARDINESS A student shall be considered tardy to school if the student is not in his/her homeroom/first period class when the bell to begin homeroom/class ceases. Tardy shall also mean leaving or checking out of school unexcused prior to the regularly scheduled dismissal time at the end of the school day.

A student shall be considered habitually absent or habitually tardy (truant) when either condition continues to exist after all efforts of any school personnel, truancy officer or other law enforcement personnel have failed to correct the condition after the fifth (5th) unexcused absence or fifth (5th) unexcused occurrence of being tardy within any school semester. The principal or his/her designee shall notify the parent/guardian in writing before or upon a student's third (3rd) unexcused absence or third (3rd) unexcused occurrence of being tardy, and shall hold a conference with such student's parent/guardian. The student's parent/guardian shall sign the letter as receipt of notification and shall return it to the school within five (5) school days of receipt.

In addition, the parent/legal guardian may be subject to court fines or community service, and attendance in parenting classes and family counseling and/or other consequences, such as the loss of recreational licenses, for violating the Louisiana Compulsory Attendance Law. A student shall be considered tardy to class if the student is not in the classroom when the bell to begin class ceases. Students shall not be considered violating the attendance law when reporting late to class when transferring from one class to another during the school day. Students who exhibit excessive tardiness shall be subject to disciplinary action according to the district's code of conduct.

A student shall have his/her driver's license or driver's permit denied or suspended by the Louisiana Motor Vehicle Department until his/her eighteenth birthday, who fails or refuses to present appropriate documentation that he/she has complied with mandatory school attendance or if the Motor Vehicle Department receives written notification from his school that he/she is a dropout or is habitually absent or habitually tardy (truant).

System of Grading and Reporting

The Lafourche Parish School Board's SYSTEM OF GRADING AND REPORTING shall provide for reporting average grades after every quarter or nine-weeks period for all schools following a traditional schedule. For schools following a nontraditional schedule, grade reports shall be issued to parents/guardians at the end of each marking period. Marking periods typically occur at twenty-two day intervals. All reports shall include a record of attendance and a record of grade-placement for the succeeding school year.

Kindergarten, First, Second and Third Grades

Students will be provided with both large and small group instruction which will allow each individual student to progress toward mastery of specific benchmark objectives that are grade appropriate. Beginning with the second grading period, teachers in kindergarten will report student progress at the end of each nine weeks period using the following codes:

Y= Yes, I can!
P= I am progressing!

Students in grades 1-3 will receive a letter grade. In the first grade only, reading shall receive a grade of S, N, or U for the first nine weeks. Specific comments on reading progress must be made by the teacher on the report card.

Grades 1 - 12

Grade Scale for Grades 1 -12, Regular Courses

The following grade scale is adopted as a standard of numerical equivalents to letter grades and quality-point values:

Grading, continued from page 19

Mark	Quality Points	Standard	Achievement Code
A	4	100-93%	Superior
B	3	92-85%	Good, above average
C	2	84-75%	Average
D	1	74-67%	Below average, barely passing
F	0	66% or below	Failing
S	—	—	Satisfactory
N	—	—	Needs improvement
U	—	—	Unsatisfactory
I	—	—	Incomplete work

Method of Obtaining Nine-Weeks Grade for Grades 1 - 5

ELEMENTARY SCHOOLS (Grades 1 - 5)

At least six independent grades (including, but not limited to, teacher made tests [equal to a test grade], student projects, story retellings, performance assessments, unit assessments, section tests, portfolio assessments, average of all quiz grades, average of all homework assignments, excluding daily participation and conduct.) in each subject during each marking period shall account for 100% of the grade for that period.

MIDDLE SCHOOLS (Grades 6- 8)

At least six independent grades (including, but not limited to, teacher made tests [equal to a test grade], student projects, performance assessments, unit assessments, section tests, portfolio assessments, average of all quiz grades, average of all homework assignments, including daily participation and conduct.) in each subject during each marking period shall account for 100% of the grading period.

Rules Used When Averaging Nine-Weeks Grades (Grades 1-8)

If the quality points average more than one, and the fraction is 1/2 or more, the letter grade earned shall be the higher of the two grades.

Any quality point average less than 1.0 shall be a grade of F.

Method of Determining Final Grade for Schools Following a Traditional Schedule (Grades 1-8)

The final grade for the school year shall be computed by taking the quality-point values of the letter grades of the four nine weeks, adding them, and dividing by four to get the quality-point average. If the quality points average more than one and the fraction is 1/2 or more, the letter grade given shall be the higher of the two grades.

If the quality-point value is 3/4 the final grade shall be "D" provided the last nine-weeks grade is not "F". For first grade reading, if the quality-point value is less than 1.0, the final grade shall be an "F".