



Lafourche Parish Schools

EDUCATING YOU ABOUT YOUR EDUCATION SYSTEM

Parent & Student Handbook 2021-2022

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.

TINA NAQUIN BABIN, President

JAROD W. MARTIN, Superintendent

Lafourche Parish School Board

P.O. BOX 879

THIBODAUX, LOUISIANA 70302-0879

<http://mylpsd.com> - PHONE: 985-446-5631

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

The school year of 2021-2022 promises to be a great one. Last school year we faced unprecedented challenges day after day. While we will certainly have challenges this upcoming school year, we are confident in our ability to focus on student achievement while building strong community relationships. Our community has been steadfast in its support for our schools. That support allowed our students to thrive and continue to succeed despite multiple weather and pandemic related challenges that threatened our schools.

Our schools stand ready to face the challenges of the future. We have been able to provide Chromebooks to each and every student in our schools. Our teachers have access to high quality technology that will interface well with the student devices. We continue to invest in our teachers by providing unparalleled support and high quality professional development throughout the school year.

We are also committed to addressing the needs of all students. In order to address students that may have not mastered all of the required skills, we will be providing additional support and programming. We plan to continue our Summer Academy for at least the next two years. This program was a tremendous success across our entire district. However, this program is not a simple remediation program for struggling students. This four week program will offer students opportunities to extend their learning. These opportunities include Music, Art, Athletics and a host of other lessons and activities that will keep our students engaged and connected to school. We hope that all parents of students entering grades K-8 consider enrolling your child into this program. We received an overwhelmingly positive response from the parents and students of those that participated in last year's summer program. This is just one example of many ways that we are committed to ensuring all students are given every opportunity to excel.

This handbook contains important information that will provide guidance regarding your child's education in Lafourche Parish. We look forward to a very positive and productive year together. Although many things may be different, our commitment to our students and the community we serve will never change. We want, need, and value your involvement and support in your child's education.

Jarod W. Martin
Superintendent of Schools

STAFF

Jarod Martin
Superintendent

Bernita Deville/Robby Lee
Human Resources

Kenneth Delcambre, Jr.
Secondary/Middle

Ann Hodson
Elementary

Nancy Curole
Turnaround Schools

Kelly Burlette
Curriculum/District Data

Jimi Encalade
Federal Programs

Daphne Jones
Special Education

Barry Filce/Gregory Cook
Child Welfare and Attendance

Dean Guidry
Communications

Mitch Landry
Transportation

Lauren Fletcher
Child Nutrition

Lafon Ortis
Business

Evan Plaisance
Land and Facilities

Jamie Chauvin
Information Technology

Jared Breaux
Safety

Jennifer Tobias
Purchasing

John Cheramie
Maintenance

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Dr. Dennis Guillot, Vice President

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District 14 Ray Bernard

District 15 Christy Chabert

Save this parent/student handbook until July 2022

<i>School</i>	<i>Address</i>	<i>Principal</i>	<i>Principal's Email</i>	<i>Phone #</i>
ELEMENTARY SCHOOLS – 7:45 AM – 2:45 PM				
Bayou Boeuf Elementary	4138 Hwy 307, Thibodaux 70301	Stacey Adams	sadams@mylpsd.com	985-633-2352
Galliano Elementary	148 W. 158th St., Galliano 70354	Ragan Lorraine, Ed.D.	rlorraine@mylpsd.com	985-632-7211
ELEMENTARY SCHOOLS – 8:30 AM – 3:30 PM				
Bayou Blue Elementary	1916 Bayou Blue Rd., Houma 70364	Tina Guidry	tguidry@mylpsd.com	985-879-4378
Bayou Blue Upper Elementary	115 Mazerac, St., Houma 70364	Becky Plaisance	bplaisance@mylpsd.com	985-876-0863
C.M. Washington Elementary	200 Iris St., Thibodaux 70301	Gina Johnson	gjohnson@mylpsd.com	985-446-8471
Chackbay Elementary	450 Hwy. 20, Thibodaux 70301	Lacy McKinney	lmckinney@mylpsd.com	985-633-2348
Cut Off Elementary	177 W. 55th St., Cut Off 70345	Kristine Collins	kgcollins@mylpsd.com	985-632-3116
Golden Meadow Lower Elem.	118 Alcide St., Golden Meadow	Kelly Adams	kaadams@mylpsd.com	985-475-7385
Golden Meadow Upper Elem.	124 N. 3rd St., Golden Meadow	Buffy Boura	bboura@mylpsd.com	985-475-7669
Lockport Lower Elementary	1421 Crescent Ave., Lockport 70374	Decina Rodriguez, Ph. D.	drodriguez@mylpsd.com	985-532-2846
Lockport Upper Elementary	201 School St., Lockport 70374	Sherry Bergeron	sbergeron@mylpsd.com	985-532-3223
North Larose Elementary	175 Richardel Dr., Larose 70373	Celeste Leboeuf	cleboeuf@mylpsd.com	985-693-3445
Raceland Lower Elementary	144 Bowie Rd., Raceland 70394	Casey Cheramie	ccheramie@mylpsd.com	985-537-6837
Raceland Upper Elementary	3759 Hwy 308, Raceland 70394	Lisa Boudreaux	lboudreaux@mylpsd.com	985-537-5142
South Larose Elementary	154 West 25th St., Larose 70373	Dana Gros	dlgros@mylpsd.com	985-693-7597
St. Charles Elementary	1690 Hwy. 1, Thibodaux 70301	Andrea P. Delcambre	apdelcambre@mylpsd.com	985-446-6862
Thibodaux Elementary	700 East 7th St., Thibodaux 70301	Robin Bourgeois	rbourgeois@mylpsd.com	985-446-6116
W. S. Lafargue Elem.	700 Plantation Rd., Thibodaux 70301	Monica Tauzin	mtauzin@mylpsd.com	985-447-9292
MIDDLE SCHOOLS – 7:15 AM – 2:15 PM				
Sixth Ward Middle School	1865 Choctaw Rd., Thibodaux 70301	Alyce Callahan	acallahan@mylpsd.com	985-633-2449
MIDDLE SCHOOLS – 7:45 AM – 2:45 PM				
Bayou Blue Middle	196 Mazerac St., Houma, LA 70364	Andre Adams	aadams@mylpsd.com	985-851-1952
East Thibodaux Middle	802 East 7th St., Thibodaux 70301	Sharone Smith-McPherson	ssmith@mylpsd.com	985-446-5616
Golden Meadow Middle	630 S. Bayou Dr., Golden Meadow	Hennessy Melancon	hmelancon@mylpsd.com	985-475-7314
Larose-Cut Off Middle	13356 West Main, Larose, 70373	Samantha Lagarde	slagarde@mylpsd.com	985-693-3273
Lockport Middle	720 Main St., Lockport 70374	Cameron Walls	cwalls@mylpsd.com	985-532-2597
Raceland Middle	3737 Hwy 308, Raceland 70394	Karen Osborne	kosborne@mylpsd.com	985-537-5140
West Thibodaux Middle	1111 E. 12th St., Thibodaux 70301	Latainia Young	lyoung@mylpsd.com	985-446-6889
HIGH SCHOOLS – 7:15 AM – 2:15 PM				
Central Lafourche High	4820 Hwy 1, Raceland 70394	Chris Arnold	carnold@mylpsd.com	985-532-3319
South Lafourche High	16911 East Main St., Cut Off 70345	Gaye Cheramie	gcheramie@mylpsd.com	985-632-5721
Thibodaux High	1355 Tiger Dr., Thibodaux 70301	Glenn Haydel	ghaydel@mylpsd.com	985-447-4071
HIGH SCHOOLS – 7:25 AM – 2:25 PM				
Career Magnet Center	6419 Highway 308 Lockport, LA	Jarad Walker	jpwalker@mylpsd.com	985-532-6596
PASS Site– 7:15 AM – 2:15 PM				
Alternative Site- East Thibodaux Middle School	802 East Seventh St., Thibodaux, LA 70301	Belinda Campbell	bharry@mylpsd.com	985-537-6061
CHARTER SCHOOLS – BCA- 8:00 AM – 3:00 PM; VAL schedules differ by site				
Bayou Community Academy	800 East 7 th St., Thibodaux, 70301	Melanie Becnel Jessica Rosado	mbecnel@bcacharter.org jrosado@bcacharter.org	985-414-1763 985-446-3011
Virtual Academy of Lafourche	639 Harrison St., Thibodaux, 70301	Julie Bourgeois	jbougeois@valcharter.org	985-446-2877
VAL Central Support Site (PASS Support Site)	525 Justin St., Lockport, 70374	Annette Fornies	afornies@valcharter.org	985-532-5182
VAL South Support Site (PASS Support Site)	14669 East Main St., Cut Off, 70345	Mary Reynaud	mreynaud@valcharter.org	985-632-3169
VAL St. Mary Support Site (Middle/High Support Site)	509 St. Mary St. Suite B, Thibodaux, 70301	Julie Bourgeois	jbougeois@valcharter.org	985-446-2877
VAL Bayou Blue Support Site	2846 Bayou Blue Rd., Houma, 70364	Sharlene Duet	sduet@valcharter.org	985-262-8806
St. Mary Support Site (Elementary Support Site)	509 St. Mary St., Thibodaux, 70301	Melissa Hebert	mhebert@valcharter.org	985-447-5994

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Equal Education Opportunities

It shall be the policy of the Lafourche Parish School District (LPSD) 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 complaints shall be the same as those used for employees.

Nondiscrimination Statement

It is the policy of the LPSD 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 Daphne Jones, Director of Special Education, LPSD.

STUDENT REGISTRATION

The Lafourche Parish School District (LPSD) 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 LPSD 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 instruction 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.

A child younger than the above may be permitted to enter school provided the child has been evaluated and identified as gifted in accordance with the regulations of the State Department of Education for such evaluation.

NOTE: Children must attend the school in the district in accordance with policy JBCC where the parent/legal guardian resides.

REGISTRATION REQUIREMENTS

1. Immunization Record

Louisiana law requires all children entering schools in the Lafourche Parish School District to present copies of their immunization records at the time of registration. This includes new students, those in Pre-K, 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 District. Please 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 Lafourche Parish Health Units can assist parents with immunizations:

- Thibodaux-2535 Veterans Blvd., Thibodaux, LA 70301 8 a.m. - 4:30 p.m. (985-447-0800).
- Galliano Branch-133 West 112th Street, Cut Off, LA 70345, 8:00 a.m. - 4:00 p.m. (985- 632-5567)

Recommendation schedule for immunization of infants and children:

Age of Child	Immunization(s) Needed
Birth	HBV
2 months	DTaP, IPV, HiB, HBV, PCV, RV
4 months	DTaP, IPV, HiB, PCV, RV
6 months	DTaP, IPV, HiB, HBV, PCV, RV, Flu

12-15 months	DTaP, HiB, MMR, Var, PCV, HAV
18-23 months	HAV
4 yrs. old or prior to school entry	DTaP, IPV, MMR, Var
11-12 yrs. old	HPV, Tdap, MCV4 (MMR Var & HBV if needed)
16 yrs. old	MCV4

2. Birth Certificates

All new registrants to LPSD are required to present a copy of their official birth record upon registration. For all children born outside the State of Louisiana or within the state of Louisiana, Certified copies may be obtained by contacting:

Vital Records Registry

P.O. Box 60630

New Orleans, LA 70160 (504) 593-5100

- Fees for mail-in services are payable by check or money order. Checks and money orders should be made payable to "Louisiana Vital Records". A copy of a valid photo ID for the applicant is required.
- A \$0.50 state charge must be added to each mail-in order. 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.
- For more information on who may obtain a birth record, how to submit a request, special requirements, and other information regarding birth records, please visit the Louisiana Center of State Registrar and Vital Records Website at www.cdc.gov.

3. 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 70360 (985-876-0949).
- The Social Security number serves as a student identification number on some records.
- If a Social Security card is not available at time of registration, the student shall be assigned a state identification number.

4. Proof of Residence

Verification of domicile of a parent or legal custodian or legal guardian must bear the name and current physical address of the parent or legal custodian or legal guardian and shall be based on at least two (2) of the following items: utility deposit/receipt (electricity, gas, water, sewerage or cable), property tax statement showing homestead exemption, home/apartment rental or lease receipt, home mortgage or home purchase deed, most recent income tax return (Federal or State).

Note: Notification of Change of Domicile: The parent/custodian/guardian shall immediately notify the school of any change in the domicile of the student including, but not

limited to, address, phone number, and other contact information.

Note: Extenuating circumstances apply to students who qualify under the following Federal laws: McKinney Vento (homeless law), Title III law and migrant education law.

HOME-STUDY RE-ENTRANCE

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 re-enter the LPSD 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)*.

PROOF OF LEGAL GUARDIANSHIP

Any of the following documents may be presented as proof of legal guardianship: child placement letter from the Department of Children and Family Services (DCFS), custodial card from Juvenile Court, Foster Parent identification, court order, notarized Provisional Custody by Mandate or adoption papers.

STUDENTS WITHOUT TRANSCRIPTS

If a pupil cannot present a transcript or other official verification of grade level, he or she should be placed tentatively in the grade in which the parent or guardian states he or 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 grade level 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 exist. Refer to the Pupil Progression Plan for all grade level placement positions on the district website (www.mylpsd.com).

STUDENT EXPECTATIONS

STUDENT CODE OF CONDUCT

It is the purpose of the LPSD 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 intervention 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 playground of the school, on the street or road while going to or 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:

1. Oral or written reprimands;
2. 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;
3. Written notification to parents of disruptive or unacceptable behavior, a copy of which shall be provided to the principal;
4. 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 LPSD Student Information System (JCampus)/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 JCampus. In all cases where a student's discipline violation(s) is submitted to the school administration via the Student Information System and the School Bus Behavior Report, parents shall be notified of the specific act(s) of misconduct. 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.

Special Note: School Operations during a Pandemic or other health emergency

The LPSD remains committed in keeping the health, safety and well-being of our students and staff as our highest priority in coping with the COVID – 19 Coronavirus pandemic for the 2021-

2022 School Year. All decisions regarding changes to the school environment and schedule, including a possible interruption of in-person learning, will be made by the Superintendent in consultation with and, if necessary, at the direction of the Governor, Louisiana Department of Public Health, local health department, emergency management agencies, and/or the state Board of Elementary and Secondary Education.

All school disciplinary rules remain in effect even during the interruption of in-person learning. Students are subject to discipline for disrupting the remote learning environment. Students are also expected to follow all student safety protocols.

Violations of school disciplinary rules are subject to disciplinary action as provided by the District Code of Conduct.

School-Wide Positive Behavior Intervention Support (SWPBIS)

SWPBIS is a collaborative, assessment-based approach to developing effective interventions that address the behavior of all students. This process of positive behavior intervention 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 Lafourche Parish designated staff have been trained in the SWPBIS process and as a result are responsible for effective implementation and subsequent training updates. Lafourche Parish administrative staff are required to organize school leadership teams, prepare SWPBIS Books of Products for their individual schools, 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 school campus's School Improvement Plan (SIP) when necessary.

New and continued training is offered to all Lafourche Parish designated staff 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, Tiered Fidelity Inventory (TFI) and the School Evaluation Tool (SET) provides the direct and indirect assessment data.

SWPBIS refresher 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.

Suspensions and Expulsions

Because of the severity of the sanction of suspension or expulsion, the LPSD 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 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).

There are two types of suspensions: A Suspension– In-School (SIS) and an Out-of-School Suspension (OSS).

The most severe discipline option is an expulsion. An expulsion shall mean the student is temporarily removed from his or her usual classroom placement to an alternative setting for a period of not less than one complete semester with no interruption of instructional services.

The Board has approved alternative general education program called the PASS program and the VAL PASS program for suspended/expelled/excluded students as provided for in LA R.S. 17:416.2. Students suspended/expelled/excluded for more than ten (10) days from school or suspended until a formal expulsion hearing, shall remain under the supervision of the governing authority of the school system through an appropriate alternative placement.

The PASS program is located in the northern part of the parish in the Thibodaux area on the East Thibodaux Middle School campus. In the PASS program, students receive instructions via computers at the site as well as at home.

The VAL (Virtual Academy of Lafourche) PASS program is an approved alternative education program for suspended/expelled/excluded students in the central and southern parts of the parish. In the VAL PASS program, students receive instructions via computers at the VAL PASS sites as well as at home.

Students who receive special education and/or section 504 service will continue to receive those services consistent with their I.E.P. and/or I.A.P plan while attending either the PASS program or the VAL PASS program.

The PASS program and the VAL PASS program are 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 or she 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 or her 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 in an alternative educational placement, shall be assigned work by a certified teacher and shall receive credit for schoolwork 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.

Discipline of 504 Students

No 504 student shall be excluded from educational services for more than ten (10) days within the school year without prior notice to the LEA 504 Coordinator or designee (Pupil Appraisal-School Psychologist or Social Worker). The following discipline procedures shall be followed for 504 students who commit acts of misconduct resulting in disciplinary actions that exclude the student from instruction for more than ten (10) days within the school year.

504 Students that commit an act(s) of misconduct are subject to disciplinary removal if it is determined by a representation of relevant IAP committee members that must include the parent, a person knowledgeable about the student and a person knowledgeable about the disability that the misconduct is not a manifestation of his or her disability. This team shall determine if the student's act(s) of misconduct are "related" to the student's disability. This determination is to be documented as part of an SBLC meeting held for this purpose.

If it is determined that the misconduct **is not related** to the student's disability, then the disciplinary action may proceed. If it is determined that the misconduct is related to the student's disability, then the disciplinary action shall cease and alternate means of addressing the misconduct (i.e. interventions, strategies, etc.) must be determined, implemented and monitored for effectiveness.

Discipline for Special Education Students: Expulsion/Exclusion

(NOTE: Gifted and Talented students are treated as regular education students with regard to discipline). Discipline for Special Education Students shall be in accordance with the provision of BESE Bulletin 1706, Louisiana Administrative Code, Title 28, Sections 530, et seq. For a complete review of the procedures required under law, please visit www.louisianabelieves.com, BESE, Bulletin 1706, Subchapter B. "Discipline Procedures for Students with Disabilities".

Generally, a disabled student under this section may not be removed from his or her current placement for more than ten (10) school days, consecutively or cumulatively, or violations of the Student Code of Conduct without a determination of whether the conduct in question was caused by, or had a direct and substantial relationship to the student's disability (a Manifestation Determination Review). Other circumstances may exist where the removal is for fewer than ten (10) days, but the student has been subjected to a series of removals that constitutes a pattern which exceed ten (10) days in a school year. In such case, a Manifestation Determination Review shall be conducted.

The Manifestation Determination Review, is an I.E.P. Committee meeting convened by the School, within ten (10) school days of any decision to change the placement of the student because of a code of conduct violation, and is attended by the parents and relevant members of the student's I.E.P. team. The reviewing members of the meeting will consider all relevant information in

the student's file, including the student's I.E.P., teacher observations, and any relevant information provided by the parents to assist in arriving at a manifestation determination. **The parent, or the student when age appropriate, shall be provided a copy of educational rights and procedural safeguards prior to conducting the review meeting to determine relatedness.**

Special circumstances may exist which permit the School to remove the student to an interim alternative educational setting without regard to whether the behavior is determined to be a manifestation of the student's disability. These circumstances include carrying or possessing a weapon while at school, or on school premises, or to a school function under the jurisdiction of the School; knowingly possessing or using illegal drugs, selling or soliciting the sale of a controlled substance while at school, or on school premises, or at a school function under the jurisdiction of the School; or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or the School. In these instances, the Superintendent may assign a designee to serve on a Manifestation Determination Review Committee, if warranted.

On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of the code of student conduct, the School shall notify the parents of that decision, and provide the parents the procedural safeguards notice described in Section 505 of Bulletin 1706, which includes the right of appeal.

NOTE: The above information is intended to provide only general information regarding the rules and regulations governing the discipline of special education students. For more detailed information, please contact the Lafourche Parish Pupil Appraisal Center at 985-447-8181 or download Bulletin 1706 from the State's website.

Virtual Instruction

Students must maintain virtual settings and behaviors that are conducive for instruction that minimize distractions.

Virtual Work Settings

1. Students are expected to have a designated work area in their home cleared of everything other than what is required for class. Work stations must be free of foreign objects that are not being utilized for instruction.
2. The recording device being used for instruction must be positioned to allow teachers to observe both the work space and student, especially during testing.
3. Eating and drinking are not allowed during virtual classes. This can potentially damage electronic devices and can be distracting during instruction.
4. When possible, students are encouraged to work in areas that are isolated from other individuals and pets. If circumstances exist that do not allow complete seclusion, the parent will need to share this information separately with the instructor. Instructors will only require what the parent can reasonably provide.
5. **Additional electronic devices** should not be kept or used within the visible work area, unless they are being utilized for instruction and are teacher approved. This includes televisions, phones, earphones or other devices that may

- provide distractions from teacher guided instruction.
6. Students will follow daily guidance from their teachers regarding best methods of communicating and participating during virtual classes. Instructions regarding when and how to interact verbally and how to use audio and camera options will be dependent on the design of instruction and direction of the teacher.
 7. Students are expected to remain positively engaged in instruction and participate.
 8. Behavior that is disruptive to the virtual class setting will be addressed using progressive discipline measures as outlined in the LPSD Student Code of Conduct.

Student Dress and Conduct

Students are to wear appropriate attire that does not distract from the virtual learning process. Inappropriate attire including but not limited to the following are prohibited: Pajamas or clothing that is transparent or overly revealing, clothing with profanity, derogatory terms, racial slurs, or sexual content. School uniforms will not be required for virtual classes.

Discipline for Virtual Learners

Students should refrain from engaging in any of the behaviors identified in the LPSD Code of Conduct while engaged in virtual classes. The Lafourche Parish School District has extended its existing behavior guidelines to the virtual classroom in a manner that addresses virtual instruction in remote locations.

Behaviors that could result in disciplinary actions for online students include but are not limited to cyberbullying, wearing inappropriate clothing, repeated tardiness, inappropriate use of electronic media, threats, and intentional disturbance of an online class.

Students who violate the student code of conduct will be subject to one or more of the following virtual disciplinary consequences: Student conference/Warning, Out-Of-School Suspension and Expulsion/Exclusion.

Student Conference/Warning entails either a teleconference or an in-person conference with the student, parent/guardian(s) and a school administrator. The teacher will refer the infraction to the principal or designee to enter into the JCampus data reporting system. The student would not have a disruption in schooling and will not be removed from the class.

Out-Of-School suspension entails a student only having access to power points and or assignments/materials outside of live learning sessions. Students will be suspended from live sessions and interactions with peers during the suspension. The student is not allowed to attend school-sponsored programs or activities during the suspension. The length of a suspension is determined by the school administrator with suspensions of more than three days requiring approval from Child Welfare and Attendance. The teacher will refer the infraction to the principal or designee to enter into the JCampus data reporting system.

Recommended Expulsion/Exclusion will be reserved for serious discipline infractions. The LPSD will ensure that the student's constitutional rights are observed and upheld during the course of recommendation for expulsion/exclusion.

Discipline for Students with Disabilities

If a student with a disability violates a code of conduct, he or she will be disciplined according to the discipline measures described above for up to 10 days. Upon subsequent violations that result in suspensions that exceed 10 days, the school will determine if the behavior was a manifestation of the student's disability. If the school determines that the violation is not a manifestation of the student's disability, the school will apply the discipline procedures to the student in the same manner and for the same duration as the procedures that would be applied to students without disabilities. However, if it is determined that the violation was a manifestation of the student's disability, the school will conduct a functional behavior assessment and develop a behavior plan to address the violation so that it does not recur.

Seclusion and Restraint

LPSD recognizes that, in order for students to receive a free and appropriate education, a safe environment needs to be provided. In doing so, the LPSD 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.

LPSD shall sanction the use of student seclusion and restraint techniques when such use is consistent with the student's Individualized Education Plan (I.E.P.), Section 504 plan, or behavior intervention plan, and with the requirement that I.E.P. Teams consider the use of positive behavioral interventions and support when the student's behavior impedes his or 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 or his or her designee 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 LPSD 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.
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 personnel.
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 medical or psychological condition that 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 or 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/GUIDELINE GOALS

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

1. Provide students 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 the Student Code of Conduct.

Disciplinary Options

The principal or his or her designee 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 their 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 School Counselor
 - g. Require an administrative conference with the parent or guardian (include the teacher in conference upon the teacher's request)
 - h. Deny participation in school events and/or 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/Families in Need of Services [FINS])
 - m. Refer to Pupil Appraisal
 - n. Any other disciplinary measure pursuant to law or board policy
 - o. Refer to SWPBIS Committee
 - p. Denial of driving privileges on school property
 - q. 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, 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 school counselor, school psychologist, or school social worker.
- Note: Submit a FINS (Families In Need of Services) referral on a student's second suspension and third suspension to the Office of Child Welfare and Attendance as incorrigible.**
6. Suspension and recommendation for expulsion/exclusion

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 on any school bus, during intermission or recess, or at any school sponsored activity or function.

Code, Infraction, Definition, Discipline Options, Notes

01, Willful disobedience, deliberate choice to break a rule or

disobey a directive given by a person in authority, 1, 2, 3, 4, or 5.

02, 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, or 5.

03, Makes an unfounded charge against authority, Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or 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.

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

05, Is guilty of immoral or vicious practices, Isolated incident that is an 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.

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

07, Uses/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).

08, 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.

09, 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.**

Note: Students under 18 yrs. of age may be reported to FINS. 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.

4. Any costs associated with participation in a structured support group as a condition of the student's return to school shall be borne by the parents/student/guardian and not the district

10, 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.

11, 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.**

12, 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).

13, 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 User Guide, 6; **Notify superintendent and immediate supervisor, Notify local law enforcement, Notify Dept. of Motor Vehicles** (between ages 14-18).

14, Possesses firearms (not prohibited by federal law), knives, or other implements, which may be used as weapons, the careless use of which might inflict harm or injury (Excludes pocket knives with a blade length of less than 2 ½ inches), - possesses firearms (not covered by Code 13), knives or blades greater (>) than two and one-half (2.5) inches, or any object, device, instrument, material or substance, which may be used to inflict bodily injury or damage to property; or possession of any look-alike weapon or object (not prohibited by federal law) which can place a person in reasonable fear or apprehension of serious harm. *Use of this code requires "Other Weapon Code" per SIS User Guide 3, 4, 5, or 6; **Notify superintendent and immediate supervisor, may notify local law enforcement.**

Note A: For knives with a blade length of less (<) than 2.5 inches, refer to code 78.

Note B: In the case of a student less than eleven years of age in pre-kindergarten through grade five, the principal may, but shall not be required to, recommend the student's expulsion.

Note C: As related to IDEA students only, an IDEA student possessing a "dangerous weapon" as defined under 18 USC 930(G)(2), i.e., a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily, except that such term does not include a pocket knife with a blade of less (<) than two and one-half (2 ½) inches in length, may be removed to an Interim Alternative Education Setting for up to forty-five (45) school days, without regard to whether the behavior is determined to be a manifestation of the student's disability.

15, 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 *Other Weapon Code* per SIS User Guide, 1, 2, 3, 4, 5, or 6; **May notify local law enforcement.**

16, 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.**

Note: If his/her actions are determined to be consistent with the definition of self-defense the student shall not be disciplined.

17, 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.

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

19, Is habitually tardy and/or absent, Reporting late to school or class (or checking out before dismissal time) when the day/period begins without permission, 1 or 2, Parents and /or CWA may be notified.

20, 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.**

21, Commits any other serious offense, Any serious, harmful incident not covered by any other of these codes, but by the nature of the offense would be commonly considered an unacceptable behavior in a school environment. Disciplinary action determined by the principal appropriate to the infraction and age of the student, 1, 2, 3, 4, 5, or 6; **May notify local law enforcement.**

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

32, Dress Code Violation, Out of dress code or ID violation, 1 or 2

33, Failure to Serve Assigned Consequence, Failure to serve Detention, Time Out Room, ISS or other assigned consequences., (ISS), 2, 3, 4, 5.

38, Sexual Harassment, Intimidation, bullying, or coercion of a sexual nature, 1, 2, 3, 4, 5, or 6; Complete Sexual Harassment form; **May notify local law enforcement.**

41, Dishonesty, forging signature, grades or cheating, Cheating, plagiarism, fabrication, deception, and/or forging signature or grades, and/or lying to a school official, 1, 2, 3, 4, 5, or 6; **May notify local law enforcement.**

45, Bullying, any pattern of obscene gestures, written electronic or verbal communication 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 forms; **May notify local law enforcement.** See LPSD Policy JCDAF.

51, Unauthorized use of Technology, Unauthorized use or operation of pager/cellular telephone (texting, talking, etc.), camera or video device or other communication devices during the school day, 1, 2, 3, 4, 5, or 6.

Note: Consequences will be determined by the principal appropriate to the infraction, which may include confiscation of the device and/or loss of privileges to possess the device in school, on school grounds, and on school buses. Confiscation means until a parent/guardian can pick up the device or can arrange to have some other responsible adult pick up the device.

56, 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.**

57, Arson (starting a fire), 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.**

59, 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.**

61, 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. 66, 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.**

67, Possession of Body Armor (except bullet-resistant backpacks), Possession, including the wearing of any type of gear (except bullet-resistant backpacks) that protects the person from attack by another, 5 or 6; **Notify local law enforcement.**

69, Murder, Unlawful killing of another human being, 6; **Notify local law enforcement.**

70, 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, or 6; **Notify local law enforcement.**

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

72, 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. 14:55 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.**

73, 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. **May notify local law enforcement.**

74, Illegal carrying, and discharge of weapon(s) prohibited by federal law, Discharge or use of weapon described under "Weapon Type Code" in SIS User Guide. Use of this code requires Firearms and Explosives Weapon Code per SIS User Guide, 6; **Notify superintendent and immediate supervisor and notify local law enforcement.**

75, Serious Bodily Injury, An injury that involves unconsciousness; extreme physical pain; protracted and obvious disfigurement; protracted loss or impairment of the function of a bodily member, organ, or mental faculty; or a substantial risk of death, 6; **Notify superintendent and immediate supervisor, Notify local law enforcement.**

77, Cyber-bullying, Unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by an adult or student, which is carried out through any use of technology. Cyber-bullying can occur on or off school property, 1, 2, 3, 4, 5, or 6, May complete Bullying Form; **May Notify local law enforcement.**

78, Possesses pocket knife with a blade length of less than 2.5 inches, Possesses a knife not otherwise defined in Section 14, e.g., a pocket knife, blade cutter, etc., with blade length less (<) than two and one-half (2.5) inches. *Use of this code requires *Other Weapon Code* per SIS User Guide, 2, 3, 4, 5, or 6; **May notify local law enforcement.**

Note A: No student shall be permitted to carry or possess a knife of any blade length except for purposes of involvement in a school class or course or school approved co-curricular or extracurricular activity or any other activity approved by the appropriate school officials. A principal may recommend expulsion or suspension if the student is found carrying or possessing a knife with a blade less (<) than two and one half (2.5) inches in length; however, in those instances such student, at a minimum, shall be placed in in-school suspension.

Note B: The principal shall immediately suspend a student who is found carrying or possessing a knife the blade of which equals or exceeds two and one half (2.5) inches in length and recommend the student's expulsion except that, in the case of a student less than eleven (11) years of age in PK-5, the principal may, but shall not be required to, recommend the student's expulsion.

79, 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.**

80, 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; **Notify local law enforcement.**

81, Trespassing, unauthorized entering onto school property or on property once requested to leave including the unauthorized presence of a student on school property while on a restrictive access, suspension, or expulsion., 1, 2, 3, 4, 5, or 6; **May notify local law enforcement.**

82, Misusing Internet, Violating the district Internet Use Policy, 1, 2, 3, 4, 5, or 6; **May include loss of use privileges.**

101, 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; **May notify local law enforcement.**

102, Threatening faculty, an expression of intent to do harm or act out violently against a school employee. Can be spoken, written or symbolic. 1, 2, 3, 4, 5, or 6; **May notify local law enforcement.**

105, Crime of Violence, Violent crime including murder, assault and battery, rape and sexual battery, kidnapping, arson, criminal damage to property, burglary, misappropriation w/violence to person, serious bodily injury, 6; **Notify local law enforcement.**

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, crossbow, shiv throwing star, dart, axe, hammer, bow and arrow, stun gun, brass knuckle, etc.)
- 99 - Other Weapon

NOTE: 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: Firearms and Explosives Weapon code required if Primary Reason Code 13, 30 used

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 a battery, or the intentional placing of another in reasonable apprehension of receiving a battery.

Battery – the intentional use of force or violence upon the person of another; or the intentional administration of a poison or other noxious liquid or substance to 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. Does not include bullet-resistant backpacks.

Bullying – a pattern of any inappropriate acts of gesturing, communication, physical contact, or shunning as defined in LPSD Policy JCDAF and La. R.S. 17:416.13

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. 14:55 by any means other than fire or explosion.

Corporal Punishment- is defined as “using physical force to discipline with or without an object”. Corporal punishment includes hitting, paddling, striking, spanking, slapping, or and other physical force that causes pain or physical discomfort. It is the policy of the LPSD to prohibit the use of corporal punishment as a disciplinary measure in any of the schools under the jurisdiction of the school board (policy JDA).

Credible and Imminent Threat – means that the available facts, when viewed in light of surrounding circumstances, would cause a reasonable person to believe that the person communicating the threat actually intends to carry out the threat in the near future or has the apparent ability to carry the threat in the near future.

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 student to immediate suspension. 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 alternative 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.

Good Standing Student- Upon completion of the term of suspension/expulsion/exclusion or PASS assignment, the student will be considered in good standing.

Hazing – Is any intentional, knowing, or reckless act by a person acting alone or acting with others that is directed against another when both of the following apply:

- I. The person knew or should have known that the act endangers the physical health or safety of the other person or causes severe emotional distress.
- II. The act was associated with pledging, being initiated into, affiliating with, participating in, holding office in, or maintaining membership in any organization.

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

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

In-School Suspension (ISS) – shall mean temporarily removing a student from his or 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 students participating in an in-school suspension may receive credit for work performed during the in-school suspension. However, any student 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 or her consent.

Malnutrition – the unhealthy condition that results from not eating enough food or not eating enough healthy food.

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.

Out-of-School Suspension (OSS) – 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 or her parent/guardian(s) for at least one full day but not to exceed ten days.

Note: A student who receives a suspension- in-school (SIS) and/or out- of-school (OSS) for ten days or fewer shall be assigned schoolwork missed while he or 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.

PASS - (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 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 LPSD Student Code of Conduct. Possession may be actual or constructive.

Actual Possession – when the student has immediate access to the prohibitive item.

Constructive Possession – 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/Activity – 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.

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. A pupil who is the aggressor or who brings on a difficulty cannot claim the right provided to defend himself.

Serious Bodily Injury – bodily injury, which involves unconsciousness; extreme physical pain; protracted and obvious disfigurement; protracted loss or impairment of the function of a bodily member, organ, or mental faculty; or a substantial risk of death.

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 or 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.

Starvation – suffering caused by having nothing to eat or not enough to eat.

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.

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 or 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.

VAL – Virtual Academy of Lafourche.

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

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

Willful Disobedience – deliberate choice to break a rule or disobey a directive given by a person of authority.

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, telephone, home visit or virtual meeting. 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, it is mandatory that the Administrator or his or her 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 discipline folder. A signed copy is to be included in the student’s expulsion packet, if warranted. The principal must send a request for assistance form to CWA requesting a referral to court for FINS.

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. At such

hearing, the student may be represented by any person of his or her choice. Until such hearing takes place for either a regular education student or a special education student, the student will be suspended and assigned to an appropriate alternative placement.

APPEAL PROCESS

Any parent of a student receiving a discipline option less severe than a suspension shall have the right to appeal to the principal of the school and shall not be heard by the superintendent or school board. The decision of the principal shall be FINAL.

Any parent of a student suspended shall have the right to appeal to the parish superintendent of schools or his designee who shall conduct a hearing on the merits. The decision of the superintendent of schools on the merits of the case, as well as the term of suspension shall be FINAL, reserving the right of the superintendent of schools the right to remit any portion of the time of suspension R.S. 17:416(A)(3)(c).

Any parent of a student who has been expelled or excluded may, within five (5) days after the decision is rendered, request the parish school board to review the findings of the superintendent or his designee at a time set by the school board; otherwise, the decision of the superintendent shall be FINAL.

If requested as herein provided and after reviewing the findings of the superintendent or his designee, the school board may affirm, modify, or reverse the action previously taken.

The parent of the student may, within ten (10) school days, appeal to the district court for the parish in which the student's school is located, an adverse ruling of the school board in upholding the action of the superintendent or his designee. The court may reverse or revise the ruling of the school board upon a finding that the ruling of the board was based on an absence of any relevant evidence in support thereof. R.S. 17:416(C)(4)and(5).

Sequence of Suspensions

The sequence below will be followed whenever a student is suspended:

1. 1st suspension – Principal's option: Out-of-School Suspension (OSS) or Suspension-In- School (SIS) counting as an Out-of-School Suspension (1 or 2 days).
2. 2nd suspension – OSS (1 to 3 days).
3. 3rd suspension –OSS (3 days, greater than 3 but not more than 10 days with approval from CWA).
4. Multiple suspensions - Principal's option which may include recommendation for Expulsion.

Removal of Students from the Classroom by the Teacher

When a student's behavior prevents the orderly instruction of other students or poses an immediate threat to the safety or physical well-being of any student or teacher, when a student exhibits disrespectful behavior toward the teacher such as using foul or abusive language or gestures directed at or threatening a student or a 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 readmitted. Parent/Guardian(s) of students repeatedly removed from a teacher's classroom (3 or more removals) 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 F.I.N.S. (Family in Need of Services).

Return of Students to the Classroom

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 an expulsion hearing of committing an assault or battery on any school employee, that student shall not be assigned to attend or shall not attend the school in which the school employee battered by the student is assigned. LPSD 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 whose I.E.P cannot be implemented on any other LPSD campus.

Loss of Function/Activity Privileges and Notification to Law Enforcement

Students may be suspended from participation in or being present at school related functions/activities.

When a student is under a term of expulsion and returns to the regular school site under probation the student shall not participate in any co-curricular or extra-curricular functions/activities that take place outside of the instructional day on any Lafourche Parish school campus until the term of the expulsion is complete. Functions and activities include school dances, athletic events, certain band activities and graduation to name a few. Alternate assignments will be assigned in place of the after school activities to ensure that the student has every opportunity to earn the highest grade. This should be stipulated in the return to school contract. A student granted permission by the superintendent to return to school on probation is still considered an expelled student.

When a student is under suspension or assigned to an appropriate alternative placement, a student shall not participate in or be present at any school related function/activity prior to completion of the suspension or the assignment to an appropriate alternative placement without the permission of the school administrator. Upon completion of the term of the suspension/expulsion/exclusion the student will be considered in good standing.

Nothing in this policy is intended to limit a teacher's or 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.

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. Any student that commits a felony on campus shall be subject to a recommendation for expulsion.

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

Considering the obligation of LPSD to the education of all children, LPSD'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 officer 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.

Bullying

It is the policy of LPSD 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 LPSD 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 school-sponsored activity or event.
3. 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 feelings of fear, depression, loneliness, 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. LPSD will investigate and report all allegations of bullying pursuant to

law and LPSD policy.

Any student, school employee, or school volunteer who in 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.

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.

Driving is a Privilege (Act 732/HB 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 or more consecutive school days for committing certain infractions. The infractions listed below are the only suspendable/expellable offenses:

1. Sale/Possession of drugs, alcohol, or other illegal substance
2. Possession of a firearm
3. 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 15 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.

Electronic/Telecommunication Devices

No student, unless authorized by the school principal or his or her designee, shall possess, use or operate any electronic telecommunication device, including but not limited to, any, facsimile system, radio paging system, cell or smart phone, intercom, or electronic 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 or smart 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 damage 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.

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 her dating partner.

Dating Violence Warning Signs:

1. 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.
2. 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 or 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: 985-872- 0757 or 985-853-0045

Louisiana Coalition Against Domestic Violence (Free Confidential 24 hrs. Help)

Statewide Hotline: 1-888-411-1333 National Hotline: 1-800-799-7233

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 or she operates. He or 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 Administrator. 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 students, 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:
 - a. First Offense: The principal will warn the student and inform the student about further problems.
 - b. Second Offense: A conference with the principal will be held. It is essential that parents help to prevent a recurrence.
 - c. 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.

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 shall 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 will be completed by the bus operator or LPSD 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.

7. The principal or designee shall complete the spaces on the School Bus Behavior Report form included with his or 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.

Student Discipline Records

According to Section 701D of Bulletin 741 – Louisiana Handbook for School Administrators, each LEA/school shall maintain necessary records for the effective operation of the LEA/school. The LEA (Local Education Authority) shall comply with the requirements of R.S. 44.411 regarding schedules for the retention of official records.

Although kept on file at the district office as required for statistical studies and other purposes, student discipline records are "purged" annually each summer at the school level so that the student begins each new school year with a clean discipline record.

Contrary to belief, student discipline records **are not** forwarded to postsecondary institutions upon a student's graduation.

Dissemination of the Discipline Administration Policy/Guidelines

It is the responsibility of each school in the Lafourche Parish School District to provide each student and his or 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 parent/student handbook, *Educating You About Your Education System*, shall also be available for viewing on the school board's website www.mylpsd.com

Legal References: Louisiana Revised Statutes: 17:223, 17:416, 17:416.2 409 Federal Supplement

STUDENT DRESS CODE

As per LPSD Policy JCDB, students will maintain their person and clothing in a modest, clean, and orderly manner that reflects pride in self and school. These guidelines are designated 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 LPSD has established the following guidelines on grooming and dress for students in Lafourche Parish:

Note: 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.

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 must be neatly trimmed. 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.

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 building.

Uniform Policy

1. Shirts
 - a. The LPSD uniform shall consist of a collared white oxford or broadcloth dress shirt or polo/golf type shirt – either long, short, or $\frac{3}{4}$ sleeved.
 - b. Shirts must have at least one button and may have rounded collars. Lace or pockets on sleeves are not allowed. Shirts must always be tucked in.
 - c. Each school shall have the option of allowing students to wear up to two additional shirt colors consistent with their designated school colors.
 - d. Any shirt worn under the school uniform shall be a solid white or school approved color undershirt or turtle neck.
 - e. 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.
 - f. The wearing of a school logo is optional and shall be limited to an approved school logo located on the left pocket area.
 - g. Each school shall have one official school logo. The principal must approve school club or organization logos.
2. Pants/Skirts/Shorts/Skortts
 - a. The uniform shall consist of khaki pants, skirts, or shorts/skortts (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. "Joggers" are not allowed.
Recommended brands are:
 - Basic Image

- Dickies
 - French Toast
 - Head of the Class
 - School Apparel (A+)
 - Simply Basic
 - Sun River
- b. Logos are not allowed.
 - c. 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 #8 above. Overalls are not allowed. Shorts, skirts, jumpers, and skorts must have a finished flat hem and shall not be more than 4 inches above the back crease of the knee. Shorts/skortts shall not be worn more than one inch below the knee.
 - d. Skirt slit (long or short skirt) must not extend higher than 4 inches above the back crease of the knee.
 - e. All pants, shorts, skirts, and skorts must be worn at the waistline with the shirt tucked in. If pants have belt loops, a belt must be worn. Belts shall have no metal studs, holes, grommets, or tips. Belt buckles may be metal, but not ornate.
3. Socks/Shoes
 - a. Socks/stockings shall be visible above the shoe, and of a solid color (white, black, khaki, or school colors).
 - b. 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.
 4. Wearing of Uniforms - all items of clothing must be worn as intended by design.
 5. Seasonal Clothing
Official school sanctioned pullovers, long sleeve sweatshirts/sweaters, with ribbed collar, wrist, and waist, possessing hoods, labels, logos, print or embroidery, in school approved colors will be permitted.
 - a. All hoods are to be removed inside the building.
 - b. All jackets may be zipped while on school campus during school hours. Students will be required to unzip the jacket upon request to check for unauthorized shirts or items on campus.
 6. Jewelry - 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.
 7. Spirit/Activity Dress – Up Days
 - a. 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 t-shirts. Students must, however, adhere to all other aspects of the uniform policy.
 - b. Students belonging to school sponsored clubs or organizations may be given permission by the principal to wear approved organizational attire for specific activity days.

NOTE: 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. ALL ROTC Cadets must also adhere to the Personal Appearance requirements in Cadet Command Regulation 145-2.

School Bags

Effective for the 2021-2022 school year, mesh/clear backpacks are no longer required. Backpacks must be school appropriate and must not contain offensive, derogatory, or explicit graphics, symbols, or writing. Noise-making and light-up backpacks are also prohibited.

STUDENT IDENTIFICATION CARDS

It is mandatory that each student has his or her identification card on his or her person during the school day and at all school functions.

STUDENT COMPUTER AND TECHNOLOGY USE

The LPSD shall provide Internet services to its students. The LPSD's Internet system has a limited education 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, pornographic, 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 district 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 in appropriate, offensive, objectionable, or controversial.

Pursuant to Federal law, students shall receive education about the following:

1. Safety and security while using emails, chat rooms, social media, and other forms of electronic communications;
2. The dangers inherent with the online disclosure of personally identifiable information; and
3. The consequences of unauthorized access (e.g. "hacking"), cyberbullying, and other unlawful or inappropriate activities by students online.

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

Usage Requirements

1. Students shall maintain 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 LPSD 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 cyberbullying, harassing, insulting, attacking others, and/or posting anonymous messages;
 - c. Accessing chat rooms, instant message services, email 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 destroying 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;
 - 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 or her designee or having a documented history of problems with other computer system may be denied access.
5. All students shall immediately report any objectionable information inadvertently accessed. Failure to do so may result in disciplinary sanctions.
6. This policy must be reviewed annually by the student and the teacher.

Student Use of Personal Electronic Communication Devices (ECDs)

The use of ECDs 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.

Students will be permitted to use ECDs 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. ECDs may be used in classrooms for educational purposes at the discretion of the classroom teacher. Potential applications include calendars, calculators, clocks, GPS devices, maps, voice recorders, and research tools.
3. Students who bring ECDs 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 the ECDs 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.
9. Students are not allowed to play unauthorized applications including, but not limited to augmented reality applications, while on school property.

Students in violation of this policy shall be subject to disciplinary action in accordance with established district and school procedures, as well as 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.

TEXTBOOKS

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

The student:

1. Will be responsible for the care of all issued books
2. Will not deface issued books
3. Will return all books issued at the end of the school session or last day of attendance
4. Will pay for any book lost or damaged

LOUISIANA'S COMPULSORY ATTENDANCE LAW

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

- A. (1) 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 school 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.

(2) Whoever violates the provisions of this subsection 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 services 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.

(3) Whoever violates any other provision of this subpart or any other provision of law 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.

(4) Visiting teachers or supervisors of child welfare and attendance, with the approval of the parish or city superintendent of schools, shall file proceedings in court to enforce the provisions of this subpart.

- B. (1.) A city, parish, or other local public school board shall grant admission or readmission to school to any person who meets all of the following criteria:
- a. Resides within the geographic boundaries of the school system.
 - b. Meets the eligibility requirements for school entrance pursuant to R.S. 17:222(A).
 - c. Is nineteen years of age or younger on September 30th of the calendar year in which the school year begins or is twenty years of age on September 30th of the calendar year in which the school year begins and has sufficient course credits that he will be able to graduate within one school year of admission or readmission.
 - d. Has not received a high school diploma or its equivalent.
 - e. Is otherwise eligible for enrollment in public school pursuant to state law and the policies of the local school board and the State Board of Elementary and Secondary Education.
- (2) If a person meets all of the criteria in Paragraph (1) of this Subsection, no city, parish, or other local public school board may deny him admission or reemission based on any of the following characteristics:
- a. The person voluntarily withdrew from school.
 - b. The person is pregnant.
 - c. The person is a parent.

- d. The person is married.
- (3) The admission or readmission of a person who will be twenty years of age on September 30th of the calendar year in which the school year begins shall be limited to grade twelve.
- (4) The admission or readmission of any person who has been suspended or expelled from a Louisiana public school is subject to all laws and policies applicable to such disciplinary actions.
- (5) The admission or readmission of a person with an exceptionality is subject to federal and state law governing the age of eligibility for services for students with exceptionalities.
- C. Each of the school boards shall:
 - 1) Develop and submit to the state Superintendent of Education a detailed written program plan designed to improved school attendance, based on local needs and resources.
 - 2) Give priority in selecting pilot schools within the local school district to those with the highest percentage of nonattendance, and
 - 3) Focus the program in a manner designed to remedy the underlying problems causing poor school attendance.
- D. 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.
- E. Repealed by Acts 2010, No. 927, §1.
- F. 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 birthdate 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 implementing an individualized plan of education for such student.
- G. The provision 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.
- H. Nothing in this section shall prohibit any child from attending or seeking admission to a National Guard Youth Challenge Program in this state.
- I. 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).

- J. Pursuant to a policy adopted by a school board as defined by and in compliance with R.S. 32:432.1, 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.
- K. A child who is at least seventeen years of age and who, after successfully completing a program established by the State Board of Elementary and Secondary Education, has been issued a Louisiana high school equivalency diploma in accordance with criteria establish by the Board of Supervisors of Community and Technical Colleges shall be considered exited from high school and shall not be subject to the provision of this Subpart.

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 or 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 homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, participating in school-authorized field trips or other school-approved activities, or taking a state- approved virtual course.

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.

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.

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. The make-up sessions must be completed before the end of the current semester and all other applicable policies must be met

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 or she shall not have perfect attendance for the school year.

Student Absences and Excuses (Policy JBD)

The LPSD recognizes that the fundamental right to attend public school 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 or 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 or 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.

1. Non-exempted excused absences are absences incurred due to personal illness or serious 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.
2. Exempted excused absences are absences which are not considered for purposes of truancy and which are not 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.
3. 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.
4. Suspensions are non-exempted absences for which a student is allowed to make up his or 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 or she attend or participate in any school sponsored activities/functions, including graduation, or extracurricular activities 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 Office 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; or
5. Quarantine due to prolonged exposure to or direct contact

with a person diagnosed with a contagious, deadly disease, as ordered by state or local health officials;

6. Observance of special and recognized holidays of the student's own faith. The principal may require written evidence from the church authorities relative to requiring religious observances.
7. Visitation with a parent who is a member of the United States Armed Forces or the National Guard of a state and such parent has been called to duty for or is on leave from overseas deployment to a combat zone or combat support posting. Excused absences in this situation shall not exceed five (5) school days per school year.
8. Absences as verified by the principal or his or 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.
9. 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 procedures 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 makeup work allowed.

All make-up work should be completed and handed in within a reasonable time as recommended by the pupil's teacher.

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 be open to inspection by the Office of Child Welfare and Attendance or duly authorized representative at all reasonable times. All schools shall immediately report to the Office of Child Welfare and

Attendance any unexplained, unexcused, or illegal absence or habitual tardiness.

The Office 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 or she feels are because of extenuating circumstances. If the principal denies the appeal, they may appeal further to the Office of Child Welfare and Attendance. The appeal decision of the Office 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.

High school 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 or 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 or 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 or her driver's license or driver's permit denied or suspended by the Louisiana Motor Vehicle Department until his or her eighteenth birthday, who fails or refuses to present appropriate documentation that he or she has

complied with mandatory school attendance or if the Motor Vehicle Department receives written notification from his or her school that he or she is a dropout or is habitually absent or habitually tardy (truant).

PRE-KINDERGARTEN ATTENDANCE

Parents will be contacted 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 notification letter, 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.

ACADEMICS

GRADING AND GRADE REPORTING

LPSSD's system of grading and reporting shall provide for reporting average grades after every quarter or nine-week 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 of 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. Teachers in kindergarten will report student progress at the end of each nine-week period using the following codes:

S = Satisfactory

N = Needs Improvement

U = Unsatisfactory

Students in grades 1-3 will receive a letter grade. In the first grade only, ELA 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

Grading Scale for Grades 1-12, Regular and Honors Schedule

The following grading scale has been adopted as a standard of numerical equivalents to letter grades and quality-point values:

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

Methods for Obtaining Grades (Grades 1-12)

1. Elementary Schools (Grades 1-5)

a. Individual Marking Periods

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

b. Final Grade

- The final grade for the school year shall be computed by taking the quality point values of the letter grades for the four marking periods, adding them, and dividing by four to get the quality point average. For first grade ELA, add the last three marking periods' quality point values and divide by three to get the quality point average. The resulting quality point average is converted to its letter symbol and posted as the final grade.

2. Middle Schools (Grades 6-8)

a. Individual Marking Periods

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

b. Final Grade

- The final grade for the school year shall be computed by taking the quality point values of the letter grades for the four marking periods, adding them, and dividing by four to get the quality point average. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- The final grade for Carnegie Credit courses without an End of Course Examination shall be computed by taking the quality point values of the letter grades for the four marking periods, adding them, and dividing by four to get the quality point average. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- The final grade for Carnegie Credit courses with a LEAP 2025 Examination shall be computed by

taking the quality point values of the letter grades for the five marking periods and the LEAP 2025 test grade, adding them, and dividing by five to get the quality point average. The resulting quality point average for is converted to its letter symbol and posted as the final grade.

- Any student with a score of Advanced or Mastery on a LEAP 2025 Examination and a final course average of “F” will receive Carnegie Credit for that course. If this occurs the student will receive a “P” (Passing) on his or her transcript. *

***Note: Please refer to the Pupil Progression Plan for details.**

3. High Schools (Grades 9-12)

a. Individual Marking Periods

- At least five independent assessments of student performance (including, but not limited to, teacher made tests, student projects, performance assessments, standardized end-of chapter tests, section tests, portfolio assessments, quizzes, homework assignments, etc. (excluding daily participation and/or conduct) shall be administered in each subject area during each marking period. District/Unit Assessments shall be administered in all content areas in compliance with the implementation of the Louisiana State Standards. 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.

b. Semester Averages

- Semester averages shall be obtained by adding the quality point values of the two marking periods and dividing by two. The resulting quality point average is converted to its letter symbol and posted as a semester average. This average is used only for honor roll purposes; it is not used in determining the final grade.

c. Final Grade

- Half-unit courses shall complete at the end of two marking periods (two quarters of study for seven period schedule). For half- unit courses, the quality point values of the two marking periods are totaled and then divided by two. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- One-unit courses shall complete at the end of four marking periods (four quarters of study for seven period schedule). For one- unit courses, the quality point values of the four marking periods are totaled and then divided by four. The resulting quality point average is converted to its letter symbol and posted as the final grade.
- For one-unit courses without LEAP 2025 Tests, the quality point values of the four marking periods are totaled then divided by four. The resulting quality point average is converted to its letter symbol and posted as the final grade
- For one-unit courses with LEAP 2025 Tests, the quality point values of the four marking periods and the LEAP 2025 test grade are totaled then divided by five. The resulting quality point average is converted to its letter symbol and posted as the

final grade.

- Any student with a score of Advanced or Mastery on a LEAP 2025 Examination and a final course average of “F” will receive Carnegie Credit for that course. If this occurs the student will receive a “P” (Passing) on his/her transcript.*

***Note: Please refer to the Pupil Progression Plan for details.**

Method of Determining Final Grade for Schools Following a Traditional Schedule (Grades 1-12)

The final grade for the school year shall be the letter grades for the four nine weeks, adding them, and dividing by four to get the quality-point average. If the quality-point averages more than one and the decimal is 0.500 or more, the letter grade earned 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-week grade is not “F”. For the first grade reading, if the quality-point value is less than 1.0, the final grade shall be “F”.

Method of Determining Marking Period Averages for Schools Following a Traditional Schedule (Grades 1-12) If the quality-point averages more than 1 point and it is 0.499 or less, the letter grade earned shall be the lower of the two grades. All averages shall be rounded to the third decimal place.

Example: Teacher grades for one marking period:

Assessment	Grade	Quality Point
Week 1 Test	B	3
Week 2 Test	C	2
Week 3 Test	C	2
Quiz Average	D	1
Bell Work Average	B	3
Homework Average	C	2
Quality Point Average		2.167
Marking Period Grade		C

Computer Generated Unit Credit and Final Grade Averaging (Secondary)

One-half unit courses shall complete at the end of two marking periods. 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, then 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, then 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 shall complete at the end of four marking periods. 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 the 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 a “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 1/2 a 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

1. Students enrolled in credit recovery courses will adhere to the same grading scale as those enrolled in regular courses.
2. The repeat credit course shall have at least five independent assignments and student performance, one of which must include a state approved comprehensive final examination.
3. Repeat credit courses may be offered outside of the regular school day (summer, after school, and/or Saturday programs).

Requirements to Repeat a Carnegie Unit Course

1. A student may repeat any previously attempted TOPS core courses in order to achieve a higher grade average. To repeat a course attempted, the student must submit a written request to the principal, or his or her designee, within FIVE days of the issuance of the final grade report for the course. The higher grade of the repeated course shall be reported on the student’s transcript and will be awarded Carnegie credit. The Carnegie credit for the lower-graded course shall be removed from the student’s transcript.
2. A student may repeat any previously failed non- core course.
Example: Family and Consumer Science 1 will only be offered as an entire course. A student that has a ½ unit in Family and Consumer Science 1 must repeat the entire course to earn full credit.
3. A student must repeat any previously failed core course through the Credit Recovery program.

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.

Advanced Placement (AP), Honors Classes

AP/Honors 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 parents or guardians.

Exit criteria Honors/AP

A student may transfer out of Honors/AP 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.

Grading Scales

All district assessments will be graded according to the grading scale for Regular and Honors courses as outlined below (7-point scale).

Grading Scale for Regular & Honors Courses	
Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

Grading scale for Advanced Placement (AP), Dual Enrollment (DE) TOPS University Core courses will follow a 10-point grading scale as outlined below.

Grading Scale for AP, DE TOPS University Core Courses	
Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	Below 60

Beginning with the 2014 Freshmen Class, Advanced Placement and Dual Enrollment classes which are part of the TOPS Core Curriculum will be calculated on the five point – (5.00) scale. This does not include Honors coursework. For such courses, the following quality points will be assigned:

Letter Grade “A” = 5 quality points
Letter Grade “B” = 4 quality points
Letter Grade “C” = 3 quality points
Letter Grade “D” = 2 quality points
Letter Grade “F” = 0 quality points

Retention for Grades K-12

It is not recommended that a kindergarten student be retained, since enrollment in kindergarten is not mandatory; however, 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 DRDP, shall not be the sole determining factor for retention in kindergarten. After SBLC consideration, the campus principal may make a written recommendation for promotion or retention consideration to the Superintendent based on a data review of records.

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 LPSD Pupil Progression Plan. The campus principal may make a written recommendation to the Superintendent for promotion consideration based on a data review of records.

A student in grades K-4 may be retained only one time based on academic performance. Based on the data-driven recommendation of the SBLC/I.E.P. Team, the campus principal may make a written recommendation to the Superintendent for promotion consideration based on data for those students who have academically failed more than one time in grades K-4. A student in grades 5-8 may be retained only one time based on academic performance. Based on the data-driven recommendation of the SBLC/I.E.P. Team, the campus principal may make a written recommendation to the Superintendent for promotion consideration based on the data for those students who have academically failed more than one time in grades 5-8.

A student in grades 1-8 who fails two or more major subjects or who fails one major subject and two or more minor subjects, shall be retained. Based on the data-driven recommendation of the SBLC/I.E.P. Team, the campus principal may make a written recommendation to the Superintendent for promotion consideration based on data for those students who have academically failed. The decision of the Superintendent shall be final.

Parent Request for Retention

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.

Requests and supporting data 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 Superintendent.

The decision of the Superintendent shall be final.

PUPIL PROGRESSION PLAN

The Pupil Progression Plan is a state-mandated plan which governs the placement, promotion, or retention of all students in the LPSD. 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 LPSD website (<http://www.mylpsd.com>).

HONOR ROLL REQUIREMENTS

The LPSD Honor Roll Criteria are as follows:

	Elementary & Middle School Criteria (Grades 1-8)	High School Criteria (Grades 9-12)
Principal's List	4.0 GPA	4.0 GPA or greater, no grade lower than C
Honor Roll List	3.5 to 3.99 GPA, As and Bs only	3.5 to 3.99 GPA, no grade lower than C
Faculty List	3.0 to 3.71 GPA, no grade lower than C	3.0 to 3.49 GPA, no grade lower than C

*THE SCHOOL PRINCIPAL WILL HAVE THE AUTONOMY TO INCLUDE ADDITIONAL ACADEMIC AWARDS AT HIS OR HER DISCRETION.

GRADUATION REQUIRMENTS

Beginning with the incoming freshmen of 2014-15, students will choose one of two paths towards a high school diploma. The traditional "college route" will be known as the TOPS University Diploma and the updated and more rigorous "career route" will be known as the Jump Start TOPS Tech Career Diploma. Under the guidance of school counselors, teachers, and parents, students will opt-in to one of these diploma pathways at the end of their sophomore year.

The Jump Start TOPS Tech Career Diploma culminates Louisiana's innovative career and technical education (CTE) program, Jump

Start. Students electing to pursue this diploma will be prepared to lead productive adult lives, capable of continuing their education after high school while earning certifications in high-wage career sectors. Students are required to attain industry-promulgated, industry-valued credentials in order to graduate with a Career Diploma in one of the state's 47 approved Jump Start pathways. For information concerning the Jump Start TOPS Tech Career Diploma requirements, see Appendix A.

The TOPS University Diploma will prepare a student for post-secondary work at a college or university. This diploma is also directly aligned with the TOPS University Scholarship, meaning that all graduates earning this diploma will have taken the courses necessary for the award. For information concerning the TOPS University Diploma requirements, see Appendix B.

PROGRAMS AND SERVICES

FEDERAL PROGRAMS

Title I

In Lafourche Parish, Title I provides assistance to public and non-public 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 statewide educational 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 the state testing and accountability program.
4. Sustained and intensive professional development is provided for teachers and other school staff to support educational 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 parent and family engagement through the use of home/school compacts and written parent and family engagement. 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 support that individual schools are best equipped to determine their own needs.

Title I, Part A – Foster Care

Foster Care provisions in ESSA reinforce and complement the landmark Fostering Connection Act efforts to ensure educational stability for foster youth by emphasizing that it is the shared responsibility of education and child welfare agencies in promoting the well-being of children in foster care. A child in foster care should remain in his or her school of origin, with

provided transportation, unless it is determined that remaining in the school of origin is not in that child's best interest. If it is not in the child's best interest to stay in his or her school of origin, the child should be enrolled in the new school even if unable to produce records normally required for enrollment. That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records.

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 ensure that migrant children meet the same challenging state academic content and student 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.

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 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 and 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 – Title IX McKinney-Vento Homeless Plan

The McKinney-Vento Homeless Assistance Act (P.L. 107-110) defines the term "homeless program" as one who lacks a fixed, regular, and adequate nighttime residence. This includes families that have lost 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 includes 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.

The Title I and McKinney-Vento grants provide support services that assist children with enrollment in school, academic tutoring, school uniforms and supplies and various school costs 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 LPSD through the Dwight D. Eisenhower Professional Development Program. Lafourche Parish utilizes funds for the purpose of assisting teachers in becoming certified in the areas of mathematics, science, language arts, and social studies. Funds are utilized for public and non-public schools for tuition reimbursements, workshops, conferences and research-based, sustained professional development programs that help to improve the methodology of lesson presentations.

Title III

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.

ESL teachers and paraprofessionals 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 Parent and Family Engagement.

Title VI

The purpose of the Title VI 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 VI 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.

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 birth to 22 years with a full range of educational services. When appropriate or when necessary, 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 professionals from 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 with one or more of the following exceptionalities: Autism, Deaf- Blindness, Emotional Disturbance, Gifted, Talented, Hearing Impaired, 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 based on the child's current circumstances. Of maximum consideration during this decision- making meeting is the least restrictive environment. All students need opportunities to interact with non-exceptional peers and Lafourche Parish has taken a very positive stand in making public school available to all students. Special education students are presently participating in regular campus activities, full-time or part-time, inclusive of lunch, recess, clubs, library, bus, extracurricular activities, and assemblies. The amount of time students spend in these activities is designated on the student's 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 IDEiA 108-446 (federal legislation) and Bulletin 1706 (state regulations). It is their civil right to be instructed in Lafourche Parish public schools. As educators who are dedicated to providing quality education to all students we support and promote opportunities for social interaction among children with disabilities and their non-disabled peers, especially students with severe handicaps because for so long they have been denied these opportunities.

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.

During the I.E.P. Team/placement meeting, the I.E.P. 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 ensure that the student's progress in the regular education curriculum is routinely monitored. 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, in the areas of 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, and Head Start or LPSD PK/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 to students who meet eligibility criteria.

The need for transportation to and from school may be 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, occupational therapists, physical therapists, speech therapists, audiologists, 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 teams work with certain students, their parents, teachers, and/or 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/or 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 students with special needs may be seen on a regular 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 crisis support services.

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 professional school 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 or 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.

Other Pupil Appraisal Services include: School-Based Mental Health Services

Focus of mental health services to students: school, classroom, group, family, and/or individuals integrated systems approach to mental health intervention.

1. Discrete Planned Intervention
 - a. Serves: Special Education Students
 - b. Location: School, home and other locations

- c. Providers: Certified school psychologists, school psychologist interns & other professional staff
 - d. Services: Counseling, social skills training, behavior intervention & parent consultation
2. Support & Related Services
 - a. Serves: Special & regular education students
 - b. Location: School
 - c. Providers: Certified school psychologist, licensed psychologist, board certified social worker and licensed professional counselors
 - d. Services: counseling, behavior interventions and assessment
3. Discharge/School Reentry Planning
 - a. Serves: Special and regular education students
 - b. Location: School and the discharging facility
 - c. Providers: Certified school psychologist, licensed psychologist, board-certified social worker and licensed professional counselors
 - d. Services: Collaborative plans for student's return from a facility
4. Transition Services
 - a. Serves: Special education students
 - b. Locations: School, facility and job site
 - c. Providers: Psychologist, board-certified social worker and job coach/trainer
 - d. Services: Develop transition plans; provide therapeutic support and job training/assistance
5. Discipline Support
 - a. Serves: Special and regular education students
 - b. Location: Interim alternative educational setting
 - c. Providers: Certified school psychologist, licensed psychologist, and discrete planned intervention staff
 - d. Services: Counseling, social skills training, behavior intervention and parent consultation
6. Crisis Intervention
 - a. Serves: Regular and special education students
 - b. Location: School
 - c. Providers: Certified school psychologist, licensed psychologist, board-certified social worker and licensed professional counselors
 - d. Services: Crisis counseling, service coordination & follow-up therapeutic service
7. Positive Behavior Intervention Supports
 - a. Serves: Regular and special education students
 - b. Location: School, home and community
 - c. Providers: Teachers, school psychologist, board-certified social worker, speech therapists and other school staff
 - d. 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 non-disciplinary program designed to intervene and assist all school-aged students with behavioral and/or mental health issues so the

student can transition to his or her traditional school setting. During the student's assignment to the TIP program, strategies and interventions will be developed specifically to help the student 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 coping skills to allow for a smooth and seamless transition and reintegration to the student's assigned school campus.

Telemedicine Program

The LPSD collaborates with a local community service provider to offer telemedicine, community support, and coordinated school-based mental health services to both regular and special education students. This program includes psychiatry services, medication management if applicable, the provision of family services in the community, follow up visits to monitor progress, and consultation between school personnel and the community-based service providers. This service is free of charge. However, if medication is prescribed for the student, the parent must assume financial responsibility for the medication.

BUS TRANSPORTATION

School bus transportation is a privilege. Students who ride a school bus are subject to bus regulations beginning at the bus stop in the morning and ending at the bus stop in the afternoon. Any action that distracts the driver is a serious hazard to the safe operation of the school bus.

The following is a list of items prohibited on the school bus: alcohol, drugs, animals, glass objects, weapons, and objects too large for placement in your lap or under your seat, i.e. band instruments, school projects, and athletic gear.

Policies and regulations put the safety of students first. It is imperative that students follow these rules. Students who obey the operator of the school bus while under his or her supervision will make the ride safe for everyone.

Discipline

See "School Bus Conduct" section in the Student Code of Conduct.

School Bus Routes and Stop Changes

It is the intent of the transportation department to provide bus routes that serve the students of Lafourche Parish safely and efficiently. If you have a concern with anything related to school transportation, you should call the administrators of your child's school. This protocol will ensure an expedient response to your concern.

The school board 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.

Safety and efficiency are the main concerns in developing bus stops. If you have a problem with a school bus stop, you should alert the school bus operator and/or transportation dispatcher.

If there is still a concern, you may submit a request for bus stop change form.

A responsible adult shall accompany all students ages 10 or younger at the designated school bus stop in the morning and afternoon. If a responsible adult is not present, the school bus operator will return students back to their school. Violation will result in suspension of riding privileges due to safety and security issues. Students should have appropriate clothing for cold and wet weather including rainwear for inclement weather.

Students should be at the school bus stop at least ten minutes before the school bus arrives. Administrative approval is required in advance for any student transported to a different site other than their home address.

Rules for School Bus Riders

The Louisiana State Board of Elementary and Secondary Education adopted Bulletin 119, a set of regulations governing school bus riders. LPSD supports these regulations. The regulations are below.

DOs

- Cooperate with the school bus operator and monitor – your safety depends on it!
- Be on time – the school bus will not wait.
- Cross the road cautiously when waiting for and leaving the school bus.
- Follow bus operator's instructions when loading and unloading.
- Remain quiet as to not distract the school bus operator.
- Remain seated – feet on the floor and back on the back of seat.
- Be courteous and safety-conscious.

DO NOTs

- Stand when the school bus is in motion.
- Extend hands, arms, heads, or objects out of the school bus.
- Throw objects in or out the school bus.
- Eat or drink on the school bus.
- Damage the school bus in any way.
- Use the following items on the school bus: tobacco, matches, cigarette lighters, obscene material, or lasers.

TECHNOLOGY

The mission of the Lafourche Parish Technology Plan is to enhance the preparation of students to meet the challenge of an increasingly more technologically advanced society.

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 LPSD's web page, at www.mylpsd.com.

CHILD NUTRITION

All LPSD enrolled students will eat free as part of the on-going efforts of the USDA/LDOE/CNP program for the 2021-2022 school year. As of now, students will not be required to complete a meal application to receive a free meal status. The LPSD seeks to promote the physical well-being and healthy eating habits of all students. The District shall provide nutritious

meals, school-wide nutrition education, and daily physical activity to help students excel at learning and becoming healthy adults.

The LPSD operates under Policy JGB, "School Wellness." 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 National School Lunch Act.

Breakfast and lunch are served at all 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.

Free and Reduced Price Meal Benefit Application Forms

As of now, it is uncertain if applications will be available as all students will be eating free. As soon as information is made available, it will be posted on the LPSD website.

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 LPSD child nutrition program is only responsible for providing special diet requests 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 LPSD child nutrition department may make food substitutions at their discretion, and each determination is on a case-by-case basis. The LPSD Child Nutrition Program is not required, therefore does not heat or keep cool any food brought from home for a child. A "Diet Prescription for Meals at School" form signed by a licensed physician must be submitted each school year to the cafeteria manager before any special diet request may be considered. A diet prescription form may be obtained from the child nutrition manager, the school nurse, or on the website www.mylpsd.com

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. Parents are encouraged to fill out a meal application as soon as possible (if they 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. 1). Visit the Child Nutrition website at www.mylpsd.com.

PRE-KINDERGARTEN PROGRAMS

LA4, Title I, and 8(g) grant funds are utilized for developmentally appropriate pre-kindergarten classes at twelve 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. Children applying for pre-kindergarten services must be four years old by September 30, 2021. Parents should be prepared to provide the child's birth certificate, social security card, immunization records, proof of residence and proof of income.

Regular classes will begin on August 12, 2021 for female pre-k children only. On August 13, 2021, all male pre-k children will report to school. All pre-k children will report together on August 16, 2021.

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.

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 DRDP (Desired Results Developmental Profile). 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.

CHILD CARE

The LPSD, in its continuing effort to meet the needs of the community, has child care services offered at certain school sites, depending upon need and demand. The ratio of children to adult supervisors should not exceed 15:1.

The cost of the program is determined by each school's fee schedule, with any funds in excess of actual costs going to the individual school for purchases of materials of instruction. A registration fee may be applicable. Parents are required to pick up students on time.

For further information regarding child care availability, call your child's principal.

FRENCH EDUCATION

The LPSD has a second language French program in K-5 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.

SEX EDUCATION

The objective 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 may 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 or her parent or guardian.

Any such 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 reproductive system and may include the study of venereal disease, pregnancy, childbirth, puberty, menstruation, and menopause. Sex education shall not include religious beliefs, values, customs, or 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.

JROTC

JROTC has been part of the Lafourche Parish curriculum for the past 51 years. The program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. It is a stimulus for promoting graduation from high school and it provides instruction and regarding 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 of one grade higher, if he or she has two years or more of JROTC.

Personal Appearance

JROTC is a uniformed organization which is judged, in part, by how a Cadet wears a prescribed uniform and maintains their personal appearance. Therefore, a neat and well-groomed appearance by all Cadets is fundamental to JROTC and contributes to building the pride and esprit essential to an effective Corps of Cadets.

1. Males Hairstyles

- a. Sideburns will be neatly trimmed. The base will not be flared and will be a clean-shaven, horizontal line.
- b. Sideburns will not extend below the lowest part of the exterior ear opening.
- c. The face will be clean-shaven, except for permitted mustaches.
- d. Males are not authorized to wear braids, cornrows, or dreadlocks (unkempt, twisted, matted, individual parts of hair) while in uniform. Hair that is clipped closely or shaved to the scalp is authorized.

2. Females Hairstyles

- a. Hairstyles will not interfere with proper wearing of military headgear.
- b. Hair holding ornaments (barrettes, pins, clips), if used, must be transparent or similar in color to hair, and will be inconspicuously placed.
- c. Beads or similar ornamental items are not authorized.
- d. Females may wear braids and cornrows if the braided style is conservative and the braids and cornrows lie snugly on the head. Hair will not fall over the eyebrows

or extend below the bottom edge of the collar at any time during normal activity or when standing in formation.

- e. Long hair that falls naturally below the bottom edge of the collar, to include braids, will be neatly and inconspicuously fastened or pinned, so that no free-hanging hair is visible.
3. General Hairstyles- Many hairstyles are acceptable, if:
 - a. They are neat and conservative. Hair will be neatly groomed.
 - b. The length and bulk of hair will not be excessive or present a ragged, unkempt, or extreme appearance.
 - c. Hair will not fall over the eyebrows or extend below the bottom edge of the collar.
 - d. Lines or designs will not be cut into the hair or scalp.
 - e. Dyes, tints, or bleaches are used, colors used must be natural to human hair and not present an extreme appearance.
 - f. Applied hair colors which are prohibited include, but are not limited to, purple, blue, pink, green, orange, bright (fire-engine) red, and fluorescent or neon colors. It is the responsibility of instructors to use good judgment in determining if applied colors are acceptable, based upon the overall effect on Cadets' appearance.
 4. Fingernails- Cadets will keep fingernails clean and neatly trimmed so as not to interfere with performance of duty. Females may wear polish that is not exaggerated, faddish, or of extreme coloring (such as purple, gold, blue or white) while in uniform.
 5. Hygiene and Tattoos- Cadets are expected to maintain good hygiene while in uniform. Tattoos are authorized except in areas of the body which would cause the tattoo to be exposed while in Class A uniform. Tattoos or brands that are extremist, indecent, sexist, or racist are prohibited, regardless of location on the body, as they are prejudicial to good order and discipline within the unit, the school, and the community.
 6. Religious wear- Cadets may wear religious headgear while in uniform if it meets the following criteria:
 - a. It must be subdued in color (black, brown, green, dark or navy blue, or a combination of these colors).
 - b. It must be of a style and size that can be completely covered by standard military headgear.
 - c. The headgear cannot bear any writing, symbols, or pictures.

Exceptions to appearance standards are based on religious practices. The term "religious apparel" is defined as articles of clothing worn as part of the observance of the religious faith practiced by the Cadet. Religious articles include, but are not limited to, medallions, small booklets, pictures, or copies of religious symbols or writing carried by the individual in wallets or pockets. Except as noted below, Cadets may not wear religious items if they do not meet the standards of this regulation. Requests for accommodation will not be entertained.

Cadets may wear religious apparel, articles, or jewelry with

the uniform if they are neat, conservative, and discreet; "Neat conservative, and discreet" is defined as meeting the uniform criteria of this regulation. In other words, when religious jewelry is worn, the uniform must meet the same standards of wear as if the religious jewelry were not worn. For example, a religious item worn on a chain may not be visible when worn with uniforms. The width of chains worn with religious items should be approximately the same size as the width of the ID tag chain.

CAREER AND TECHNICAL EDUCATION

LPSD participates in Jump Start, Louisiana's innovative career and technical education (CTE) program. Jump Start prepares the students to lead productive adult lives, capable of continuing their education after high school while earning certifications in high-wage career sectors. Students are required to obtain industry-based credentials in order to graduate with a Jump Start TOPS Tech Career Diploma. Students may opt into this diploma track at the end of their 10th grade year of high school.

HEALTH SERVICES

State laws and policies of the LPSD require that all children entering any public 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 recovering 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 LPSD 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 procedures, 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 documented competence other than a licensed health professional.

Medication shall be provided to the school by the 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 that cannot be administered before or after school.

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.

STUDENT SAFETY INFORMATION

SEXUAL HARASSMENT

Introduction

Sexual harassment is a form of misconduct which undermines the integrity of the LPSD'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.

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.

Nature of Conduct

The critical element of sexual harassment claims is the unwelcome nature of the challenged conduct. When welcomeness 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.

The Investigative Process

LPSD appoints the Director of Human Resources 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. Possible reasons for delays in reporting (if delay exceeds six months).

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.

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.

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

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

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.

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

1. Initial Investigator
2. Principal of School
3. Title IX/VII Coordinator
4. Director of Human Resources
5. Superintendent of Schools
6. School Board

DRUG-FREE ZONES/FIREARMS-FREE ZONES

(Law Enforcement Weapons Permitted)

The LPSD 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, and 17:416.

Note: ACT 629 of 2018 allows a concealed-carry handgun permit holder to carry a concealed handgun within the 1,000 feet but only up to the school property line.

STUDENT SEARCHES

The LPSD 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 or 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 or she has reasonable articulate facts which lead 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, alternation, 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.

Searches of Student's Person

LPSD authorizes any principal or his or her designee to search a student's person or his or her personal effects when, based on the attendant circumstances at the time of the search, there are reasonable articulate grounds to suspect that the search will reveal evidence that the student has violated the law, a school rules, 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 substance (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 student 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 it 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 result 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 LPSD 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 articulable 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 the 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 judgement for damages in the suit, it shall be the obligation of this School board to indemnify him/her fully against such judgement, including all principal, interest and costs. LPSD shall not indemnify an employee named as a defendant against a judgement wherein there is a specific finding that the action of the employee was maliciously, willfully, and deliberately intended to harass, embarrass, or intimate the student. This must be documented by an investigatory report.

USE OF METAL DETECTORS

The LPSD 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 LPSD 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 nonstudent's, non-employee's person or in his or 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 search with the metal detector again. The search shall continue until the metal detector ceases to activate on the subject's person.

2. This handbook serves as formal 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. 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 of their persons and/or possessions.

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 LPSD liable for the incident. All injuries will be investigated and turned over to the LPSD Safety Department for review.

SCHOOL SAFETY/REPORTS OF VIOLENCE

The **Crimestoppers Safe Schools Louisiana** anonymous reporting solution is available to our students in grades 6-12. Students are asked to download the mobile app if they have a mobile device. It is also available to all parents and guardians for free through apple or google play.

Students can use the **Safe Schools Louisiana App** to report: bullying, suicide concerns, depression, sexting, stealing, threats, cutting, abuse, dating and domestic violence, fights, drugs, alcohol, weapons or other types of dangerous situations that threaten their safety or the safety of others for the purpose of prevention and interventions.

Safe Schools Louisiana will help keep our students and our school be safer by:

- Creating a positive school culture and community
- Giving students a voice to share concerns
- Gathering information to then proactively address concerns. Preventing tragedies from the personal level to the community level
- Building trust within our school community

Please encourage your student to use this life saving technology to better our schools and community. You may also visit our website to learn more about the program at www.safeschoolsla.com.

PARENT RESOURCES

PARENT AND FAMILY ENGAGEMENT 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 recognizes 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 (ESSA, Sec. 1116, (2))

The Lafourche Parish Public School System has developed this Parent and Family Engagement policy jointly with parents and family members of participating children. This Plan describes how the agency will:

1. Involve parents and family members in jointly developing the local educational agency plan under section 1116;
2. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
3. Coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
4. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying:
 - a. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - b. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - c. Strategies to support successful school and family interactions

Parent Notifications and Requests

The LPSD will provide parents with state assessment scores for individual students. These will be forwarded to parents or guardians either via student or mail once results are received from the Louisiana Department of Education (LDOE).

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:

Director of Human Resources Lafourche Parish
Schools
P.O. Box 879
Thibodaux, Louisiana 70302

Parent Notification: EL Students

Upon registering in the LPSD, 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 using the English Language Proficiency Screener (ELPS).

1. Based on assessment results, parents will be informed in a manner in which they can understand their child's eligibility in a language instructional educational program. The methods of informing parents may include an EL parent meeting, a written letter in the parents' native language, a phone conversation through an interpreter, or a home visit. This information will include:
 - a. Student's assessment information
 - b. Status of academic achievement
 - c. Methods of instruction to be used in the program
 - d. How the program will help the child learn English
 - e. Standards for a grade promotion and graduation
 - f. Specific exit requirements from the program
 - g. Expected rate of graduation for EL high school students
 - h. Parents' right to decline such language educational program
2. At the completion of each school year, parents of EL students will be notified of their child's progress in the language educational program.

Reservation of Funds: (ESSA Sec. 1116 (3))

As directed by the Every Student Succeeds Act of 2015, the Lafourche Parish Public School System's Title I budget has a Parent and Family Engagement set aside allocation for the purpose of providing services to parents and families that supports student academic performance and social skills. The district maintains financial records of expenditures of parent and family engagement in both the Title I schools and at the district level.

School Parent and Family Engagement Plan (ESSA Sec. 1116 (b))

1. Each school shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements under ESSA. Each school shall:
 - a. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;
 - b. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to Parent and Family Engagement;
 - c. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school wide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the

school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

- d. Provide parents of participating children—(A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
2. If the school wide program plan under section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

District Level Parent and Family Engagement Assistance Provided to Schools

At the District Level, meetings will be conducted with the Title I Parent and Family Engagement School Contact Personnel. The Title I Parent and Family Engagement School Level Contact Person will then redeliver strategies to teachers and parents for improving parent and family engagement 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 and Family Engagement activities for the following school year.

The Title I Coordinator meets with the Title I School Improvement Team in the spring semester to develop yearlong activities based upon needs identified through the analysis of LEAP data.

The Home & School Connection, the Reading Connection, Early Years, and Helping Children Learn newsletters are sent to all Title I schools to be distributed to all Title I Parents in either an English or Spanish version.

High Student Academic Achievement (ESSA Sec. 1116 (d))

As a component of the school-level parent and family engagement policy developed, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of

- their children and positive use of extracurricular time; and
2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - b. Frequent reports to parents on their children's progress;
 - c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - d. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

Building Capacity for Involvement (ESSA Sec. 1116 (e))

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part:

1. Shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster Parent and Family Engagement;
3. Shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. Shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
6. May involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
7. May provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

8. May pay reasonable and necessary expenses associated with local Parent and Family Engagement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
9. May train parents to enhance the involvement of other parents;
10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parent and family engagement;
11. May adopt and implement model approaches to improving parental involvement;
12. May establish a districtwide parent advisory council to provide advice on all matters related to parent and family engagement in programs supported under this section;
13. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
14. Shall provide such other reasonable support for parent and family engagement activities under this section as parents may request.

Collaboration Efforts

LPSD collaborates with principals, teachers, parents and students in providing family engagement activities that encourage and support parents in full participation of the education of their children. In their efforts, Title I schools provide quarterly parent and family engagement activities for parents.

Lafourche Early Childhood Network, which consists of Lafourche Parish child care centers, Head Start, and LPSD, meets monthly to collaborate and make decisions based on developmentally appropriate practices to ensure all students are Kindergarten ready.

Parent Communications

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

1. Calendars
2. Newsletters
3. Flyers
4. JPAMS Call-Out System
5. Newspaper Articles and Announcements
6. Television Announcements
7. Conference Information
8. School and District Website Information
9. District Parent and Student Handbook
10. Facebook:
<https://www.facebook.com/LafourcheParishSchoolDistrict>
11. Twitter: <https://twitter.com/LafourchePsd>

Parent(s) shall notify the school immediately of any changes of address or phone numbers

Accessibility: (ESSA Sec. 1116 (f))

In carrying out the parent and family engagement

requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Homework Assistance Services

Homework Louisiana (www.homeworkLa.org), a service of the State Library of Louisiana, offers FREE online tutoring and academic resources for Louisiana residences from kindergarten through adult learners. Help is available in math, science, social studies, and/or English from a LIVE tutor. The service can be accessed from a Louisiana public library, from a home computer, or from a mobile device.

VISITORS TO SCHOOLS

All visitors shall be welcomed in a cordial manner in the main office of schools. All visitors to schools, including parents, shall be required to sign-in and shall have a personal identification card (ID) scanned into the LPSD electronic visitor management system in order to receive a visitor's pass. We will not accept the digital Louisiana Wallet driver's license as a form of ID for entering a school, as it cannot be scanned in our visitor management system. The visitor's ID will be held until the pass is returned upon the visitor's departure (stipulations can only be waived for large events at the discretion of the principal); visitor passes will not be used for multiple days. The electronic visitor management system is utilized by local and state law enforcement to ensure sex offenders are not permitted on to school property.

All salesmen should be confirmed as vetted and approved vendors prior to their visits to school. Status can be confirmed with the LPSD Purchasing Department. Graduate research students shall be required to obtain written permission from the superintendent's office in order to visit a school. Personal visitors to faculty and staff should not go beyond the main office; faculty should meet visitor(s) in main office, if necessary.

Principals shall inform all employees of this policy so that they may assist in enforcement.

PROCESS AND PROCEDURE FOR INFORMATION REQUESTS OR COMPLAINTS

To make a complaint, the principal of the student's school or his or 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 can be found on the front cover of this manual.

Should a parent feel the necessity to continue a complaint beyond the principal or his or her designee, the parent may further contact the Lafourche Parish School Board Office by phone at 985-446-5631, or in writing at P.O. Box 879, Thibodaux, Louisiana 70302.

STUDENT/PARENT GRIEVANCE POLICY

LPSD, recognizing that problems may arise in schools, shall require student concerns, complaints or grievances to be registered with the school principal or designee.

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:

Definitions

1. **Grievance:** A claim by a student or parent that he or she has suffered harm or injury by the interpretation, application, or violation of 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 Students:** The student who is making the claim. A parent or guardian may act on 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. **Respondent Person:** Person who allegedly caused harm or injury to the aggrieved student by misinterpretation, misapplication, or violation of a policy or guaranteed right.

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 or 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 the 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 or her grievance at the informal level, or if no decision is rendered within ten (10) 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:

1. The nature of the grievance
2. The nature or extent of the injury, loss, or inconvenience
3. The results of previous discussions and/or decisions
4. 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. The same type information, in writing, required at level one shall be submitted in writing. 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.

Additional Information

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.

1. 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.
2. 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.
3. 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 or her option to proceed to the next level.
4. Any aggrieved student/parent shall have the right to present his or her own grievance or may designate a representative to appear with him/her at any level of the procedure.

RECORDS AND 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. Parents should submit to the school principal (or appropriate school official) a written request that identifies the records(s) to inspect. The principal will make arrangements for access and notify the parent 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.
 - a. Parents may ask the school to amend a record that is believed to be inaccurate or misleading. Parents should write the school principal, clearly identify the part of the record to be changed, and specify why it is inaccurate or misleading.
 - b. If the school decides not to amend the record as requested by the parent, the school will notify the parent of the decision and advise the parent of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parents when notified of the right of 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.
 - a. 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 district as an administrator, director, 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.
 - b. A school official has a legitimate educational interest if the official needs to review an educational 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, parents 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.
 - a. Directory Information has been designated by the Lafourche Parish School System 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.

- b. Please note that the National Defense Authorization Act for fiscal year 2002 requires the Lafourche Parish School System to: a) give military recruiters the same access to secondary students as provided to post-secondary institutions or to prospective employers and b) provide students' names, addresses, and telephone listings to military recruiters, when requested unless parents have opted out of providing such information.
5. The Protection of Pupil Rights Amendment (PPRA) 20 U.S.C. 1232h requires LPSD to notify parents and obtain consent or allow parents 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 demanding behavior; e) Critical appraisals of other individuals with whom respondents have close family relationships; f) Legally recognized privilege or analogous 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 financial 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.

TEACHER BILL OF RIGHTS

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 (R.S. 17:416.18), which are:

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.

Appendix A

JUMP START TOPS TECH CAREER DIPLOMA REQUIREMENTS

Applies to incoming freshmen of 2014-2015 and beyond

ENGLISH = 4 Units	
1 unit	English I
1 unit	English II
2 units from the following:	English III, English IV, AP® or IB® English courses, Business English, Technical Writing, or comparable Louisiana Technical College courses offered by Jump Start regional teams as approved by the state Board of Elementary and Secondary Education
MATH = 4 Units	
1 unit	Algebra I, Algebra I Part one and Algebra I Part two, or an applied or hybrid Algebra course
3 units from the following:	Geometry, Math essentials, Financial Literacy (formerly Financial Math), Business Math, Algebra II, Algebra III, Advanced Math - Functions and statistics, Advanced Math - Pre-Calculus, Pre-Calculus, or comparable Louisiana technical College courses offered by Jump start regional teams as approved by the state Board of elementary and secondary education
Substitutions	Integrated Mathematics I, II, and III may be substituted for Algebra I, Geometry, and Algebra II for three mathematics credits
SCIENCE = 2 Units	
1 unit	Biology I
1 unit from the following:	Chemistry I, Earth science, Environmental science, Physical science, Agriscience I and Agriscience II (one unit combined), or AP® or IB® science courses
SOCIAL STUDIES = 2 Units	
1 unit from the following:	U.S. History, AP® U.S. History, IB® History of the Americas I
1 unit from the following:	Civics, Government, AP U.S. Government and Politics: Comparative, or AP® U.S. Government and Politics: United States
Health/Physical Education = 2 Units (JROTC may be substituted for PE)	
1 unit from the following:	Physical Education I
½ unit from the following:	Physical Education II, Marching Band, extracurricular sports, Cheering, or Dance Teams
½ unit from the following:	Health Education (JROTC I and II may be used to meet the Health ED requirement)
Jump Start = 9 Units	
9 units from the following:	Jump Start course sequences, workplace experiences, and credentials as approved in regional Jump Start proposals.
TOTAL = 23 Units	

Appendix B

TOPS UNIVERSITY DIPLOMA REQUIREMENTS

Applies to incoming freshmen of 2014-2015 and beyond

ENGLISH = 4 Units	
1 unit	English I
1 unit	English II
1 unit from the following:	English III, AP® English Language Arts and Composition, IB® Literature, IB® Language & Literature, or IB® Literature &
1 unit from the following:	English IV, AP® English Literature and Composition, IB® Literature, IB® Language & Literature, or IB® Literature & 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
1 unit from the following:	Algebra III; Advanced Math - Functions and statistics, Advanced Math - Pre- Calculus, Pre-Calculus, IB® Math studies (Math Methods), Calculus, AP® Calculus AB, AP® Calculus BC, Probability and statistics, AP® statistics, IB® Mathematics SL, or IB® Mathematics HL, AP® Computer science A
SCIENCE = 4 Units	
1 unit	Biology I
1 unit	Chemistry I
2 units from the following:	Earth science; Environmental science; AP® Environmental science or IB® Environmental systems; Physical Science, Agriscience I and Agriscience II (the elective course Ag I is a prerequisite for Ag II); one of Chemistry II, AP® Chemistry, IB® Chemistry I, or IB® Chemistry II; Physics I, or IB® Physics I; one of AP® Physics C: Electricity and Magnetism, AP® Physics C: Mechanics, or IB® Physics II AP® Physics I, AP® Physics II; one of Biology II, AP® Biology, IB®
SOCIAL STUDIES = 4 Units	
1 unit from the following:	U.S. History, AP® U.S. History, IB® History of the Americas I
1 unit from the following:	Government, AP® U Government and Politics: Comparative, AP® U.S. Government and Politics: United States, or Civics
2 units from the following:	One of Western Civilization, European History, or AP® European History; One of World Geography, AP® Human Geography, or IB® Geography; World History or AP® World History; IB® History of the Americas II; Government, Economics; AP® Macroeconomics; AP® Microeconomics; or IB® Economics

Foreign Language, both units in the same language, which may include the following:	American Sign Language I, II, III, IV; IB® Language ab initio: Arabic, IB® Language B: Arabic; AP® French Language and Culture, IB® Language ab initio: French, IB® Language B: French, French III, French IV; AP® German Language and Culture, IB® Language ab initio: German, IB® Language B: German, German III, German IV; AP® Latin, IB® Classical Language, Latin III, Latin IV; AP® Spanish Language and Culture, IB® Language ab initio: Spanish, IB® Language B: Spanish, Spanish III, Spanish IV; AP® Chinese Language and Culture, IB® Language ab initio: Chinese, or IB® Language B: Chinese, Chinese III, Chinese IV; AP® Italian Language and Culture, IB® Language ab initio: Italian, IB® Language B: Italian, Italian III, Italian IV; AP® Japanese Language and Culture, IB® Language an initio:
ART = 1 Unit	
1 unit from the following:	Visual Arts courses (Bulletin 741 §2333), Music courses (Bulletin 741 §2355), Dance courses (Bulletin 741 §2337), Theatre courses (Bulletin 741 §2369), Speech III and IV (one unit combined), Fine Arts Survey, Drafting
HEALTH/PHYSICAL EDUCATION = 2 Units (JROTC may be substituted for PE)	
1 unit from the following:	Physical Education I
½ unit from the following:	Physical Education II, Marching Band, Extracurricular Sports, Cheering, or Dance Teams
½ unit from the following:	Health education (JROTC I and II may be used to meet the Health ED
ELECTIVES = 3 Units	
Electives	
TOTAL = 24 UNITS	

Appendix C

2021-2022 School Calendar

Semester 1

August 2	Teachers' First Day
August 2-3	Professional Development
August 4	Teachers' Records Day
August 5	Students' First Day
September 3	Progress Reports
September 6-7	Labor Day/Prof. Development
October 7	End of 1 st Marking Period
October 11-12	Fall Break/Prof. Development
October 14	Report Cards Sent Home
November 10	Progress Reports
November 22-26	Thanksgiving Holidays
December 17	End of 2 nd Marking Period
December 20 – 31	Christmas/New Year's

Semester 2

January 3	Students Return
January 5	Report Cards Sent Home
January 17-18	Dr. MLK Holiday/Prof. Development
February 3	Progress Reports
February 28- Mar4	Mardi Gras Holidays
March 14	End of 3 rd Marking Period
March 17	Report Cards Sent Home
April 13	Progress Reports
April 15-22	Easter/Spring Break
May 6	Seniors' Last Day
May 20	Students' Last Day
May 23	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.

LPSD Department Directory

<i>Department</i>	<i>Phone Number</i>
Child Nutrition	985-447-3732
Maintenance	985-447-7236
Media Center	985-532-2508
Pupil Appraisal	985-447-8181
Printing Department	985-447-3211
JROTC Department	985-446-5396
Sales Tax Department	985-446-4023
School Board Fax	985-446-0801
School Board Office	985-446-5631

