

2018-2019

Student/Parent

Handbook

*“The Iberville Parish School System promises to **Invigorate** our community by serving each student through **Innovative** practices that **Inspire** them to graduate prepared for their chosen future.”*



Iberville Parish School Board

P.O. Box 151

Plaquemine, LA 70765-0151

Phone (225) 687-4341

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IBERVILLE PARISH SCHOOL BOARD MEMBERS
PRESIDENT: Polly Higdon
VICE PRESIDENT: Chris Daigle

ELECTION DISTRICTS	MEMBERS	ADDRESS
At-Large	Darlene Ourso	57030 Ourso Road White Castle, LA 70788
A	Theresa Roy	6995 Bayou Paul Road St. Gabriel, LA 70776
B	Melvin Lodge	3665 Grenada Drive St Gabriel, LA 70776
C	Pam George	16725 Hwy. 77 Rosedale, LA 70772
D	Glyna Kelley	65785 J.R. Drive Plaquemine, LA 70764
E	Polly Higdon	59395 Stonewall Dr. Plaquemine, LA 70764
F	Yolanda Laws	24705 Hebert Street Plaquemine, LA 70764
G	Chris Daigle	56430 Highway 404 White Castle, LA 70788
H	Michael Hebert, Jr.	24850 Stassi Road Plaquemine, LA 70764

IBERVILLE PARISH PUBLIC SCHOOLS

<u>SCHOOL</u>	<u>PHONE#</u>	<u>GRADE</u>
Crescent Elementary 62575 Bayou Road Plaquemine, LA 70764	659-2437 659-7242(Fax)	PreK-6 th
Dorseyville Elementary 31505 Highway 1 – P.O. Box 518 White Castle, LA 70788	545-3805 545-2534(Fax)	PreK-6 th
East Iberville Elementary & High 3285 Highway 75 St. Gabriel, LA 70776	642-5410 642-9607(Fax)	PreK-12 th
Iberville Elementary 58650 Iron Farm Road Plaquemine, LA 70764	687-2217 687-2266(Fax)	PreK-6 th
North Iberville Elementary P.O. Box 200 13770 Highway 77 Rosedale, LA 70772	625-2522 625-2559(Fax)	PreK-6 th
Plaquemine Senior High P.O. Box 326 59595 Belleview Road Plaquemine, LA 70764	687-6367 687-4422(Fax)	7 th – 12 th
White Castle High 32695 Graham Street White Castle, LA 70788	545-3621 545-2964(Fax)	7 th – 12 th

IBERVILLE PARISH PUBLIC PROGRAMS

<u>PROGRAM</u>	<u>PHONE#</u>	<u>GRADE</u>
Atchafalaya Basin Academy Crescent Campus 62575 Bayou Road Plaquemine, LA 70764	659-2437 659-7242(Fax)	PreK-6 th
Math, Science, and Arts Academy East Bank 1825 Highway 30 St. Gabriel, LA 70776	238-0150 642-9748(Fax)	PreK-12 th
Math, Science, and Arts Academy West Bank 57955 St. Louis Road P.O. Box 717 Plaquemine, LA 70764	687-6845 687-6027 687-6826(Fax)	K – 12 th
Iberville STEM Academy North Iberville Campus P.O. Box 200 13770 Highway 77 Rosedale, LA 70772	238-0250	6 th – 12 th
IAPPS 58060 Plaquemine Street Plaquemine, LA 70764	687-7066	1 st – 12 th

Central Office Supervisory Staff
Phone: 225-687-4341 Fax: 225-687-5408

Name	Position	Extension	Department
Brenda Bueche	Executive Secretary	2166	Superintendent's Office
Arthur Joffrion Jr.	Superintendent	2133	
La'Tonja Butler	CAO Assistant & Public Relations	2186	Chief Academic Office
Jeffrey Powell	Chief Academic Officer	2108	
Kylie Blanchard	HR Secretary	2109	Human Resources
Gwen Braud	HR Supervisor	2149	
Kim Comeaux	Curriculum and Instructional Secretary	2105	Curriculum/Instruction
Geralyn Callegan	Elementary & Academies Supervisor	2182	
John Barthelemy	Secondary and Academies Supervisor	2106	
Sarah Strickley	Special Education Secretary	2116	Special Education
Pam Moore	Special Education Supervisor	2143	
Jolain Landry	Chief Financial Officer	2132	Finance
Michele Theriot	Child Welfare and Transportation Secretary	2131	Child Welfare and Attendance/Transportation
Brandie Blanchard	Child Welfare and Attendance Supervisor	2128	
Kelcy Dotson	Transportation Coordinator	2170	
Al'Nita Miller	Testing and Accountability Supervisor	2171	Testing and Accountability
Dianna Outlaw	Federal Programs Supervisor	2115	Federal Programs
Amy Sadden	Early Childhood Secretary	2175	Early Childhood
Lydia Canova	Early Childhood Coordinator	2181	

Vision, Framework, and Goals

Vision: The Iberville Parish School System promises to **Invigorate** our community by serving each student through **Innovative** practices that **Inspire** them to graduate prepared for their chosen future.

Framework for Effective Schools

- High Quality Instructional Practices
- Unwavering Commitment to Excellence and High Expectations
- Building Leadership Capacity
- Culture of Collaboration
- Frequent Monitoring of Student Progress
- Systematic Process to Monitor the Effectiveness of Teachers
- Job-Embedded Professional Development
- Safe and Orderly Environment
- Alignment of Resources to Support Goals
- Strong Home/School Partnerships

Goals:

Iberville Parish shall prepare children:

- In grades PK-2 with foundational literacy skills, early reading expertise and sound number sense;
- In grades 3-5 with advanced academic understandings that foster deep levels of learning, thinking, and problem solving across all content areas;
- In grades 6-8 with mastery of core learning, prepared for high school;
- In grades 9-10 with foundational high school core course work while exploring interests in career choices; and
- In grades 11-12 with knowledge and skills to enter into post-secondary education and/or a career prepared for a bright, prosperous future.

MESSAGE FROM THE SUPERINTENDENT

It is with great pleasure that I welcome you to the 2018 - 2019 school year. As we continue to improve our school system, creating classroom environments that are conducive to learning is critical to our success. This can only be accomplished when there are specific expectations that are clearly communicated and consistently enforced on a daily basis.

Holding students to high standards relative to academic performance and behavior will lead to improved academic outcomes for our students, our schools and the district. We aim to prepare all students for success in college and career and this can only be realized when students perform at their highest levels in our classrooms. Because the academic expectations are so high, it is also imperative that students are in attendance on a regular basis.

For parents, we strongly encourage you to cultivate a relationship with the teacher(s) of your child/children. When parents are involved in the education of their children, the chance of success is significantly increased.

As your superintendent, I will continue to work to build relationships with the board, with internal stakeholders and with external stakeholders. I will maintain a focus on student achievement and ensure that central office staff work to support each school. By working together we can create a future filled with hope for every child who is part of the Iberville Parish School System.

Sincerely,

A handwritten signature in blue ink that reads "Arthur M. Joffrion, Jr." with a stylized flourish at the end.

Arthur M. Joffrion, Jr., Ed.D.

Superintendent

Iberville Parish Schools

Innovate, Invigorate, Inspire

Section 1: General Information

Registration for parents with a bona fide Iberville Residence:

Registration requirements for students transferring within the school district are listed below:

1. Verification of parent/legal guardian address (**Minimum of 3 documents**)
 - a. An acceptable bill includes a current utility bill in parent's name (i.e., gas, water, or electric)
 - b. Current lease in parent's name
 - c. Proof of home ownership
 - d. Current voter registration card of parent or custodian, or
 - e. Current tax statement of parent or custodian showing homestead exemption, or
2. Certified copy of any judicially ordered tutorship, custody or guardianship of any minor child student not domiciled or in the custody of their natural and/or legal parents. Verification of the physical residency of the legal custodian, tutor/tutrix or nonparent shall also be required (If applicable)
3. Birth certificate
4. Social security card
5. Immunization records
6. Drop papers from previous school
7. Report card or transcript from the last school and a copy of the child's disciplinary history

Registration requirements for students transferring from a public or private school outside of Iberville Parish Public Schools, are listed below: (**Minimum of 3 documents**)

1. Verification of parent/legal guardian address
 - a. An acceptable bill includes a current utility bill in parent's name (i.e., gas, water, or electric)
 - b. Current lease in parent's name
 - c. Proof of home ownership
 - d. Current voter registration card of parent or custodian, or
 - e. Current tax statement of parent or custodian showing homestead exemption, or
2. Certified copy of any judicially ordered judicially ordered tutorship, custody or guardianship of any minor child student not domiciled or in the custody of their natural and/or legal parents. Verification of the physical residency of the legal custodian, tutor/tutrix or nonparent shall also be required (If applicable)
3. Birth certificate
4. Social security card
5. Immunization records
6. Drop papers from previous school
7. Report card or transcript from the last school and a copy of the child's disciplinary history

**For parents who do not have a bona fide residence
(parent and student(s) are living with someone else)**

All of the following documents must be presented

1. Submit a **notarized statement** from the primary occupant (homeowner or renter) and the parent/guardian verifying that the **parent and the student(s)** reside at that address. (Parent and homeowner must appear before notary together)
2. Submit a **copy of a current utility bill** in the homeowner/renters' name (**gas, water, or electric only**)
3. Submit **two (2) additional forms of documentation to link parent to new address** (i.e. cell phone bill, social services form, no junk mail)
4. Submit the custodial parents/guardian's drivers license linking them to the new address
5. **OR** Homeless qualification paperwork

Emergency Closure of Schools

When school is closed or canceled due to inclement weather or emergency situations, an official announcement will be issued through different mediums. The school district will make use of various communication channels such as the district website, official social media accounts, and whenever possible, the district will utilize the "J Call" notification system. Parents should also monitor local media outlets to determine if school has been canceled or closed.

Visitors to the Building

When planning to visit, please contact the office at least one day in advance to allow the building principal to set a schedule. Principals have the discretion to set reasonable parameters on school visits (length of stay, number of visitors, etc.) to ensure the proper protection of instructional time and the welfare of the students and employees. All visitors shall report to the principal's office immediately upon coming onto school grounds for their visit. Principals are authorized to take the necessary steps in dealing with unauthorized visitors.

Withdrawal from School

Parents of children who are leaving the District or are moving to another school attendance area within Iberville Parish should notify the school at least three days prior to the last day of attendance. Library materials, textbooks, computers, other school property must be returned, and all outstanding debts owed to the school must be cleared before a transfer is complete. Failure to follow these procedures may make it difficult for a student to be enrolled and classified properly in another school. He or she will also be required to pay for any books or other equipment that is lost or damaged.

School Uniforms

Tops: Knit pullover style polo shirt with collar in the following colors:

Alternative Program	Navy Blue
Iberville Elementary School, a Montessori Program	Maroon
Iberville STEM Academy	Royal Blue
Dorseyville Elementary & White Castle High	Maroon
East Iberville Elementary and High & Crescent Elementary	Red
MSA-West & MSA-East	Purple
North Iberville Elementary & Plaquemine High	Dark Green

Bottoms: (*For all schools)

Khaki shorts (NO SHORTS ALLOWED AT THE ALTERNATIVE PROGRAM), khaki long pants, Capris with normal waistline, jumper, skirts, or “skorts”(ELEMENTARY SCHOOL ONLY – NO “SKORTS” ALLOWED IN HIGH SCHOOL OR IN ALTERNATIVE PROGRAM). If shorts or pants have belt loops, a belt must be worn. Length of shorts and skirts shall be no shorter than two (2) inches above the knee. Pants and shorts must have proper hem; **OR** Black shorts, black long pants, Capris with normal waistline, jumper, skirts, or “skorts”(ELEMENTARY SCHOOL ONLY – NO “SKORTS” ALLOWED IN HIGH SCHOOL). If shorts or pants have belt loops, a belt must be worn. Length of shorts shall be no shorter than two (2) inches above the knee. Pants and shorts must have proper hem.

IBERVILLE PARISH SCHOOL BOARD

2018-2019 SCHOOL CALENDAR

Teacher Professional Staff Development.....Tuesday August 7, 2018
 Teacher Professional Staff Development.....Wednesday, August 8, 2018
 Teacher Professional Staff Development..... Thursday, August 9, 2018
 First Full Day for StudentsFriday, August 10, 2018
 Extended Day for Teachers (Students attend school).....Monday, October 1, 2018
 Staff Development All Day **(NO STUDENTS)**Wednesday, October 10, 2018
 Staff Development All Day **(NO STUDENTS)** Monday, January 7, 2019
 Staff Development All Day **(NO STUDENTS)** Tuesday, January 8, 2019
 Extended Day for Teachers (Students attend school).....Monday, March 11, 2019
Baccalaureate Ceremony - MSA West and MSA EastThursday, May 16, 2019
Graduation for Seniors - PHS, WCHS, EAST HIGH.....Friday, May 17, 2019
 Closing Day of School for Students (1/2 Day).....Friday, May 23, 2019
 Teacher Workday (1/2 Day)Friday, May 24, 2019

May 16th ½ day for MSA East and MSA West those teachers and ALL students
May 17th ½ day for Crescent, Dorseyville, Iberville Elementary, North Iberville, IAPPS,
Plaquemine, White Castle and East Iberville for those teachers and ALL students
May 25, 2018 will be ½ days for students and teachers

HOLIDAYS

Labor DayMonday, September 3, 2018
 Fall Break.....Monday-Tuesday, October 8 -9, 2018
 Veterans' Day Monday, November 12, 2018
 ThanksgivingMonday-Friday November 19-23, 2018
 Christmas BreakMonday, December 24, 2018-Friday, January 4, 2019
 Martin Luther King Birthday Monday, January 21, 2019
 Mardi Gras..... Monday-Friday, March 4 - 8, 2019
 EasterFriday, April 19, 2019 – Tuesday April 23, 2019

END OF PROGRESS REPORT PERIOD

First Nine WeeksWednesday, September 12, 2018
 Second Nine WeeksWednesday, November 14, 2018
 Third Nine WeeksMonday, February 11, 2019
 Fourth Nine WeeksTuesday, April 16, 2019

NINE WEEKS ENDING DATES

First Nine WeeksMonday, October 15, 2018
 Second Nine WeeksFriday, December 21, 2018
 Third Nine WeeksFriday, March 15, 2019
 Fourth Nine WeeksThursday, May 23, 2019

STUDENT'S RECORDS

Parents and guardians have the right to inspect and review any school records dealing with their children. Students eighteen (18) years of age or older have the sole right to inspect and review their respective student records. Review and dissemination of any student information shall be conducted under strict statutory precautions. *Student records* are defined to be all official records, files, documents, and other materials directly related to children, including all material that is incorporated into each student's cumulative record folder, and intended for school use or to be available to parties outside the school or school system. Such items include, but are not necessarily limited to, identifying data, academic work completed, grades, standardized test scores, attendance data, scores on standardized intelligence, aptitude, and psychological tests, and health data.

ANNUAL NOTIFICATION

All parents/guardians shall be notified annually of their rights under the *Family Educational Rights and Privacy Act of 1974* (FERPA). Such notification shall be made annually by publication in student handbooks, newsletters, notification to student's home by students, by mail, or publication in the official journal, or in such manner as deemed appropriate by the Board.

DIRECTORY INFORMATION

Information classified as directory information may be disclosed from a student's record without the written consent of the parent or eligible student. Iberville Parish School Board designates the following categories of student information as public or *Directory Information*. The Iberville Parish School Board may disclose this information for any purpose, at its discretion:

- Student name
- Grade Level
- Degrees and awards received
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

Iberville Parish School Board designates the following categories of student information as ***Limited Use Directory Information***.

Photographs, videos or other media containing a student's image or likeness

Accordingly, this information will not be provided to external parties not contractually affiliated with the school system. Use and disclosure of this information shall be limited to entities that provide services to its students. These include but are not limited to providers of yearbooks, student portraits, class rings, graduation supplies (caps, gowns, announcements), and school booster clubs.

A parent or eligible student may refuse to allow the Board to designate any or all of the types of information about the student as directory information thus prohibiting its release to the public. After proper notice, a parent or eligible student shall have thirty (30) days in which to notify the School Board as to which types of information about the student shall not be designated as directory information.

Section 2: Attendance Policies

School Attendance

The Compulsory School Attendance Law (R.S. 17:221) is designed to protect and guarantee the rights of children to take advantage of educational opportunities provided by the State of Louisiana. Law assigns the basic responsibility for regular attendance to the parents of the child. The school board is keenly aware that it shares with parents or guardians this responsibility. The school board recognizes that each day's absence interrupts the learning process and results in delays and deficiencies in the child's attainment of skills and knowledge. (R.S. 17:221 requires that children attend school each day scheduled by the school system).

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/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.

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 authorities upon the student's return to classes, stating the reason for the student's absence from school. A doctor's, dentist's, or nurse practitioner's written statement of student's incapacity to attend school shall be required for those absences for three (3) or more consecutive days due to illness, contagious illness in a family, hospitalization, or accidents. **All excuses for a student's absence, including medical verification of extended personal illness, must be presented within five (5) school days of the student's return to school, or the student's absence shall be considered unexcused and the student not allowed to make up work missed.**

Exemptions

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

1. Extended personal physical or emotional illness as verified by a physician or nurse practitioner licensed in the state;
2. Extended hospital stay in which a student is absent as verified by a physician or dentist;
3. Extended recuperation from an accident in which a student is absent as verified by a physician, dentist, or nurse practitioner licensed in the state;
4. Extended contagious disease within a family in which a student is absent as verified by a physician or dentist licensed in the state; or
5. Observance of special and recognized holidays of the student's own faith.
6. Visitation with a parent who is a member of the United States Armed Forces or the National Guard 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.
7. Absences as verified by the principal or his/her designee as stated below:
 - A. Prior school system-approved travel for education;
 - B. Death in the immediate family (not to exceed one week); or,
 - C. Natural catastrophe and/or disaster.

TRUANCY

A student shall be considered habitually absent or habitually tardy when either condition continues to exist after all reasonable efforts by any school personnel, truant 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 parent or legal guardian of a student shall enforce the attendance of the student at the school to which the student is assigned. The parent or legal guardian of any student **age 7 through age eighteen** who is considered habitually absent or habitually tardy shall be punished by a court of competent jurisdiction

Suspension of Driver's License

If a student is less than eighteen years of age and is habitually absent or tardy, the Department of Public Safety and Corrections may, upon notification from the school board, deny or suspend the driver's permit or license of the student in accordance with the provisions of R.S. 32:431.1.: La.Rev. Stat. Ann. §17:221 ; 17:233

Attendance Policy

Elementary

All students in Iberville Parish public schools in grades K-8 must attend a minimum of 167 six - hour days or 60,120 minutes a school year to be eligible to receive credit for the course taken.

High Schools

In order to receive credit, high school students shall be in attendance a minimum of 30,060 minutes (equivalent 83.5 six – hour days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year.

* Exceptions can only be made in the event of extended personal illness as verified by a physician and/or other extenuating circumstances as approved by the Parish Supervisor of Child Welfare and Attendance, in consultation with the principal.

Flow Chart for Attendance

Truancy: A student shall be considered habitually absent or habitually tardy when either condition continues to exist after all reasonable efforts by any school personnel, truancy officer, or other law enforcement personnel have failed to correct the condition after the third (3) and fifth (5) unexcused absence or unexcused occurrence of being tardy within any school semester.

Flow Chart:

Step 1:

- School's Designee collects and records any doctor's excuses daily
- JCAMPUS calls and generates attendance letters to parents/guardians of students with a minimum of three (3) unexcused absences and again with five (5) unexcused absences notifying family of the Truancy Policy/Laws. Attendance clerks will also attempt to make contact with parents/guardians regarding absences and document these attempts in the student record.

Step 2:

- Each day the attendance clerks at each school will pull an audit of a school's attendance record for all students and identify students with a minimum of three (3) absences (unexcused or otherwise).
- The list of these students shall be given to the school's MTSS team leader.
- Letters are generated and sent home with the students.
-

Step 3:

- Each day the attendance clerks at each school will pull an audit of a school's attendance record for all students and identify students with five (5) (unexcused or otherwise) absences or five (5) late-to-school/checkouts.
- Once a student gets five (5) (unexcused or otherwise) absences or five (5) late-to-school/checkouts their names are turned over to the school's MTSS team leader for possible intervention.
- For the students who have received **five (5) unexcused absences** letters are generated and sent home with the students.
- These students' names along with the following accompanying documentation shall be sent to the Child Welfare and Attendance Office immediately:
 - a. Name of student
 - b. Copy of the three (3) day letter
 - c. Copy of the five (5) day letter
 - d. Printed copy of the student's attendance report from JCAMPUS
 - e. Printed demographics page for each student

Step 4:

- Contact of parent/guardians with student(s) that have five (5) unexcused absences and excessive tardies will be made through letters sent home by the school and a follow-up home visit by the district's truancy officer.

Step 5:

- If the student continues to accumulate absences the process in step 3 will be repeated with every student at each five (5) day period (5, 10, 15, etc.)
- A Court Summons will be recommended by the Child Welfare and Attendance Supervisor
- The district truancy officer will make a mandatory home visit to issue the court summons to the student(s)' parent/guardian.

* A copy of each JCAMPUS generated letter will be filed at the individual school for documentation purposes.

STUDENT ABSENCES DUE TO PERSONAL ILLNESS AND/OR SERIOUS ILLNESS IN THE FAMILY

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

B. Non-exempted excused absences are absences due to personal illness or serious illness in the family (documented by acceptable excuses, including a parent 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.

Parent/guardian notes shall be evaluated and timely recorded in the JCAMPUS system by the attendance clerk, which signifies that the day is excused and will not count toward truancy. If a student is absent more than three (3) consecutive days at a time a physician's excuse must be presented.

School administration shall contact the Director of Attendance and/or his designee for a determination as to whether the absence will be excused if school administration believes that:

- (1) A parent/guardian note is forged;
- (2) The note is not being provided by a parent/guardian is due to personal illness of the student or serious illness in the family; or
- (3) If the student has a pattern of habitual absences.

The decision of the Director of Attendance and/or his designee shall be final and not subject to appeal.

In addition, failure to provide a parent/guardian or doctor's note within five (5) days of a student's return to school will result in the day(s) being counted as unexcused and counted toward truancy.

C. Exempted, Excused Absences are absences that are not considered for purpose of truancy and are not considered when determining whether or not a student is eligible to make up work and test, receive credit for work completed, and receive credit for a course and/or school year completed.

D. Unexcused Absence is any absence not meeting the requirements set forth in the excused absence and extenuating circumstances definitions, including but not limited to absences due to any job (including agriculture and domestic services, even in their own homes or for their own parent/guardian or tutors) unless it is part of an approved instructional program. Students shall be given failing grades in those days missed and shall not be given an opportunity to make up work.

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

AUTHORITY NOTE: Promulgated in accordance with R.S. 17:226, R.S. 17:235.2, and R.S. 17:416; Bulletin 741 section 1105

*In instances where a child/student has a chronic illness that frequently causes him/her to miss school, a parent/guardian may submit a "Chronic Illness Letter" to the office of the school. When a Chronic Illness Letter is on file, the parent/guardian must **also** call the school each day the student is absent due to the chronic illness **and** provide a written note upon return. This letter must be renewed each school year.*

**IBERVILLE PARISH PUBLIC SCHOOLS
CHILD WELFARE AND ATTENDANCE OFFICE
58030 PLAQUEMINE STREET
PLAQUEMINE, LA 70764
(225) 687-4341 Office • (225) 687- 4416 FAX**

CHRONIC ILLNESS / MEDICAL CONDITION

DATE: _____

STUDENT: _____ **DATE OF BIRTH:** _____

PARENT/GUARDIAN: _____ **PHONE #:** _____

Chronic illnesses and medical conditions must be certified in writing by a physician and updated each year. The original of this document must be provided to the child's school each year, and the **Parent/Guardian must call the school each day the child is absent to notify the attendance clerk that the child is absent as a result of the documented chronic illness or medical condition and upon the child's return provide a written note.**

DIAGNOSIS:

The above named student is under my care for a chronic illness/medical condition. This illness/condition may require him/her to be absent in excess of the total number of days allowed per school year.

PHYSICIAN Signature

PHYSICIAN NAME (PRINTED)

OFFICE ADDRESS

CITY STATE ZIP

OFFICE PHONE NUMBER

Check In Procedures

Students arriving to school after the school day has begun must report to the office with a parent or guardian. A medical excuse or other documentation shall be presented for excusal consideration.

Check Out Procedures

Elementary School

- Students may be checked out by parent or legal guardian no later than 30 minutes prior to dismissal.
- A valid photo identification must be shown upon request.

High School

- Students may be checked out by a parent or legal guardian no later than 30 minutes prior to dismissal.
- A valid photo identification must be shown upon request.

Each Iberville Parish School will have a written procedure dealing with student checkouts. All staff responsible for checking students out will receive training on the procedure and training will be documented. The procedure shall contain a minimum of the following:

1. Person checking student out shall show a picture I.D.
2. Person checking student out shall be listed on student information sheet that has been completed and signed by parent/guardian.
3. If official paperwork is received that changes custody or does not allow a parent access to the child, that information shall be listed on student information card and JCAMPUS. Official court papers must be signed by a judge.
4. If school receives a phone call to allow student to be checked out, a verification call must be made to parent/guardian from phone numbers listed on student information form.
5. If there is any doubt as to whether the person checking the student out has the appropriate authorization please contact the Child Welfare and Attendance Office for assistance.

Section 3: Academics

Grading Policy

Pre-Kindergarten - 8th Grade

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

Pre-K and K students will receive proficiency level based on mastery of standards on their progress reports.

For grades 1-12, there shall be a minimum of nine grades for averaging. At least six of the grades shall be from tests.

K-6* grade students will earn an S or U in Health/Physical Education, Art, Music, Handwriting and Foreign Language, if applicable.

Grade Averaging for Grades 1-8

1. Students are required to have 4 quality points for the year with at least 2 points earned in the second semester AND pass the 4th 9 weeks. For final grades, fractions at or above $\frac{1}{2}$ will be rounded off the next highest number.
2. 7th-8th grade students' grades will be averaged to attain a final grade. The final grade shall reflect a letter grade average of four marking periods and a final exam grade.
3. Examination grades will be included in averaging grades for those grade levels where applicable.

4. Students are required to have 4 quality points for the year with at least 2 points earned in the second semester including the final exam grade AND pass the 4th 9 weeks.
5. For final grades, fractions at or above $\frac{1}{2}$ will be rounded off to the next highest number.
6. For 7th and 8th graders enrolled in courses for Carnegie credits, refer to the promotion guidelines for 9th – 12th.

*MSA 6th grade students will earn letter grades in the Arts, Physical Education and Foreign Language. Students in first (1st) grade will earn an S or U in Science and Social Studies.

Note: Since MSA 6th grade students earn letter grades in the Arts, Physical Education and Foreign Language, they will follow the promotion criteria for grades 7-8.

9th Grade - 12th Grade

Grading Scale for Higher Level High School Courses

Higher Level Courses (Honors, Advanced Placement, Dual Enrollment, International Baccalaureate)		Honors	AP, Dual Enrollment, IB
Letter Grade	Percentage Range	Quality Points	Quality Points
A	90 - 100	4	5
B	80 - 89	3	4
C	70 - 79	2	3
D	60 - 69	1	1
F	0 - 59	0	0

A student in the secondary grades (9 – 12):

1. Is placed on a grade level based on the number of Carnegie units earned. To meet graduation requirements, a student repeats only required subjects failed. To earn credit in a subject, a student must be enrolled and be in attendance in a course for at least 83.5 days during the semester.
2. In order to receive (1) full Carnegie Credit, the student must earn (4) quality points with (2) quality points being in the second semester.
 - Semester and final grade averages will be rounded for averages of a 0.6 or higher.
 - Example 1: Student earns a D and an F for an average of 0.5. The semester average would be an F because 0.5 is less than 0.6.
 - Example 2: Student earns a C and a D for an average of 1.5. The semester average would be a C because 1.5 is higher than 0.6.
3. 6 units including English I / Math = Grade 10
4. 12 units including English I, II / a Math = Grade 11.
5. 16/17 units (providing the 7 remaining units being taken would permit graduation as defined by SDOE. = Grade 12.
6. Classification is based on the total number of units earned.
7. A senior (12th grade) student who has accumulated 20 or more units shall be required to take at least four (4) subjects/units per semester, none of which shall be subjects/units the student has previously taken and passed.
8. The four (4) required subjects/units may include college courses that have been approved by the State Department of Education and/or the Louisiana Board of Regents. Fifth year seniors (or more) will follow the schedule that will complete their requirements for graduation.

Principals may award credit in one-half unit increments to a student enrolled in a full credit course, provided the student has achieved a passing grade and has met attendance requirements within a given semester. (i.e. attained both academic success at 60% or higher and a minimum rate of 94% attendance during the semester). For ½ credit earned, the final grade shall reflect a letter grade average of 2 marking periods AND a final exam.

Homework Assistance Service

HomeworkLouisiana (HomeworkLa.org), a service of the State Library of Louisiana, offers FREE online tutoring and academic resources from Tutor.com for Louisiana residents from kindergarten students through adult learners. Get help in math, science, social studies or English from a live tutor. The services can be accessed from a Louisiana public library, from your home computer or from your mobile device.

Progress Reports and Report Cards Issue Dates

September 12, 2018 - **1st 9wks Progress Reports**
October 15, 2018 - **1st 9wks Report Cards**
November 14, 2018 - **2nd 9wks Progress Reports**
December 21, 2018 - **2nd 9wks Report Cards**
February 11, 2019 - **3rd 9wks Progress Reports**
March 15, 2019 - **3rd 9wks Report Cards**
April 16, 2019 - **4th 9wks Progress Reports**
May 23, 2019 - **Final Report Cards Mailed**

Graduation Requirements

1. General requirements for a high school diploma and a Certificate of Achievement may be found in §2317 of Bulletin 741.
2. A Louisiana state high school diploma cannot be denied to a student who meets the state minimum high school graduation requirements; however, in those instances in which BESE authorizes an LEA to impose more stringent academic requirements, a school system diploma may be denied. (Bulletin 741§2317)
3. Graduation requirements for the **TOPS University Diploma** may be found in §2318 of Bulletin 741.
4. Graduation requirements for the **Jump Start Diploma** may be found in §2319 of Bulletin 741.

GRADUATION/HONORS PROCEDURES
Grades 6, 8, & 12
Participation in Graduation Ceremonies

If a student commits any of the following infractions during the **second semester of the 2018-19 school year**, he/she will not be allowed to participate in any of the school's commencement exercises. Below is a list of those offenses:

1. Fighting
 2. Possession of drugs, tobacco, alcohol, and firearms or weapons
 3. Threats and/or battery of any kind against any school employee or any student
 4. Destruction of school property
 5. Theft of property
 6. Engaging in any form of immoral behavior, lewd conduct and/or sexual acts
 7. Blatant disrespect to a school employee
 8. Leaving campus without permission
 9. Use of the internet and/or electronic communication equipment for non-educational purposes
 10. Falsifying information to intentionally mislead and/or deceive any of our school personnel
 11. Any other serious offense that may cause a major school disruption and/or create a situation that may endanger the life of students, visitors or employees. The above enumeration refers to any school related activity, including but not limited to field trips and athletic events held at school and away from campus
- The following process applies to graduating seniors assigned to the IAPPS program:
 - For those seniors assigned to IAPPS during the fall semester, but due to return to the home-based school for the start of the second semester:
 - IAPPS Director will notify the home-based school no later than 3:00 p.m. of December 15th of all graduating seniors scheduled to return.
 - If a graduating senior is assigned to IAPPS anytime during January through May, they shall not participate in graduation exercises at the home-based school

Note: All fees owed to the school and/or school board must be paid in full to participate in graduation ceremonies.

Note: The principal in each high school shall make the final determination on infractions.

GRADUATION HONOR POLICY

Students' formal ranking will be based on the Latin Titles indicating high academic achievement, in place of the traditional Valedictorian and Salutatorian awards. The following Latin Rankings will be used to recognize top academic honors:

<u>RANKING</u>	<u>GPA</u>
Summa Cum Laude	3.900 - 4.000
Magna Cum Laude	3.700 - 3.899
Cum Laude	3.500 - 3.699
Honors	3.000 - 3.499

- A. In order to qualify for the above honors, a student must have been enrolled in one of the parish high schools during his/her junior and senior years.
- B. Academic honors will be based on the grade point average of all four (4) years of high school including any high school credit courses taken during junior high, including summer school and correspondence courses.
- C. Transfer credit for courses (electives) using grades other than "A", "B", "C", "D" or "F" will not be used to determine a student's grade point average.
- D. All grades must be used in determining a final average for ranking, including F's which have been repeated or completed successfully at a later date.
- E. Students are ranked at the end of their junior year (temporarily) and at the end of their senior year (permanently).
- F. High school students may repeat a course for self-improvement or to establish eligibility to participate in programs requiring specific standards. The first recorded grade would remain on the (transcript) cumulative card but with a notation added indicating the course was repeated along with the resulting grade.
- G. Dual Enrollment, Advanced Placement and International Baccalaureate, shall be weighted as follows: A = 5, B = 4, C = 3, D = 1; thus, such advanced courses will carry one extra quality point per letter grade, as indicated above, only. If a student transfers from one school to another, the weighted system applies only when the same honor courses are offered in the school to which he/she transfers.
- H. All other courses will have a weight as follows: A = 4, B = 3, C = 2, D = 1, and F = 0

2018-2019 LOUISIANA ASSESSMENT CALENDAR

BIRTH–GRADE 8

GRADE LEVEL(S)	ASSESSMENT	DELIVERY	TEST DATE(S)
Birth–Pre-K	GOLD by Teaching Strategies or department-approved alternate assessment	GOLD	Fall Checkpoint Finalized: October 31 Winter Checkpoint Finalized: February 28 Spring Checkpoint Finalized: May 31
K	Kindergarten Readiness	Teacher	Fall Deadline: September 28
K-3	K-3 Literacy Assessment	PBT or CBT	Fall Data Entry Deadline: September 28
3-8	LEAP 2025 (ELA, Math, Social Studies, Science)	PBT grades 3-4* CBT grades 3-8	PBT Window: April 29–May 3 CBT Window: April 1–May 3

GRADES 9-12

GRADE LEVEL(S)	ASSESSMENT	DELIVERY	TEST DATE(S)
9-12 as applicable	LEAP 2025 and EOC	CBT	Fall Window: November 28–December 14 Spring Window: April 15–May 17 Summer Window: June 17–21
11	ACT	PBT*	Initial Test Date: March 12 Accommodated Testing Window: March 12–15, 18–22, 25–26 Makeup Test Date: April 2
		CBT*	March 12–14, 19–21
11 as applicable	WorkKeys (optional)	CBT	October 1, 2018–April 12, 2019
		PBT	October 1–12, 2018 and March 13–27, 2019
9-12 as applicable	CLEP (optional)	CBT	TBD
9-12 as applicable	AP (optional)	PBT	TBD

*LEAs will select a preferred method of delivery (CBT or PBT) during the enrollment window.

SMALL POPULATIONS

GRADE LEVEL(S)	ASSESSMENT	DELIVERY	TEST DATE(S)
3-8, 11	LEAP Connect (ELA and Math)	CBT	February 4–March 15
4, 8, 11	LAA1 (Science)	PBT	February 4–March 15
K-12	ELPT	CBT	February 4–March 15
TBD	NAEP	CBT	TBD
TBD	PISA	TBD	TBD

KEY

ACT: American College Test

AP: Advanced Placement, depends upon courses offered

CBT: Computer Based Test

CLEP: College Level Examination Program, depends upon courses offered

ELPT: English Language Proficiency Test

EOC: End-of-Course

LAA 1: LEAP Alternate Assessment, Level 1

NAEP: National Assessment of Educational Progress

Open Window: A flexible range of days with a deadline for use in accountability

PBT: Paper Based Test

PISA: Program for International Student Assessment

Window: A flexible range of days during which LEAs/districts or schools may choose the time and date(s) for assessment scheduling

Section 4: Academy Procedures

Math, Science, and Arts Academies and Iberville STEM Academy Entry

Entrance

- Applications will be received during the month of February
- Student selection process is on a lottery basis depending on available seating
- Students in grades 2-12 who enter with a GPA below 2.75 shall start on probation
- Students must be in good behavioral standing

Academic and Behavior Standing

- Good Academic Standing:
 - 2.75 GPA
 - Pass All Classes
 - Grades 3-8 Standardized Test Scores at proficiency
 - Grades 9-12 Standardized Test Scores at proficiency
- Good Behavior Standing:
 - The Academy will adhere to all discipline procedures of the district
 - No suspensions - First time will result in probation
 - If another suspension is received, this will result in dismissal at the end of the academic school year
 - If expelled to the IAPPS, students will not return to the Academy

Probationary Standing

- Students who enter with a GPA below 2.75 must start on probation
- Students who do not achieve the 2.75 GPA will be identified at midyear/end-of-year and a SAT meeting will occur to notify teachers and parents of probationary status
- Parents and students will be given a success plan including interventions and supports offered by the Academy
- The student will be given a minimum of one (1) semester of probationary status to raise his/her GPA

Dismissal

- Students will be dismissed at end-of-year for failure to achieve:
 - 2.75 GPA (**IF** they have been given the mandatory probationary period)
 - Pass All Classes
- If a student is dismissed, he/she may reapply after one academic school year. Student must be in good academic standing and have no major discipline offenses
- Students in grades 1-8 who end the year with a cumulative GPA of 2.6 – 2.749 and successfully complete IPSB summer program will be eligible to return and begin the new year on probation
 - This option is available two (2) times for grades 1-8

Atchafalaya Basin Academy

Entrance

- Student must have a GPA of 2.5 (if applicable)
- Student must score proficiency on English/Language Arts and Math state assessments
- Student must be in good behavioral standing

Academic and Behavior Standing

- Good Academic Standing:
 - 2.5 GPA
 - Must score proficiency on English/Language Arts and Math state tests
- Good Behavior Standing:
 - The Academy will adhere to all discipline procedures of the district
 - No suspensions - First time will result in probation
 - If another suspension is received, this will result in dismissal at the end of the academic school year
 - If expelled to the IAPPS, students will not return to the Academy

Probationary Standing

- Students who do not achieve the 2.5 GPA will be identified at midyear/end-of-year and a SAT meeting will occur to notify teachers and parents of probationary status
- Parents and students will be given a success plan including interventions and supports offered by the Academy
- The student will be given a minimum of one (1) semester of probationary status to raise his/her GPA

Dismissal

- Students will be dismissed at end-of-year for failure to achieve:
 - 2.5 GPA (**IF** they have been given the mandatory probationary period)
 - Pass All Classes
- If a student is dismissed, he/she may reapply after one academic school year. Student must be in good academic standing and have no major discipline offenses

Section 5: Child Nutrition

Overview of the Child Nutrition Program

It is the policy of the Iberville Parish School Board Child Nutrition Program to serve the highest quality meals that are economically feasible. If at any time you have questions relative to the Child Nutrition Program in Iberville Parish Schools, please feel free to contact the Child Nutrition Department at the Iberville Parish School Board office (225-687-4341) during regular business hours of 8:00 am until 4:00 pm.

Meal Cost

The District participates in the Community Eligibility Program (CEP), therefore **ALL MEALS** (Breakfast and Lunch) are served Free of Charge to all students enrolled in Iberville Parish School Board schools.

In order to keep the cafeteria clean and attractive, we ask students to be mindful and respectful of others by:

- Always entering the cafeteria with their Student ID displayed and accessible for scanning – **School Board Policy requires all students to wear their Student ID's at all times - Student ID's are required for all meal services.**
- Being courteous to the Cafeteria Technicians, Teachers and other students
- Respect the authority of the Teachers and Cafeteria Technicians
- Keep the tables and floors clean – if you drop it, pick it up
- Place of all debris / trash in the proper containers
- Proceed through the cafeteria line in an orderly manner – no pushing, shoving or running
- Speak in a normal voice
- Proceed quietly when going to and from the cafeteria- be mindful of the classes that are still in session.

Second Meals and / or Extra Menu Items

All student meals (Breakfast and Lunch) are served Free of charge. If a student wishes to purchase a second meal or an extra menu item, he / she may purchase that item at the price posted in the cafeteria. Second meals or extra menu items may **NOT** be charged. Students must have money in their account for second meals and extras.

Adult Meals

Adults may purchase meals at the Adult Meal Price posted in the cafeteria. Adult meals may **NOT** be charged.

Medical Exceptions

The Child Nutrition Program attempts to accommodate all reasonable medical exemptions.

If a student has a documented medical condition that prohibits him / her from consuming specific food items, the parent or guardian is required to complete the medical exemption request and submit the appropriate certified medical documentation to the School Nurse. All requests for medical exemptions must be renewed annually.

All medical conditions should be discussed with the School Nurse. The School Nurse will notify the Cafeteria Manager of those students enrolled at each school that have specific medical exemptions. Together, the School Nurse and Cafeteria Manager will develop the most appropriate substitute items for each student.

While the Child Nutrition Program attempts to accommodate all reasonable medical exemptions, we understand that we may not have the capacity to accommodate all types of medical restrictions. In the event we are not able to accommodate a specific medical exemption, the parent or guardian is expected to supply the student meals.

**LOUISIANA DEPARTMENT OF EDUCATION
SCHOOL FOOD SERVICE SECTION
PROTOTYPE – DIET PRESCRIPTION FOR MEALS AT SCHOOL**

Student's Name _____ Age _____

School _____ Grade/Classroom _____

Parent's Name _____

Address _____ Telephone (_____) _____
(Street or P. O. Box)

City _____ State _____

Does the student have a disability that requires a special diet? Yes _____ No _____
If Yes, describe the major life activities affected by the disability.
(See back of form for further information.)

If the student is not disabled, list the medical condition that requires special nutritional or feeding needs.

Diet Prescription (Check all that apply.):

- | | |
|---------------------------------------|--|
| ☐ Diabetic | ☐ Increased Calorie _____ #kcal |
| ☐ Food Allergy | ☐ Reduced Calorie _____ #kcal |
| ☐ Hypoglycemic | ☐ Texture Modification |
| ☐ PKU | Chopped _____ Ground _____ |
| ☐ Other _____ | Pureed _____ Liquified _____ |
| | ☐ Tube Feeding |
| | Liquified Meal _____ Formula _____ |

Foods Omitted and Substitutions

(Please check food groups to be omitted. Identify specific foods to omit and list foods to be substituted. If necessary, attach additional information or instructions regarding the diet or feeding.)

Food Groups to Omit	☐ Meat and Meat Alternatives	☐ Milk and Milk Products
☐ Bread and Cereal Products	☐ Fruits and Vegetables	

Specific Foods to Omit

Specific Foods to Substitute

I certify that the above named student needs special school meals prepared as described above because of the student's disability or chronic medical condition.

Office Address _____ Office Telephone # (_____) _____

¹Licensed Physician/Recognized Medical Authority Signature

Date

¹Signature of Licensed Physician required if the student is disabled.

Definition of Disability

Definitions

As used in this part, the term or phrase:

(l) **Student with disabilities** means any person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment.

(j) **Physical or mental impairment** means (1) any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems:

Neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive; genitourinary; hemic and lymphatic; skin; and endocrine; or (2) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The term *physical or mental impairment* includes, but is not limited to, such diseases and conditions as orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy; muscular dystrophy; multiple sclerosis; cancer; heart disease; diabetes; mental retardation; emotional illness; and drug addiction and alcoholism.

(k) **Major life activities** means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

Non-discrimination Statement: In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at:

http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

(1) mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;

(2) fax: (202) 690-7442; or

(3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Section 6: Transportation

Transportation Schedule 2018-2019

School	Start	Dismiss	Morning Bus Arrival
MSA-W Elementary	8:20	3:30	7:45 - 8:15
Dorseyville	8:20	3:30	7:45 - 8:15
North Iberville	7:25	2:35	6:50 - 7:20
Iberville Elementary	8:20	3:30	7:45 - 8:15
Crescent	7:30	2:40	6:55 - 7:25
White Castle	7:25	2:35	6:50 - 7:20
Iberville STEM Academy North Students	7:25	2:35	6:50 - 7:20
Iberville STEM Academy Non-North	7:45	12:35	7:10 – 7:15
MSA-W High School	7:20	2:30	6:45 - 7:15
Plaquemine	7:30	2:40	6:55 - 7:25
East Iberville Elementary and High	8:30	3:40	7:55 - 8:25
MSAE	7:20	2:30	6:45 - 7:15
IAPPS	7:30	2:10	6:55 – 7:25

School Bus Conduct and Safety Instructions

*School bus transportation is a **PRIVILEGE** to all students. Being a Privilege means it can be taken away if conduct and behavior is not in accordance with school board policy. The safety and well being of all students, attendants and driver depends on acceptable behavior and observance of Iberville Parish rules and regulations. Any student who violates any of these rules will be reported to the proper authority and his/her privilege of transportation may be taken away. These rules also apply to all student activity trips as well as regular bus routes to and from school.*

1. Students shall remember that the driver is the person of full authority over the bus and the passengers that may be riding the school bus.
2. Students must respect the bus driver as the authority of the bus by obeying promptly and courteously.
3. All students **must be on time** at the bus stop. The bus **will not** wait for students who are tardy. Students are **not** to run after the bus if the rider is late.
4. All students must wait for the bus to come to a complete stop before trying to get on or off the bus. If a student must cross the street that student must wait for the bus driver to signal student to cross the street.
5. All students must sit down after boarding the bus, and remain seated until the bus reaches the students' stop. The driver has the authority to assign specific seats to students.
6. Fighting, bullying, pushing, tripping, kicking, or sexual harassment, etc. by students will not be tolerated on the school bus.
7. Students are NOT allowed to use tobacco, tobacco products, drugs, alcohol, lighters or matches while on the bus.
8. Students are not allowed to use profanity, abusive language or shouting on the bus or out of the bus windows.
9. Students are not to extend their head or any body part outside of the bus windows.
10. Students are not to throw any object in or out of the bus windows at anytime.
11. Students are not allowed to Eat or drink on the bus.
12. Students are **NOT** allowed to bring any type of animal on the bus at anytime.

13. Students are **Not** to bring firearms, knives, explosives devices, firecrackers, or other dangerous materials aboard the bus. If items are found they will be confiscated and the student will be subject to appropriate discipline.
14. Students must keep the aisle clear at all times. Personal items should be stored on the student's lap or under the seat.
15. Students must keep the bus clean at all times (No littering).
16. Students must use handrails when boarding and exiting bus.
17. Students should only get on and off the bus at their designated stop unless the school gives permission and a parent's note is issued to the school principal.
18. Students transported to any athletic, academic, or co-curricular activity will return to the point of departure on the bus. Exceptions can be made by school administration.
19. Students and parents are encouraged to report any inappropriate behavior that may happen on the bus.
20. The use of Cell phones or electronic devices on buses is at the discretion of the bus driver.

** Any cost that may occur from breaking these bus rules will be the responsibility of the student's parents or guardian.*

Section 7: Discipline

Philosophy of Discipline

Every student is entitled to an education, which shall be offered in an orderly, healthy atmosphere, both physical and emotional, and to firm, fair treatment in all matters pertaining to school life.

Every child shall comply with all rules and regulations of both the state and the Iberville Parish School Board having to do with student behavior. In a democracy there exist many privileges and freedoms, all of which are dependent on observance of certain rules and regulations.

Each teacher in Iberville Parish is responsible for providing an environment that will bring about effective learning, thus enabling each student to achieve his maximum potential. The home shares responsibility in the education of the youth and the attitude of home toward school is reflected by the student.

Definition of Discipline

Discipline is a standard of behavior, which is demonstrated by appropriate conduct in all situations. Any student whose behavior is not conducive to a viable learning environment shall be subject to disciplinary action in accordance with the policies, methods, and procedures hereinafter set forth.

Discipline Procedures

All schools will have specific procedures for addressing student behaviors that do not meet expectations

- Each school will develop a discipline flow chart that identifies “Minor” and “Major” infractions and potential consequences and/or interventions
- “Minor” infractions will be addressed at the classroom level and require a minimum of three (3) documented interventions prior to office referral/”Major”
- “Major” infractions will follow district policy and state statutes

When a minimum of three (3) documented interventions have been conducted but the Student’s behavior continues to prevent the orderly instruction of other Students that such behavior is deemed a “Major” infraction the teacher may have the Student immediately removed from the classroom, accompanied by a completed Louisiana student behavior report (Form A or Form B), and placed in the custody of the principal or the 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/her designee, upon the recommendation of the student’s teacher.

Upon being sent to the principal's office pursuant to the provisions of this subparagraph the principal or his designee shall:

- Advise the pupil of the particular misconduct of which he/she is accused as well as the basis for such accusation
- Allow the pupil the opportunity at that time to explain his/her version of the facts
- Conduct a counseling session with the pupil as may be appropriate to establish a course of action consistent with school board policy

A pupil in kindergarten through grade six 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 pupil in grades seven through twelve removed from a class shall 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 pupil shall not be readmitted to the class until the principal has implemented one of the following disciplinary measures:

- In-School suspension
- Detention
- Suspension
- Assignment to an alternative program
- Initiation of expulsion hearings
- Requiring the completion of all assigned school and homework which would have been assigned and completed by the student during the period of suspension

Upon the third removal from the same classroom pursuant to this subparagraph, 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. In addition, a conference between the teacher or other appropriate school employee(s) and the Student's parent, tutor, or legal guardian shall be required prior to the Student being readmitted.

If the disruptive behavior persists, the teacher may request that the principal transfer the Student into another setting.

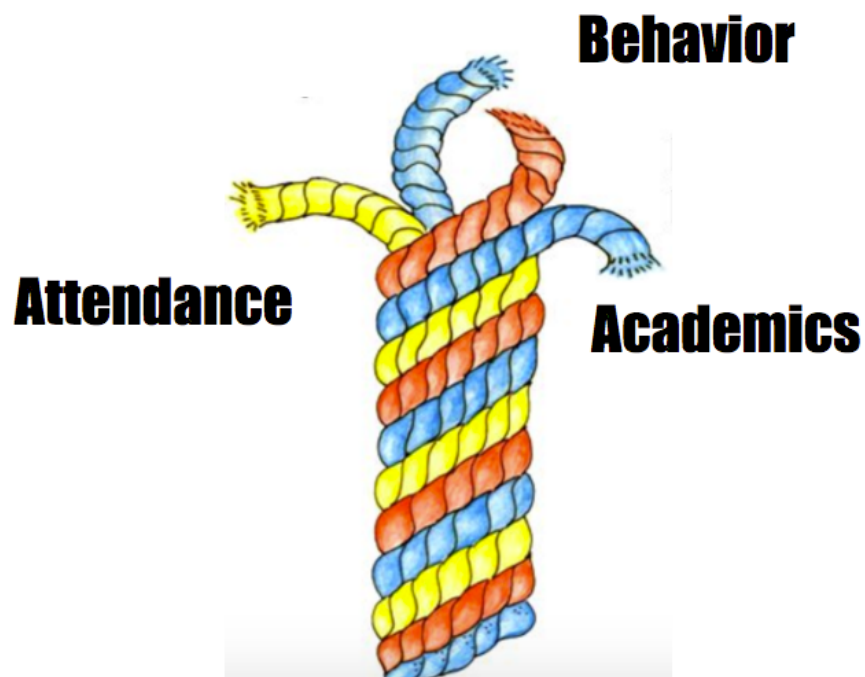
Notwithstanding any provision of law to the contrary, whenever a Student is formally accused of violating the provisions of R.S. 14:34.3, or school disciplinary rules or both, by committing a battery or an assault on any school employee, the principal shall suspend the Student from school immediately and the Student shall be removed immediately from the school premises without the benefit of the suspension procedures provided by R.S. 17:416 and this disciplinary handbook; however, the necessary notifications and due process procedures shall follow as soon as practicable. In accordance with 2006 La. Acts 733, 'assault' means an attempt to commit a battery on a school employee or administrator, or the intentional placing of those persons in reasonable apprehension of receiving a battery by the student, or the student's making statements threatening physical harm to the employee or administrator. 2006 La. Acts 733.

NOTE: When there is an incident involving a student and there is also an issue of immediate danger or intent to do harm or harm himself/herself, the student may be referred immediately as appropriate to the Iberville Parish Alternative Positive Program of Students (IAPPS) pending the investigation and the hearing.

Multi-Tiered System of Supports (MTSS)

The Iberville Parish School System is committed to the implementation of a comprehensive Multi-Tiered System of Supports (MTSS) for students to be taught expectations for being successful. In addition to teaching these expectations, each school is expected to develop a system of rewards for students who meet expectations and an effective system of interventions for students who do not meet expectations. The emphasis of MTSS is to change student behaviors when they do not meet desired expectations. The following pages are unique to each individual school and shows the MTSS plans for your child(ren) school.

Multi-Tiered System of Support (MTSS) - Servicing the Whole Child



Dorseyville Elementary School MTSS School - Wide Expectations

Vision: Dorseyville Elementary School will provide social, emotional, and educational opportunities for personal growth for all students in a safe and accepting environment. We will provide a meaningful and rewarding educational program to prepare students for lifelong learning and college and career readiness.

Mission:

A Dorseyville Educated Scholar is a **CHAMP**:

Come Prepared

Have Respect

Act Responsibly

Make Good Choices

Pactice Growth Mindset

Expectations and Rules Matrix Dorseyville Elementary School 2018-2019

Expectations	CLASSROOM	CAFETERIA	HALLWAYS	RESTROOM	DISMISSAL	EMERGENCIES
C Come Prepared	Materials Ready Turn in Assignments Study	Have your ID Wait your turn in line Secure your food, and stay seated until finished	Have a pass Move quickly to next destination	Wait your turn Get in and out quickly	Make sure you have everything you need before leaving	Treat drills as the real thing and leave the building immediately
H Have Respect	Voice Level 3 Formal Normal Show consideration for neighbors' property	Voice Level 1 Spy Talk Leave area cleaner than you found it	Voice Level 0 Silence is Golden	Voice Level 0 Silence is Golden Respect school property	Voice Level 0 Silence is Golden Wait quietly	Voice Level 0 Silence is Golden
A Act Responsibly	Follow adult direction 1 st time given Care for and return materials	Keep food in cafeteria Sit properly at the table Help others in need	Walk Go with flow of traffic and stay to the right	Allow for Privacy Flush toilet. Keep water in the sink and off the floor Put trash in garbage cans	Stay in a single file line Go directly to your assigned area (carpool or bus) Keep a safe distance in line	Exit or shelter in place in an orderly manner Stay with your class at all times
M Make Good Choices	Work quietly and do not disturb others Employ active listening Participate actively	Follow adult directions Use good table manners Dismiss by table	Use appropriate language Follow adult direction 1 st time given	Use proper amount of soap and tissue Wash hands Clean up after yourself	Wait until adults tell you to move Use kind words with your classmates and adults	Follow teachers instructions the first time given
P Practice Growth Mindset	Congratulate yours and others' success If my classmates succeed I am inspired	Establish and maintain positive relationships Alone we can do so little together we can do so much	Monitor and achieve behaviors related to school and life success Effort and attitude determine everything	Communicate clearly to express needs and resolve conflict I give and receive constructive feedback to grow my brain	Leave knowing you learned something I can learn anything	Use a systematic approach to decision making I learn from mistakes. Failure is the key to success.

Dorseyville Elementary School Success Criteria

- To be a successful student each quarter at Dorseyville Elementary School, you must:

- Attendance: Have less than 2 unexcused absences CLEAN(No tardies/checkouts)
- Behavior: Have less than 2 minor infractions
- Academics: Have No D's or F's on report card
- Accelerated Reader: Complete a minimum of 2 quizzes with an 80% average

- When you achieve in these areas this is the rewards plan:

- Shoutouts/Bulletin Board Displays
- Social Media Posts
- Principal's 200 ticket and Parent Communication
- CHAMP of the Quarter
- Individual Classroom Rewards
- Recognition at special events

DES CHAMP OF THE YEAR

The CHAMP award is the highest honor a student at DES can achieve. This award will be handed out at the last program of the year. In order to achieve this prestigious honor, a student must meet ***all*** of the following criteria for all four nine-week periods (entire year):

- 0 Behavior Infractions
- Clean Attendance Record (0 absences, tardies, or checkouts)
- 3.5 GPA or above

ACADEMIC EXCELLENCE AWARD

The goal of this award is to encourage and recognize a student who is normally not recognized at school. At the end of the year each teacher will select one student based on the following criteria:

- Raised grade point average from grading period to grading period
- Fewer Disciplinary Infractions
- Success with Interventions
- Improved Peer Relations and Teacher Respect
- Improved attendance when attendance has been a concern

ACCELERATED READER INTERVENTION

AR goals will be monitored through weekly reports. Students at risk for not reaching goals will be assisted as follows:

- Reading time/computer quiz access provided during intervention time
- Individual assistance provided for reading comprehension/retelling
- Assistance provided for appropriate book choice for individual's level

ATTENDANCE FLOW CHART

Student attendance is monitored by the counselor with the assistance of the attendance clerk every week on Friday.

If a student has 2 unexcused absences parents/guardians receive a phone call to set up a date for a meeting with the counselor and an MTSS team member. In the meeting the attendance policy will be reviewed, and the team with the assistance of the parent will create an intervention plan to eliminate barriers to attendance.

If a student has 4 unexcused absences, another meeting will be scheduled with the parents or guardians with the Principal to do a formal attendance contract. Revisit the intervention plan and look for strategies for providing more support at home and in school.

If a student has 5 unexcused absences, a copy of the first school letter, attendance contract, and truancy referral will be sent to Ms. Blanchard at the Iberville Parish School Board Office.

Dr. Excuse needs to be turned in within two days.

3 unexcused tardies = 1 Unexcused absence

Checking out Early is considered a tardy

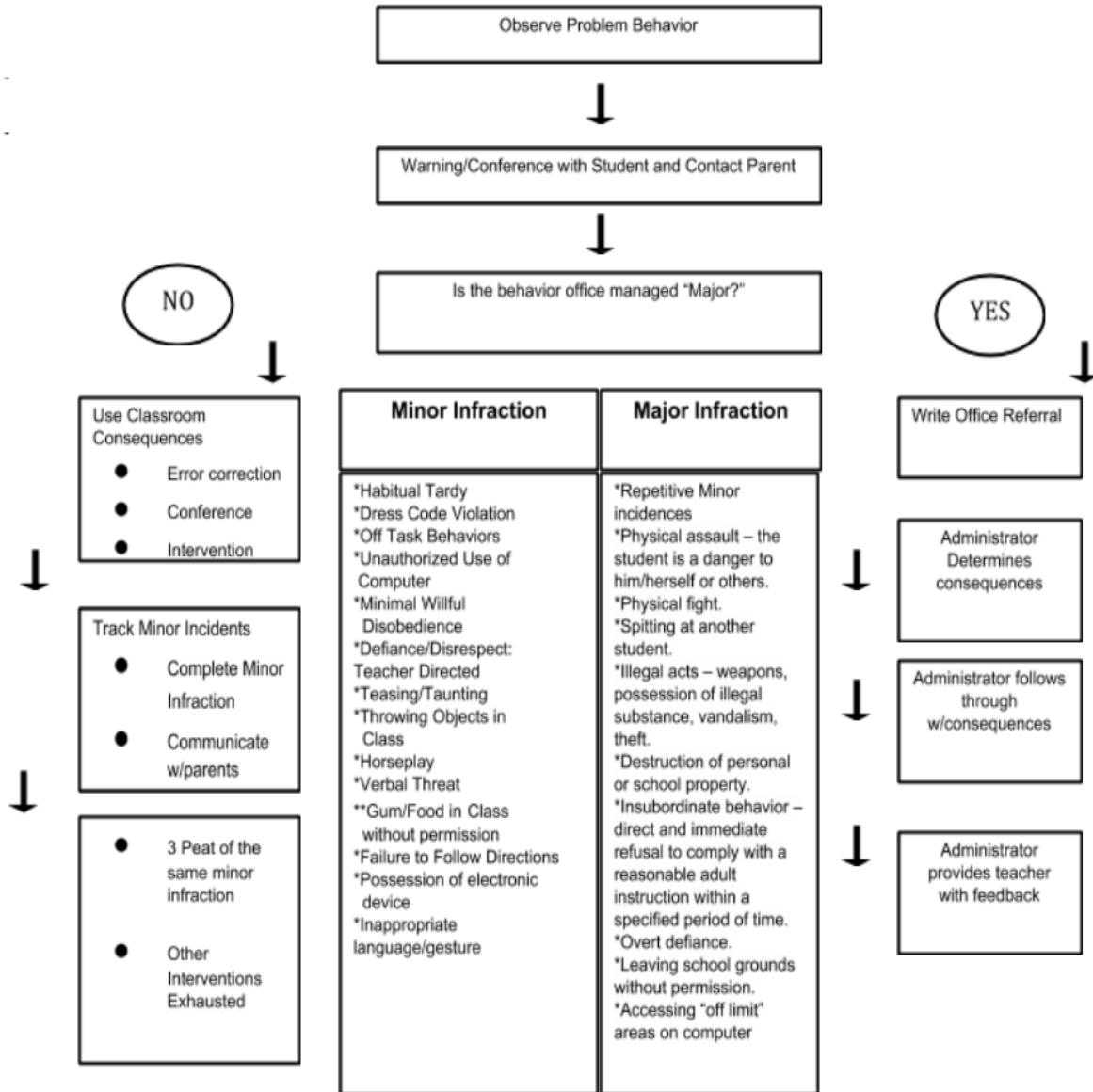
6 unexcused tardies = Parent/Counselor Meeting

MINOR vs MAJOR INFRACTIONS

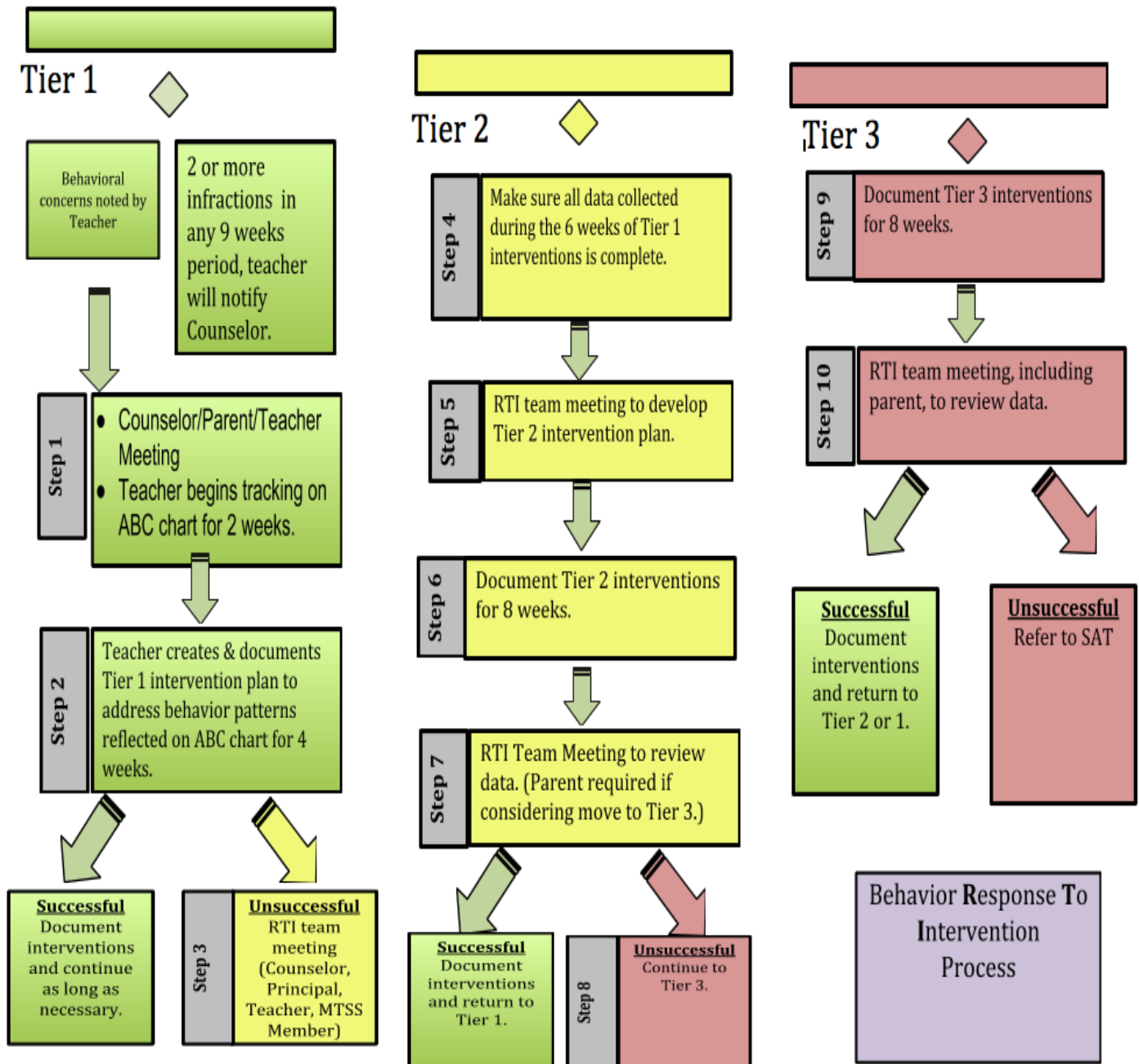
***Classroom teachers handle all minor infractions (four minor infractions = major infraction). If a major infraction occurs, the classroom teacher writes a major referral. Administrators handle all major referrals.**

Behavior	Minor	Major
Gum/ food/ drinks	Student eats or drinks on items outside cafeteria without permission. Students chew gum anywhere.	Student is in possession of food or drinks that were taken from another student
Electronics: phones, cameras, games	Student engages in non-serious but inappropriate possession of electronics. This means the student is not using the device, but has it out in class or it makes a noise or rings in class.	Student engages in non-serious but inappropriate possession of electronics. Student uses the device during school hours.
Sleeping in class	Student has head down, eyes closed and is inattentive after requests to wake up.	Student has head down, eyes closed, refused to wake up and becomes willfully disobedient.
Inappropriate language	Low intensity. Use of inappropriate language or fowl language not directed toward another person and without intent to harm.	High intensity. Use of inappropriate language, profanity, or obscene language directed toward another person with the intent to harm. This includes <i>all threats</i> to a teacher, student or self. All threats MUST also be referred to the social worker.
Disruption	Student engages in low intensity but inappropriate disruption.	Student causes major interruption in a class or activity. This may include sustained loud talk, singing, yelling, screaming, noise with horseplay...even after being punished by a teacher.
Lying/ Cheating	Student delivers a message that is untrue without the intent to harm another person.	Student delivers a message that is untrue with the intent to harm another person. Student deliberately violates rules such as copying answer key, taking answers or work from another student, plagiarism, etc.
Forgery/ Theft	Student has possession of another person's property of low value or has signed a person's name without permission on a low-stakes item.	Student in possession of or passed on another person's property of high value or has signed a person's name without permission on a high-stakes item.
Defiance/ Disrespect	Student briefly fails to respond to adult requests.	Constant talking back to an adult or interacting in a socially rude way; not responding or continuously intensifying after verbal warning.
Harassment/ Teasing/ Bullying	Student engages in name-calling or inappropriate comments directed at or said to another person.	Sexual harassment or excessive bullying or teasing after being counseled and/ or warned about this behavior.
Physical Contact	Non-serious, but inappropriate physical contact (play fighting, simple pushing)	Student actively participates or instigates a fight.
Throwing Objects	Student throws objects across class, but was not throwing it at someone, and it did not hit anyone. There was no intent to harm.	Student throws object at someone and causes harm to another person.
Property damage	Student engages in low-intensity misuse of property and it can quickly be corrected or fixed.	Student participates in malicious property damage that cannot be easily corrected.

CLASSROOM CONSEQUENCES FLOW CHART



BEHAVIOR INTERVENTION FLOW CHART



Dorseyville Elementary School Cell Phone Policy

Zero tolerance for defiance related to cell phone/telecommunications device violations

CONSEQUENCES FOR VIOLATING THE CELL PHONE (AND OTHER TELECOMMUNICATIONS DEVICE) POLICY

1st Offense

- **Written warning.**
- **The item will be confiscated. A parent or legal guardian must pick up the phone during operational hours, which are generally 7 a.m. – 3:30 p.m., Monday through Friday.**
- **Student and parents should understand that all phone violations beyond the first offense shall result in consequences including the temporary loss of the possession of the phone.**

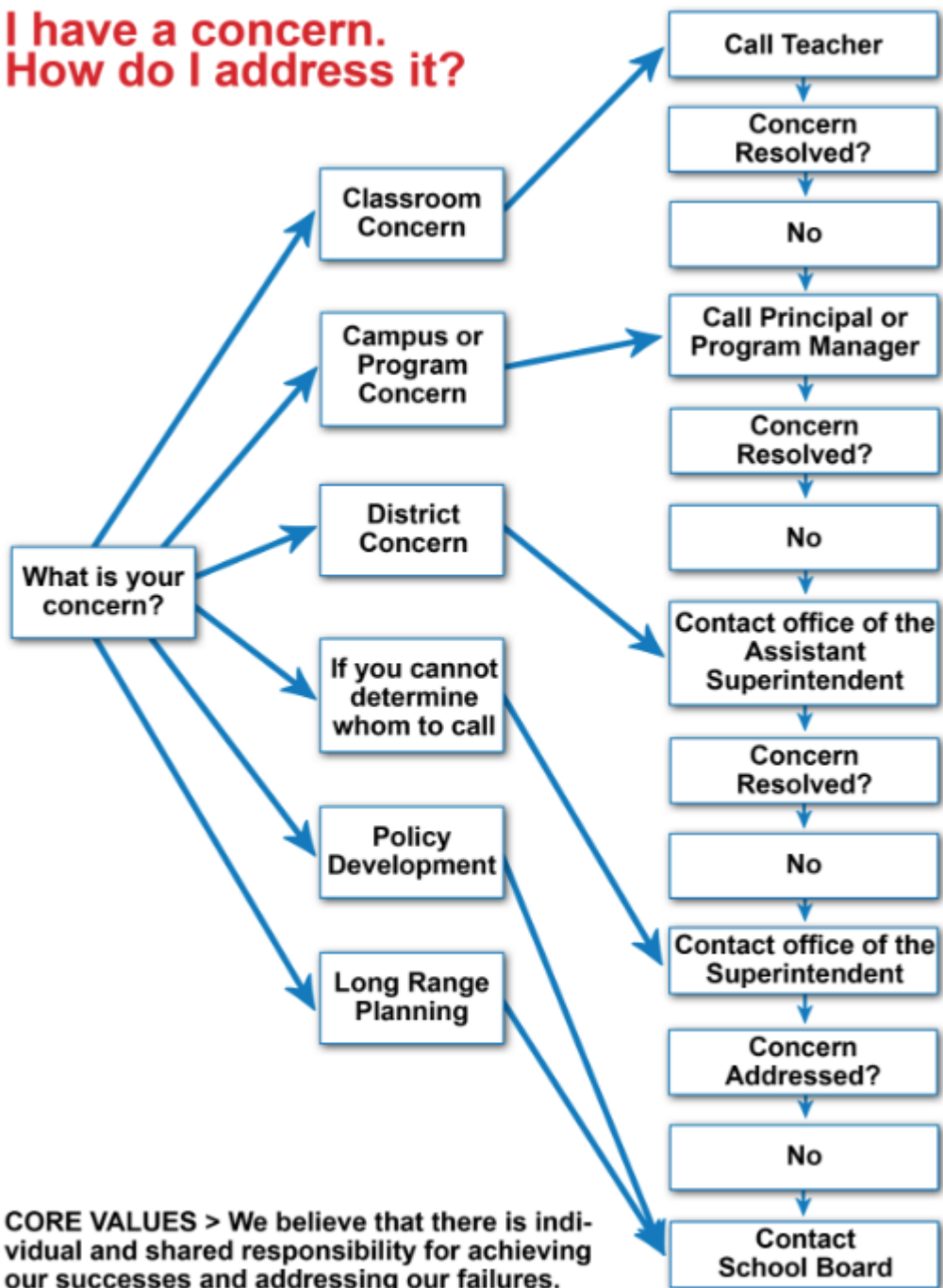
2nd Offense

- **Two (2) days of Lunch Detention.**
- **The item involved in a 2nd offense shall be retained for an entire nine week period.**

3rd Offense

- **One (1) day of Out of School Suspension.**
- **After the 4th offense, a student's device will be retained for the remainder of the school year.**

**I have a concern.
How do I address it?**



CORE VALUES > We believe that there is individual and shared responsibility for achieving our successes and addressing our failures.

Zero Tolerance:

Iberville Parish School Board shall require that student aggressors ages 10 (ten) and up be arrested by law enforcement officers when school officials determine that a fight has occurred on campus, at extra-curricular activities, on school buses, and at school bus stops. However, students reasonably concluded to be acting in self-defense may not be disciplined.

- **Fighting**
 - Elementary - mandatory conflict resolution and anger management counseling
 - Middle and High - mandatory conflict resolution and anger management counseling
 - First offense
 - Mandatory 3 day OSS with mandatory conflict resolution and anger management counseling prior to returning to regular schedule
 - Second Offense
 - Mandatory alternative placement to IAPPS
 - IAPPS is mandated to provide supports and interventions based on student needs
- Discretionary Alternative Placements
 - Group/Gang Fights
 - Any altercation that causes a major disruption to the school
 - Any altercation that results in serious bodily harm
 - As defined by law

MANDATORY EXPULSION to Alternative Site

1. Any student committing battery on a school board employee shall be automatically suspended in accordance with R.S.17:416 A (1) (c) and the principal shall recommend expulsion as provided by school board policy. For students age ten (10) and under, if appropriate, law enforcement officials should be contacted.

No Student suspended in accordance with the provisions of the above paragraph shall be considered for readmission to the school in which the school employee allegedly battered by the Student is assigned, until all hearings and appeals associated with the alleged violation have been exhausted.

Except when the school system has no other school of suitable grade level for the Student to attend, no Student found guilty by a court of competent jurisdiction of violating the provisions of R.S. 14:34.3 or found guilty at a school system suspension hearing of committing a battery on any school employee shall be assigned to attend or shall attend the school in which the school employee battered by the Student is assigned.

Notwithstanding any provision of R.S. 17:158 to the contrary, a school system shall not be required to provide transportation to any Student reassigned to attend a school pursuant to the provisions of the above paragraph if providing such transportation for the Student will result in additional transportation costs to the school system.

2. State law requires the Superintendent to expel a pupil for minimum periods of time if found guilty of certain offenses, as follows:

A. 16 years or older

If after an appropriate hearing a pupil is found guilty of possession of, or knowledge of and intentional distribution, or possession with intent to distribute, any illegal drug or substance on school property, on a school bus, or at a school sponsored event, the pupil shall be expelled for four (4) complete semesters.

If after an appropriate hearing a pupil is found guilty of possession of a firearm on school property, on a school bus, or in actual possession at a school sponsored event, the pupil shall be expelled for four (4) complete semesters and shall be referred to the district attorney for appropriate action.



B. Under 16 years, but in grades 6-12

If after an appropriate hearing a pupil is found guilty of possession, or knowledge of and intentional distribution or possession with intent to distribute any illegal drug or substance on school property, on a school bus, or at a school sponsored event, the pupil shall be expelled for two (2) complete semesters.

If after an appropriate hearing a pupil is found guilty of possession of a firearm on school property, on a school bus, or in actual possession at a school sponsored event, the pupil shall be expelled for two (2) complete semesters and shall be referred to the district attorney for appropriate action.



C. Grades K-5

If after an appropriate hearing a pupil is found guilty of possession, or knowledge of and intentional distribution or possession with intent to distribute any illegal drug or substance on school property, on a school bus or at a school sponsored event, the pupil shall be referred to the School Board with recommendation of appropriate action by the Superintendent.

If after an appropriate hearing a pupil is found guilty of being in possession of a firearm on school property, on a school bus, or in actual possession at a school sponsored event shall be expelled from school for two (2) complete semesters and shall be referred to the district attorney for appropriate action.

ADDITIONAL REASONS FOR EXPULSION

Pupils may also be expelled for any of the following reasons:

1. Any pupil, after being suspended for committing violations of any discipline policies or other rule infractions, depending on the severity of the behavior, may be expelled upon recommendation to the Superintendent by the principal and after an appropriate hearing is held by the Superintendent or designee.
2. Any student who is found carrying or possessing a knife with a blade that equals or exceeds two (2) inches in length.
3. Student caught in possession of any electronic device during testing will be expelled to an alternative site

Expulsion, especially those outlined above, shall not apply to the following:

1. A student carrying or possessing a firearm or knife for purposes of involvement in a school class, course, or school approved co-curricular or extracurricular activity or any other activity approved by appropriate school officials.
2. A student possessing any controlled dangerous substance that has been obtained directly or due to a valid prescription or order from a licensed physician. However, such student shall carry evidence of that prescription or physician's order on his person at all times when in possession of any controlled dangerous substance that shall be subject to verification.

BULLYING AND HAZING

The Iberville Parish School Board is committed to maintaining a safe, orderly, civil and positive learning environment so that no student feels bullied, threatened, or harassed while in school or participating in school-related activities. Students and their parents/guardians shall be notified that the school, school bus, and all other school environments are to be safe and secure for all. Therefore, all statements or actions of bullying, hazing, or similar behavior such as threatening or harassment, made on campus, at school-sponsored activities or events, on school buses, at school bus stops, and on the way to and from school or any school-sponsored activity or event shall not be tolerated. Even if made in a joking manner, these statements or actions of bullying, hazing, or similar behavior towards other students, school personnel, or school property, shall be unacceptable.

All students, teachers, and other school employees shall take responsible measures within the scope of their individual authority to prevent violations of this policy.

Bullying shall mean:

1. A pattern of any one or more 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, pager, 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 as enumerated above 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 schools, or any school-sponsored activity or event.
 3. Where the pattern of behavior enumerated above has 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.

Hazing shall mean any knowing behavior, whether by commission or omission, of any student to encourage, direct, order, or participate in any activity which subjects another student to potential physical, mental, or psychological harm for the purpose of initiation or admission into, affiliation with, continued membership in, or acceptance by existing members of any organization or extracurricular activity at a public elementary or secondary school, whether such behavior is planned or occurs on or off school property, including any school bus and school bus stop. Hazing does not mean any adult-directed and school-sanctioned athletic program practice or event or military training program.

Any solicitation to engage in hazing, and the aiding and abetting another person who engages in hazing shall be prohibited. The consent, stated or implied, of the hazing victim shall not be a defense in determining disciplinary action.

1. Notice to Students and Parents about bullying/hazing

The School Board shall inform each student, orally and in writing, at the required orientation conducted at the beginning of each school year, of the prohibition against

bullying, hazing, or similar behavior of a student by another student; the nature and consequences of such actions, including the potential criminal consequences and loss of driver's license; and the proper process and procedure for reporting any incidents involving such prohibited actions. A copy of the written notice shall also be delivered to each student's parent or legal guardian.

2. Reporting bullying/hazing

The principal or his/her designee shall be authorized to receive complaints alleging violation of this policy. All employees, parents, volunteers, or any other school personnel shall report alleged violations to the principal or his/her designee. Any written or oral report of an act of bullying, hazing, or similar behavior shall be considered an official means of reporting such act(s). Complaints, reports, and investigative reports of bullying, hazing, or similar behavior shall remain *confidential*, with limited exception of state or federal law.

The reporting of incidents of bullying, hazing, or similar behavior shall be made on the *Bullying Report* form, which shall include an *affirmation of truth*. Any bullying, hazing, or similar behavior report submitted, regardless of recipient, shall use this form, but additional information may be provided.

3. Students and Parents

Any student who believes that he/she has been, or is currently, the victim of bullying, hazing, or similar behavior, or any student, parent, or guardian, who witnesses bullying, hazing, or similar behavior or has good reason to believe bullying, hazing, or similar behavior is taking place, may report the situation to a school official, who in turn shall report the situation to the principal or his/her designee. A student, or parent or guardian, may also report concerns regarding bullying, hazing, or similar behavior to a teacher, counselor, other school employee, or to any parent chaperoning or supervising a school function or activity. Any such report shall remain *confidential* to the extent allowed by law.

4. School Personnel

Any school employee, whether full- or part-time, and any parent/volunteer chaperoning or supervising a school function or activity, who witnesses or learns of bullying, hazing or similar behavior from a student or parent, shall report the incident to the principal or his/her designee. Verbal reports shall be submitted by the employee or parent/volunteer on the same day as the employee or parent/volunteer witnessed or otherwise learned of the incident, and a written report shall be filed no later than two (2) days thereafter.

All other members of the school community, including students, parents/legal guardians, volunteers, and visitors, shall be encouraged to report any act that may be a violation of this policy to the principal or his/her designee.

False Reports

Intentionally making false reports about bullying, hazing, or similar behavior to school officials shall be prohibited conduct and shall result in appropriate disciplinary measures as determined by school rules or School Board policy.

INVESTIGATION PROCEDURE

Investigations of any reports of bullying, hazing, or similar behavior of a student by another student shall be in accordance with the following:

1. Timing

The school shall begin an investigation of any complaint that is properly reported and that alleges the prohibited conduct the next business or school day after the report is received by the principal or his/her designee. The investigation shall be completed not later than ten (10) school days after the date the written report of the incident is submitted to the principal or his/her designee. If additional information is received after the end of the ten-day period, the school principal or his/her designee shall amend all documents and reports required to reflect such information.

2. Scope of Investigation

An investigation shall include documented interviews of the reporter, the alleged victim, the alleged bully or offender, and any witnesses, and shall include obtaining copies or photographs of any audio-visual evidence. Interviews must be conducted privately, separately, and confidentially. At no time shall the alleged offender and alleged victim be interviewed together.

The principal or his/her designee shall collect and evaluate all facts using the Bullying Investigation form.

3. Parental Notification

Upon receiving a report of bullying, hazing, or similar behavior, the school shall notify the parents or legal guardians of the alleged offender and the alleged victim no later than the following business or school day. Delivery of notice to the parents or legal guardians by an involved student shall **not** constitute the required parental notice.

Before any student under the age of eighteen (18) is interviewed, his/her parent or legal guardian shall be notified by the principal or his/her designee of the allegations made and shall have the opportunity to attend any interviews with their child conducted as part of the investigation.

All meetings with the parents or legal guardians of the alleged victim and the parents or legal guardians of the alleged offender shall be in compliance with the following:

- A. Separate meetings shall be held with the parents or legal guardians of the alleged victim and the parents or legal guardians of the alleged offender.
- B. Parents or legal guardians of the alleged victim and of the alleged offender shall be informed of the potential consequences, penalties, and counseling options.

In any case where a teacher, principal, or other school employee is authorized to require the parent or legal guardian of a student who is under the age of eighteen (18) and not judicially emancipated or emancipated by marriage to attend a conference or meeting regarding the student's behavior and, after notice, the parent, tutor, or legal guardian willfully refuses to attend, the principal or his/her designee shall file a complaint, pursuant to Louisiana Children's Code, Article 730 or 731, with a court exercising juvenile jurisdiction. The principal may also file a complaint on the grounds the student is a truant or has willfully and repeatedly violated school rules, or any other applicable ground when, in his/her judgment, doing so is in the best interests of the student.

4. Documentation

At the conclusion of an investigation of bullying, hazing, or similar behavior, and after meeting with the parents or legal guardians, the principal or his/her designee or School Board shall:

- A. Prepare a written report containing the findings of the investigation, including input from students' parents or legal guardians, and the decision by the principal or his/her designee or school system official. The document shall be placed in the school records of both students.
- B. Promptly notify the reporter/complainant of the findings of the investigation and whether remedial action has been taken, if such release of information does not violate the law.
- C. Keep reports/complaints and investigative reports confidential, except where disclosure is required to be made by applicable federal laws, rules, or regulations or by state law.
- D. Maintain reports/complaints and investigative reports for three (3) years.

- E. As applicable, provide a copy of any reports and investigative documents to the School Board for disciplinary measures, or to the Louisiana Department of Education, as necessary.

During the pendency of an investigation, the school district may take immediate steps, at its discretion, to protect the alleged victim, students, teachers, administrators or other school personnel pending completion of the investigation.

5. APPEAL

If the school principal or his/her designee does not take timely and effective action, the student, parent, or school employee may report, in writing, the incident to the School Board. The School Board shall begin an investigation of any properly reported complaint that alleges prohibited conduct the next business day during which school is in session after the report is received by the School Board.

If the School Board does not take timely and effective action, the student, parent, or other school employee may report any bullying incident to the Louisiana Department of Education.

6. DISCIPLINARY ACTION

Once a report has been received at a school and a school principal or his/her designee has determined that an act of bullying, hazing, or similar behavior has occurred, and, after having met with the parent or legal guardian of the student involved, the principal or his/her designee or applicable school official shall take prompt and appropriate disciplinary action against the student and report criminal conduct to law enforcement. Counseling and/or other interventions may also be recommended.

Students may be disciplined for off-campus bullying, hazing, or similar behavior the same as if the improper conduct occurred on campus, if the actions of the offender substantially interfere with the educational opportunities or educational programs of the student victim and/or adversely affect the ability of the student victim to participate in or benefit from the school's education programs or activities.

PARENTAL RELIEF

If a parent, legal guardian, teacher, or other school official has made four (4) or more reports of separate instances of bullying, and no investigation pursuant to state law or this policy has occurred, the parent or legal guardian of the alleged victim may request that the student be transferred to another school operated by the School Board.

Such request shall be filed with the Superintendent. Upon receipt of the request to transfer the student to another school, the School Board shall make a seat available at

another school under its jurisdiction within ten (10) school days of the parent or legal guardian's request for a transfer. If the School Board has no other school under its jurisdiction serving the grade level of the victim, within fifteen (15) school days of receiving the request, the Superintendent shall:

1. Inform the student and his/her parent or legal guardian and facilitate the student's enrollment in a statewide virtual school.
2. Offer the student a placement in a full-time virtual program or virtual school under the School Board's jurisdiction.
3. Enter into a memorandum of understanding with the Superintendent or director of another governing authority to secure a placement and provide for the transfer of the student to a school serving the grade level of the student, in accordance with statutory provisions.

If no seat or other placement is made available within thirty (30) calendar days of the receipt of the request by the Superintendent, the parent or legal guardian may request a hearing with the School Board, which shall be public or private at the option of the parent or legal guardian. The Board shall grant the hearing at the next scheduled meeting or within sixty (60) calendar days, whichever is sooner.

At the end of any school year, the parent or legal guardian may make a request to the School Board to transfer the student back to the original school. The School Board shall make a seat available at the original school that the student attended. No other schools shall qualify for transfer under this provision.

TRAINING

The School Board shall provide a minimum of four (4) hours of training for all new employees who have contact with students and two (2) hours of training each subsequent year for all school employees who have contact with students, including bus drivers, with respect to bullying, in accordance with state statutory provisions.

RETALIATION

Retaliation against any person who reports bullying, hazing, or similar behavior in good faith, who is thought to have reported such behavior, who files a complaint, or who otherwise participates in an investigation or inquiry concerning allegations of bullying, hazing, or similar behavior is prohibited conduct and subject to disciplinary action.

CHILD ABUSE

The provisions of this policy shall not be interpreted to conflict with or supersede the provisions requiring mandatory reporting pursuant to Louisiana Children's Code, Art. 609 and as enforced through La. Rev. Stat. Ann. §14:403.

DATING VIOLENCE

Dating Violence is defined as the physical, sexual, psychological, or emotional violence within a dating relationship, including stalking. It can occur in person or electronically and might occur between a current or former dating partner.

Warning Signs:

These warning signs do not mean a relationship will definitely turn violent.

- Excessive jealousy
- Constantly checking in with you or making you check in with him or her
- Attempts to isolate you from friends and family
- Insulting or putting down people you care about
- Is too serious about the relationship too quickly
- Has had a lot of bad prior relationships, and blames all of the problems on the previous partners
- Is very controlling, which may include giving you orders, telling you what to wear and trying to make all of the decisions for you
- Blames you when he or she treats you badly by telling you all of the ways you provoked him or her
- Does not take responsibility for own actions
- Has an explosive temper
- Pressures you into sexual activity you are not comfortable with
- Checking cell phones, emails or social networks without permission

Reporting Dating Violence:

All allegations of dating violence shall be reported to school administrators, school counselor, school nurse or other faculty members. Once an allegation is initiated and a confidential file is started the parent/legal guardian will be contacted of both the victim and the perpetrator. A report should be submitted to a local or state law enforcement agency.

Iberville Alternative Positive Program for Students (IAPPS)

The Iberville Parish School Board recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a pupil in this parish and one that cannot be imposed without due process, since expulsion deprives a pupil of the right to an education. Pupils suspended or expelled/excluded from school shall remain under the supervision of the school system using an alternative education program designed to continue the educational process at an alternative school site. An alternative setting may be located on or off the school site. The alternative education program is designed to offer variations of traditional instructional programs and strategies for the purpose of increasing the likelihood that pupils who are unmotivated or unsuccessful in the traditional programs or who are disruptive in the traditional school environment remain in school and obtain a high school diploma. Any expelled pupils attending the alternative education program and exhibiting disorderly conduct shall be dismissed from

that program and shall not be permitted to return to any school program until the period of expulsion has ended.

Upon the request of the student's parent, tutor, or other person responsible for the student's school attendance, a student enrolled in school between ages of sixteen (16) and eighteen (18) years may be allowed, with approval of the School Board, to attend an alternative education program.

COMMITMENT

My signature is an indication that I am not objecting to my child's (children) name(s) being released to agencies and/or persons that in the School Board's judgment fulfill the mandates of the Family Education Rights and Privacy Act.

Initial _____ I agree with Paragraph 1

Date: _____

Additionally, my child's photograph and/or film or video pictures may be published or broadcast in connection with school events that in the judgment of the School Board will be useful to the school system. If you object to items in either the first paragraph or the second paragraph, please indicate same to us.

Initial _____ I agree with Paragraph 2

Date: _____

(Print Student's Name)

(Parent's Signature)

Statement of Compliance In Accordance With HB 1990 of the 1999 Regular Session of the Louisiana Legislature

Each student in grades 4-12 and each parent or guardian of a student in grades 4-12, shall annually sign a *Statement of Compliance*, in accordance with state law. For students, the *Statement of Compliance* shall state that the student agrees to attend school regularly, arrive at school on time, demonstrate significant effort toward completion of homework assignment, and follow school and classroom rules. For parents, the *Statement of Compliance* shall state that the parent or legal guardian agrees to ensure his/her child's daily attendance at school, ensure his/her child's arrival at school on time each day, ensure his/her child completes all assigned homework, and attend all required parent/teacher/principal conferences.

(Student's Signature)

(Date Signed)

(Parent's Signature)

(Date Signed)

RELATIONS WITH ARMED FORCES/MILITARY AGENCIES

The Iberville Parish School Board shall allow military recruiters the same access to secondary students as offered to postsecondary institutions and prospective employers. Military recruiters shall also have access to names, addresses and phone numbers of secondary students except in the case of a student whose parent has requested the information not be released.

DATE: _____

Confirmation and Acceptance

This is to certify that my child and I have received, read, discussed, and understand this copy of the Iberville Parish Handbook on Attendance, Discipline, and Student Records.

NAME OF SCHOOL: _____

NAME OF STUDENT: _____ GRADE: _____

SOCIAL SECURITY NO. _____

(Student's Signature)

(Parent's Signature)

Denial of Permission

As a parent or legal guardian, I have read and understand the Acceptable Use Policy; However, I do not want my child to have access to the internet. I further understand that it is my responsibility to sign this denial of permission in the presence of school administration each year.

Child's Name: _____

Parent's Signature: _____

Witness: _____ Date: _____