

2017-2018

East Iberville

Student/Parent

Handbook

PreK-12

Vision: To create a supportive environment that will stimulate, motivate, and invigorate students in such a way that learning will become an expected outcome. Also, provide students with the necessary skills through a diverse curriculum that includes college ready and career oriented opportunities to become successful citizens in society.

Attendance Policy

Elementary students shall be in attendance a minimum of 60,120 minutes (equivalent to 167 six-hour days) a school year. In order to be eligible to receive grades, high school students shall be in attendance a minimum of 30,060 minutes (equivalent to 83.5 six hour school days), per semester or 60,120 minutes (equivalent to 167 six-hour school days) a school year for schools not operating on a semester basis. (Bulletin 741, §1103.G)

GRADING POLICY

No school board member, school superintendent, assistant superintendent, principal, guidance counselor, teacher, or other administrative staff member of the school or the central staff of the parish or city school board shall attempt, directly or indirectly, to influence, alter, or otherwise affect the grade received by a student from his/her teacher. (Bulletin 1566 §501 C.)

Grading Scale for Regular Courses

Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-0

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

Students in first (1st) grade will earn an S or U in Science and Social Studies.

Grading Policy for LEAP 2025 (EOC) Tests 1. Students enrolled in a course for which there is a LEAP 2025 (EOC) test must take the LEAP 2025 (EOC) test. a. The EOC test score shall count as a percentage of the student's final grade for

the course. b. The percentage shall be between 20% inclusive, and shall be determined by the LEA. c. The grades assigned for the LEAP 2025 (EOC) test achievement levels shall be as follows:

LEAP 2025 Achievement Level	Grade
Excellent	A
Good	B
Fair	C
Needs Improvement	D or F

*The DOE will provide conversion charts for various grading scales used by LEAs. (Bulletin 741 §2318)

► List the specific LEA grading scale for advanced coursework such as Advanced Placement, International Baccalaureate, Dual Enrollment, Gifted and Talented, and/or Honors.

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

Honor Graduates:

1. The 2017-2018 senior class, students' final ranking will be based on the Latin titles indicating high academic achievement, in place of the traditional Valedictorian and Salutatorian awards.

2. The following Latin Honor ranking will be used to recognize top academic honors:

Latin Honor	Grade Point Average
Summa Cum Laude	3.900 - 4.000
Magna Cum Laude	3.700 - 3.899
Cum Laude	3.500 - 3.699

► Describe the LEA's grading policy for students taking courses with LEAP 2025 (EOC) tests. Include in the grading policy the percentage (15% to 30%, inclusive) of the final grade that the LEAP 2025 (EOC) test will count.

The final grade for one-half (1/2) credit courses shall reflect a letter grade average of two marking periods AND a final exam.

The final grade for full credit courses shall reflect a letter grade average of four marking periods and a final exam or LEAP 2025 (EOC) grade.

For courses with a mandated End of Course test, the final grade shall reflect 20% of a student's letter grade in each grading period and 20% for the EOC letter grade. 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.

DISCIPLINE

The School Board recognizes the necessity for reasonable control and discipline over the conduct of pupils under its jurisdiction. Every teacher in the public school system shall endeavor to hold each pupil to a strict accountability for any disorderly conduct in school, or on the playgrounds of the school, on the street or while going to or returning from school, or during intermission or recess. To assist the teacher, the Board shall establish regulations for the use of disciplinary measures within the schools and continually monitor and appraise their usefulness.

Principals shall have both the authority and the duty to take disciplinary action whenever the behavior of any pupil(s) materially interferes with or substantially disrupts the maintenance of a proper atmosphere for learning within the classroom or other parts of the school. However, no pupil shall be disciplined in any manner by the School Board or school administrator, teacher, or other school employee for the use of force upon another person when it can be reasonably concluded that the use of such force more probably than not was committed solely for the purpose of preventing a forcible offense against the pupil or a forcible offense provided that the force used must be reasonable and apparently necessary to prevent such offense. A pupil who is the aggressor or who brings on a difficulty cannot claim the right stated above to defend himself. Each teacher may take disciplinary action to correct a pupil who disrupts normal classroom activities, who is disrespectful to a teacher, who willfully disobeys a teacher, who uses abusive or foul language directed at a teacher or another pupil, who violates school rules, or who interferes with an orderly education process. The disciplinary action taken by the teacher shall be in accordance with such regulations and procedures established by the administrator.

A pupil may be immediately removed from a classroom by the teacher and placed in the custody of the principal or designee if the pupil's behavior prevents the orderly instruction of other pupils, poses an immediate threat to the safety of pupils or the teacher, or when a pupil exhibits disrespectful or threatening behavior toward a teacher. If removed, the student shall not receive credit for schoolwork missed.

A PreK student whose behavior requires removal from the classroom shall be sent to the principal or the principal's designee for a time out period. If necessary, parents will be notified to remove the child from campus for the remainder of the day or until the principal determines the child may return to school. In the event a child's behavior is frequently disruptive, the child may be removed from the program at the discretion of the principal and program director. A pupil removed from class in kindergarten through grade 6 shall not be permitted to return to class for at least thirty (30) minutes unless agreed to by the teacher. A pupil removed from class in grades 7 through 12 shall not be permitted to return to class during the same class period, unless agreed to by the teacher initiating the disciplinary action.

Upon the pupil being removed from class and sent to the principal's office, the principal or designee shall conduct a counseling session with the pupil to discuss the particular misconduct. Once removed, the pupil shall not be readmitted to the classroom until the principal after notifying the parent, has implemented one of the following disciplinary

measures:

- In-school suspension
- Detention
- Suspension
- Initiation of expulsion hearings
- Assignment to a site based alternative program
- Requiring the completion of all assigned school and homework, which would have been assigned and completed by the pupil during the period of suspension.
- Any other disciplinary measure authorized by the principal with the concurrence of the teacher or building level committee

When a pupil has been removed from a classroom, the teacher may require the parent, tutor, or legal guardian of the pupil to have a conference with the teacher in the presence of the principal or his or her designee before the pupil is readmitted. Upon the pupil's third removal from the same classroom, the teacher and principal shall discuss the pupil's disruptive behavior and contemplated disciplinary measures to be taken before the principal implements such measures. If appropriate, a referral of the matter may be made to the appropriate building level committee. In addition, a conference between the teacher or other appropriate school employee and the pupil's parent, tutor, or legal guardian shall be required prior to the pupil being readmitted. If the disruptive behavior persists, the teacher may request that the principal transfer the pupil into another setting.

In any case where a teacher, principal, or other school employee is authorized to require the parent, tutor, or legal guardian of a pupil to attend a conference or meeting regarding the pupil's behavior, and after notice, the parent, tutor, or legal guardian willfully refuses to attend, the principal, or his designee, shall file a complaint, in accordance with statutory provisions, with a court exercising juvenile jurisdiction. "Notice" of the conference, specifying the time and date of the conference, shall be given by contacting the parent, tutor, or legal guardian by telephone at the telephone number shown on the pupil's registration card or by sending a certified letter to the address shown on the pupil's registration card.

Whenever a teacher is struck by a pupil, the pupil, in addition to any other discipline given, shall be permanently removed from the teacher's classroom, unless the teacher objects, or unless the principal, with the concurrence of the building level committee, finds the striking incident to be entirely inadvertent.

Any teacher or other school employee may report to the principal any pupil who acts in a disorderly manner or is in violation of school rules, or any misconduct or violation of school rules by a pupil who may or may not be known to the teacher or employee. Incidents of alleged discipline violations shall be reported on two (2) forms, one form to report only school transportation-related incidents and one form to report all other incidents. The forms shall be submitted in accordance with procedures outlined by the Board, the Superintendent, and school system personnel. The principal shall review and act upon such information submitted, to determine if suspension or other disciplinary action is necessary.

Should the principal or designee, fail to act on any report of misconduct or school violation, he/she shall explain the reasons for doing so to the Superintendent or designee and to the teacher or school employee reporting the violation.

Pupils who regularly disrupt the normal school environment shall be considered as delinquent, and may be reported by appropriate school personnel to the juvenile court. Any pupil that exhibits disruptive behavior, an incorrigible attitude, or any other discipline problems in general, may be recommended by the principal for expulsion, assignment to an appropriate alternative education program, or transfer to adult education if the pupil is:

- Seventeen (17) years of age or older with less than five (5) units of credit toward graduation;
- Eighteen (18) years of age or older with less than ten (10) units of credit toward graduation; or
- Nineteen (19) years of age or older with less than fifteen (15) units of credit toward Graduation.

PROFANITY

East Iberville has a zero tolerance policy for the use of abusive language on the campus, in regards to students and parents. Abusive language is any communication, both verbal and non-verbal which has the intent of demeaning, humiliating, or in any way attacking a person's ability, gender, age, race, culture.

- Accidental profanity warrants removal from the specific class for the remainder of the day first offense only).
- Student to student profanity results in In-School Suspension (ISS) and Parent Conference
- Student to Teacher profanity will result to Out Of School Suspension (+) Parent Conference and an additional day of In School Suspension (ISS).

BULLYING, CYBERBULLYING, INTIMIDATION, HARASSMENT, AND HAZING

The Iberville Parish School Board is committed to maintaining a safe, orderly, civil and positive learning environment so that no student feels threatened 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.

Bullying, intimidation and harassment shall mean any intentional gesture or written, verbal, or physical act that a reasonable person under the circumstances should know will have the effect of harming a student or damaging his/her property or placing a student in reasonable fear of harm to his/her life or person or damage to his/her property and is so severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive

educational environment for a student. East Iberville has a zero tolerance policy for bullying, or perceived bullying in the form of physical or verbal harassment, which usually involves an imbalance of power. Bullying behavior can include teasing, insulting someone (particularly about their weight or height, race, sexuality, religion or other personal traits), shoving, hitting, excluding someone, or gossiping about someone.

Any statements or actions of a bullying, cyber bullying, intimidating, threatening, harassing, hazing, or any other violent nature made on campus, at school- sponsored activities, on school buses, at school bus stops, and en-route from home to the bus stop and from the bus stop home shall not be tolerated.

Even if made in a joking manner, these statements or actions threatening 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, CYBERBULLYING, INTIMIDATION, HARASSMENT

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

HAZING

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.

REPORTING PROCEDURES

Any student who believes he or she has been the victim of bullying, cyber-bullying, intimidation, threatening behavior, harassment or hazing by a student, teacher, administrator or other school personnel, or by any other person who is participating in, observing or otherwise engaged in activities including sporting events and other extracurricular activities, under the auspices of the school district or a school within the school system, is encouraged to immediately report the alleged acts to any appropriate school district official.

Any teacher, administrator, or other school personnel who has or receives notice that a student has or may have been the victim of bullying, cyber-bullying, intimidation, threatening behavior, harassment, or hazing at school or any school activity shall be required to immediately report the alleged acts to an appropriate school district official, utilizing the Louisiana Department of Education's *behavior incidence checklist* to document the details of each reported incident of harassment, intimidation, and bullying, including cyber bullying. Any student, School Board employee, or school volunteer who in good faith reports an incident of harassment, intimidation, bullying or cyber bullying to the school administrator in accordance with appropriate procedures shall be immune from a right of action for damages arising from any failure to remedy the reported incident.

At the School Building Level

The principal or designee shall be the person responsible at the school level for receiving oral or written reports of bullying, cyber bullying, intimidation, threatening behavior, harassment, or hazing of a student. Any other school administrator, teacher, or other school personnel who receives a report of bullying, cyber bullying, intimidation, threatening behavior, harassment or hazing of a student shall immediately inform the principal, who shall notify the Superintendent or his/her designee.

Other Sites

Building administrators designated by the Superintendent at each administrative, support, or maintenance site shall be responsible for receiving oral or written reports of bullying, cyber bullying, intimidation, threatening behavior, harassment, or hazing of a student. Upon receipt of a report, the building administrator shall immediately notify the Superintendent or his/her designee.

INVESTIGATION OF COMPLAINTS AND REPORTS

The Superintendent or his/her designee shall immediately investigate or authorize the investigation of all reports and complaints involving alleged bullying, cyber bullying, intimidation, threatening behavior, harassment or hazing of students. Investigations may consist of personal interviews with the complainants or the individual who is alleged to have been bullied, cyber bullied, intimidated, threatened, harassed or hazed, the individual or individuals against whom the complaint is made, witnesses, and any other persons who may have knowledge of the alleged incident or incidents or circumstances leading to or giving rise to the complaint. Other methods of investigation also may be used. The investigator may examine pertinent documents. During the pendency of an investigation, the school district may take immediate steps, at its discretion, to protect the complainant, students, teachers, administrators or other school personnel pending completion of the investigation. Investigations shall be completed as soon as practicable. A written report shall be prepared upon the completion of the investigation. If the complaint involves the Superintendent, the report shall be made and filed directly with the School Board. The written report shall include determination of whether the allegations have been substantiated as factual and whether they appear to be violations of

this policy.

DISCIPLINARY ACTION

The school district shall take appropriate action in response to a report following an investigation of any alleged bullying, cyber bullying, intimidation, threatening behavior, harassment, or hazing of a student. When the report determines that the alleged act or conduct appears to be in violation of this policy, disciplinary action shall be taken as outlined in the *Student Code of Conduct*. The principal/designee shall contact the parent, tutor, or legal guardian of the pupil being disciplined for alleged misconduct to notify them of the disciplinary action.

Whenever the act or conduct determined to be a violation of this policy may also constitute a violation of state or federal criminal statute, the appropriate law enforcement officer shall be promptly notified.

APPEAL

The parent of a student disciplined for violation of this policy may appeal to the Superintendent or his/her designee no later than five (5) days after being notified of the disciplinary action. The Superintendent or his/her designee shall review all documentation regarding the incident, and if determined to be necessary by the Superintendent or designee, conduct a hearing on the matter. The results of the review or hearing shall be sent to the parents or legal guardian within three (3) school days. The decision of the Superintendent shall be final, except for a student expulsion, which may be appealed to the School Board in accordance with statutory provisions.

NOTIFICATION

The School Board shall inform each student in writing within ten (10) days after enrolling in school of the prohibition against harassment, intimidation, and bullying, including cyber-bullying, of a student by another student; the nature and consequences of such actions; and the proper process and procedure for reporting any incidents involving such prohibited actions.

Revised December 13, 2010

Ref: La. Rev. Stat. Ann. 17:183, 17:416, 17:416.13; Board minutes. 12-13-10

CELL PHONE POLICY

The Cell Phone Policy will be part of the School Wide Positive Support Program. Cell phones will be allowed on school campus for students in grades K-12. However, cell phones must be turned off at all times. Students must receive authorization from a **school**

administrator before they will be allowed to use their cell phone. If a cell phone **disrupts** instruction in any way, consequences below will be followed. K-3 students are not allowed to have cell phones on campus. If found with a cell phone, the phone will be confiscated and returned to parent.

No cell phones will be allowed at Site Based Alternative Programs.

SCHOOL IS NOT RESPONSIBLE FOR ANY LOST OR STOLEN ITEMS ON SCHOOL CAMPUS.

Expulsion will be recommended for students who bring cell phones/electronic devices into testing center.

*Students may avoid a violation by freely giving their cell phone to the administration, teacher, faculty or staff.

*At the discretion of the staff, a cell phone may be taken and returned by the end of the school day.

CONSEQUENCES: Cell Phone Violations

1st Violation= Administration will issue a verbal and written warning to parents and student.

2nd Violation= Phone will be confiscated for 5 days OR a price of \$5.00 to return phone.

3rd Violation= Phone will be confiscated for 10 days OR a price of \$10.00 to return phone. One day ISSP will be assigned on this violation.

4th Violation= Phone will be confiscated for 15 days OR a price of \$20.00 to return phone. One day OSSP will be assigned on this violation.

*AFTER 4TH VIOLATION STUDENT LOSES PRIVILEGE TO HAVE ANY PHONE AT SCHOOL. *ANY ADDITIONAL VIOLATIONS STUDENT WILL BE RECOMMENDED FOR EXPULSION. IF ANY STUDENT REFUSES TO GIVE ADMINISTRATION OR TEACHER THEIR CELL PHONE THAT STUDENT WILL RECEIVE 3 DAYS OSSP EACH TIME IT OCCURS.

FUNDS WILL BE PUT IN PBIS ACCOUNT FOR POSITIVE ACTIVITIES.

DEFINITIONS

In-school suspension means removing a pupil from his/her normal classroom setting but maintaining him/her under supervision of the school.

Pupils participating in in-school suspension may receive credit for work performed during the in-school suspension. Any pupil who fails to comply fully with the rules for in-school suspension, however, shall be subject to immediate suspension.

Detention means activities, assignments, or work held before the normal school day, after the normal school day, or on weekends. Failure or refusal by a pupil to participate in assigned detention shall subject the pupil to immediate suspension.

Revised: December, 1990 Revised: November, 1993 Revised: September, 1997 Revised: December, 1992 Revised: August, 1994
Ref: 42 U.S.C.A. 1 2012, et seq.; La. Rev. Stat. Ann. 1 7:223, 17:224, 17:233, 17:239, 17:416, 17:416.1; Pupil Appraisal Handbook, Bulletin 1508, State Department of Education.

ZERO TOLERANCE VIOLENCE PREVENTION PROGRAM PROVISIONS

Fighting is disruptive to the school climate and causes students to feel physically and psychologically threatened. Studies show that the majority of students who bring weapons to school do so to defend themselves. School administrators believe students who feel safe are less likely to bring weapons to school. Guns, knives, and other weapons are clearly hazards to a safe learning environment and the possibility that such items will be brought to school must be significantly reduced.

1. Communication Between Law Enforcement Officials and the Schools will be Strengthened.

There will be school resource officer presence in all schools.

The law enforcement official will contact the Principals of the schools in the various areas of the Parish when a community disturbance involves their students. The Principal or Assistant Principal of the school will contact the appropriate law enforcement officials in their area when a school disturbance involves physical fighting, drugs, and/or weapons.

Law enforcement officials will randomly visit the schools at various times in their area to make their presence known, to encourage a decrease in fighting, and to make known the Zero Tolerance Violence Prevention Program.

2. Every fight on campus, at extra-curricular activities, on school buses, SUMMER SCHOOL, SUMMER FEEDING PROGRAM, EXTENDED SCHOOL YEAR AND SUMMER ENRICHMENT PROGRAMS, and at school bus stops may result in an arrest.

Students will be instructed that they must avoid fighting and that the correct procedure is to report bullying or other hostile behavior against them to teachers or administrators.

Once a physical fight takes place as determined by the Principal (or designee), appropriate law enforcement officials may be called, if deemed necessary. Each participant in the fight may be arrested, if deemed necessary, handcuffed, and taken into custody, unless it can be established by the Principal/designee/resource officer, that one or more students were the sole aggressor(s) and that the other involved student(s) acted only in self-defense. Thereafter, attempts will be made to contact the parents.

Procedures:

- The law enforcement officials usually will not be called to break up a fight. They may be called once the situation is under control and it is evident that a physical

fight has occurred.

- In the event of an arrest, all procedures of the appropriate law enforcement agency may be followed, including handcuffing inside the building.
- The school will conduct its own investigation; school and parish rules and regulations regarding suspensions and expulsions may be enforced.
- If there is a disagreement among the students involved, the law enforcement officials and administrators may conduct an investigation including taking depositions from witnesses.

3. Bond has been pre-set by judges as follows:

The bond for disturbing the peace by fighting on campus, at extra-curricular activities, on school buses, and at school bus stops will be \$250. Parents will be required to post a cash or surety bond. Parents will be encouraged to have the child reimburse the money used for the bond.

- Expulsion may also be recommended if a student engages in a second fight during the school year in which the first fight occurred. Upon the occurrence of such second fight, the Principal/designee may suspend the student and recommend his/her expulsion. The student may remain at home until a hearing is held regarding the recommended expulsion.
- Expulsion hearings may result in expulsion or transfer of the student to a Site Based Alternative Program. The Child Welfare and Attendance coordinator may make such determination.
- Court Hearing
The District Attorney, may determine which cases will be referred to the court, and which will be dismissed. The following disposition could be reached:
 - Case dismissed. Bond refunded.
 - Case dismissed. Bond or portion thereof paid as restitution to school board for actual damages caused by fighting.
 - Case accepted for pre-trial intervention. Fighter ordered to one or more days of after-school supervision, during which time the student would be required to perform various school improvement projects under the supervision of school personnel. Criminal charges refused.
 - Case referred to Court for hearing on criminal charges at least three (3) weeks after charge. Sentenced by judge as in any other case, including, but not limited to, detention in a juvenile facility, community service, counseling, payment of restitution to victims and to school, fines, etc.

Suspension

- Each of the student aggressors may be suspended and/or expelled from school. The suspension or expulsion is appealable according to established School Board policies already in effect. (Law enforcement procedures are not subject to appeal through the School Board).
A school discipline flow chart will be distributed at the beginning of school. This

will be uniform for grades K-12.

- Any student involved in a zero tolerance incident while assigned to a Site Based Alternative Program may be recommended for home schooling or be assigned to the Site Based Alternative Program for the remainder of the school year.
- Any student involved in more than two zero tolerance incidents during a school year may be recommended for home schooling or some other type of placement other than their home school.

East Iberville's
Possible Procedures for Rule Violations

Level One Behaviors

<i>Definition</i>	<i>Examples</i>	<i>Procedure</i>
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<p>Behaviors that:</p> <ul style="list-style-type: none"> • <u>do not</u> require administrator involvement <p style="text-align: center;"><i>and</i></p> <ul style="list-style-type: none"> • <u>do not</u> significantly violate the rights of others <p style="text-align: center;"><i>and</i></p> <ul style="list-style-type: none"> • <u>do not</u> appear chronic 	<ul style="list-style-type: none"> • Refusing to follow staff directions • Excessive crying • Yelling • Excessive talking • Unfocused or inattentive in class • Making inappropriate noises • Chewing gum, eating/drinking in class • Unprepared for class • Not completing class work or homework • Sleeping in class • Participating in horseplay • Caught in the hallway without a pass • Using locker at an inappropriate time • Arriving to class or school late • Out of uniform without permission 	<ul style="list-style-type: none"> • Inform student of rule violated • Describe expected behavior • Implement an intervention strategy: <ul style="list-style-type: none"> *Proximity control *Nonverbal cue to correct behavior *Verbal warning to student(s) *Student/Teacher conference *In-class modified seating *In-class time out *Loss of privileges *Planned ignoring *Contact parent (note, e-mail, call) • Debrief and re-teach school-wide behavioral expectation • Maintain anecdotal notes of used intervention strategies
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Level Two Behaviors

<i>Definition</i>	<i>Examples</i>	<i>Procedure</i>
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<p>Behaviors that:</p> <ul style="list-style-type: none"> • significantly violate the rights of others <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • put self, others, or property at risk or harm <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • are chronic Level One behaviors 	<ul style="list-style-type: none"> • Chronic Level I Violations (excessive talking, refusing to follow directions, etc.) • Arguing with teacher/talking back • Using inappropriate language • Cheating (copying peer's work) • Out of line or horse-playing during a fire drill • Throwing things • Misbehaving on the bus • Minor Property Damage (writing on desks, etc.) • Verbally harassing someone (teasing, verbal attacks, bullying) • leaving assigned area/running from class 	<ul style="list-style-type: none"> • Inform student of rule violated • Describe expected behavior • Implement an intervention strategy: <p>*Implement Level I interventions *Out of class time with another teacher *Contact parent (note, e-mail, call) *Detention Center (if operational)</p> <ul style="list-style-type: none"> • If behaviors continue after intervention contact parent and: <p>*Parent/Student/Teacher conference *Refer to Guidance Counselor w/ referral *Refer to Administrator w/ office referral</p> <ul style="list-style-type: none"> • Maintain anecdotal notes of used intervention strategies
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East Iberville's

Level Three Behaviors

<i>Definition</i>	<i>Examples</i>	<i>Procedure</i>
	<ul style="list-style-type: none"> • Chronic Level II Violations • Writings or drawings that illustrate violent behaviors towards self or others • Making threats of harm to self or others • Physically harming a teacher, admin, or 	

Behaviors that:

- **violate IPSB parish discipline code**
or
- **are chronic Level Two behaviors**
or
- **require administrator involvement**

(Administratively, Managed)

- **staff***
- **Fighting or physically harming self or others**
- **Spitting or biting**
- **Verbal Abuse (making racial, ethnic, religious, or sexual slurs, etc.)**
- **Possessing weapon or look-alike weapon***
- **Cursing at a staff member**
- **Participating in verbal assault (bullying, threats to harm in a non-playful manner)**
- **Participating in sexual assault, misconduct (exposure, sexual touching of others) or harassment (sexual advances, inappropriate sexual conduct, etc.)***
- **Throwing food in the cafeteria**
- **Cutting class or out of the building**
- **Possessing a lighter/matches/explosives***
- **Theft**
- **Possession, Use, or Distribution of tobacco/drugs/alcohol***
- **Vandalism, Major property damage***
- **Participating in arson***

- **Inform student of rule violated**
- **Describe expected behavior**
- **Complete Office Referral Form**
- **Send student to office with Referral Form and attach any relevant Documentation Forms (anecdotal notes)**

Administrator will determine consequences and provide feedback to the referring staff member

** These behaviors are*

**East Iberville's
Minor & Major Behaviors Defined**

- Defined minor and major behaviors and examples

Minor Problem Behavior	Definition
Defiance/Disrespect/non-compliance	Student engages in brief or low-intensity failure to respond to adult requests.
Disruption	Student engages in low-intensity, but inappropriate disruption.
Dress Code	Student wears clothing that is near, but not within, the dress code guidelines defined by the school/district.
Inappropriate Language	Student engages in low-intensity instance of inappropriate language.
Other	Student engages in any other minor problem behaviors that do not fall within any of these categories.
Physical Contact/Physical Aggression	Student engages in non-serious, but inappropriate physical contact.
Property Misuse	Student engages in low-intensity misuse of property.
Tardy	Student arrives at class after the bell (or signal that class has started).
Technology Violation	Student engages in non-serious but inappropriate (as defined by school) use of cell phone, pager, music/video players, camera, and/or computer.

*** 4 minor problem behavior incidents equal 1 major referral**

East Iberville's Minor & Major Behaviors Defined

- Defined minor and major behaviors and examples

***Classroom teachers handle all minor infractions. If a major infraction occurs, the classroom teacher writes a major referral immediately (the same day) and sends it to the office. Administrators handle all major infractions.**

Major Problem Behavior	Definition
Arson	Student plans and/or participates in malicious burning of property.
Bomb threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
Forgery/Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property or has signed a person's name without that person's permission.
Gang Affiliation Display	Student uses gesture, dress, and/or speech to display affiliation with a gang.
Harassment/Bullying	Student delivers disrespectful messages*(verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. <i>*Disrespectful messages include negative comments based on race, religion, gender, age, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.</i>
Inappropriate Display of Affection	Student engages in inappropriate, consensual (as defined by school) verbal and/or physical gestures/contact of a sexual nature to another student/adult.
Physical Aggression/Fighting	Student engages in actions involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
Other Behavior	Student engages in problem behavior not listed.
Use/Possession of Alcohol	Student is in possession of or is using alcohol.

Use/Possession of Combustibles	Student is in possession of substances/ objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
Use/Possession of Drugs	Student is in possession of or is using illegal drugs/substances or imitations.
Use/Possession of Tobacco	Student is in possession of or is using tobacco.
Use/Possession of Weapons	Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm.

*All campus infractions and disciplinary actions are recognized on the bus or at the bus stop as well. **Students are responsible for cost of damages.

MINOR INFRACTION IN CLASSROOM:

- 1st Offense – Teacher conference with the student,
- 2nd offense – Student receives a minor infraction assignment
(Counseling, Campus Duties etc)
- 3rd offense – teacher contacts parent/guardian, ISS/Extended ISS (must document that you have spoken to parent/guardian).
- 4th offense and greater – behavior referral, Saturday School and/or Out Of School Suspension.

Conference:

Used at the discretion of the administrator. It can be used on the occurrence of a minor disciplinary problem or to intervene before the occurrence of a more serious, major offense.

Recess Detention:

Used for minor offenses (see above documentation). Students will sit at the designated table to eat lunch. No talking is permitted during lunch. Students will sit/stand in designated area during class breaks. Students will clean up the cafeteria by wiping tables, picking up trash, and folding up tables (Campus Duties).

Skipping Class

Skipping class is an automatic Major offense.

In-School Suspension (ISS):

Used as an alternative to Out of School Suspension. In-school suspension means removing a pupil for his/her normal classroom setting but maintaining him/her under supervision of the school. Pupils participating in in-school-suspension may receive credit

for work completed during the in-school suspension. Any pupil who fails to comply fully with the rules for in-school suspension, however, shall be subject to immediate suspension.

Saturday School: (8:00 a.m. – 12:00 p.m.)

Schools may use Saturday school as an alternative to suspension. Students will work on subject matter identified as being deficient in Spring Testing.

Suspension:

Short-term suspensions will range from 1-3 days. Long-term suspension will be 4 or more days. The severity of the offense will determine the length of punishment. The student may not attend/participate in any school activities during the suspension.

Expulsion:

Upon receiving the fourth suspension, the student could be recommended for expulsion depending on the severity of the offense.

IT SHOULD BE UNDERSTOOD BY ALL STUDENTS THAT ALL TEACHERS ARE OBLIGATED TO CARRY OUT ANY AND ALL POLICIES OF THIS SCHOOL AND THAT THE STUDENTS ARE OBLIGED TO TAKE INSTRUCTIONS FROM ANY TEACHER.

Any student and their belongings are subject to being searched if school personnel have reasonable suspicions of any material that may violate school policy.

*Depending on the nature of the offense, a student may be recommended for suspension or expulsion without following the disciplinary steps.

DUE PROCESS FOR SUSPENSIONS AND EXPULSIONS

Schools shall adhere to procedures, which assure due process dealing with suspensions and expulsions.

School principals may suspend from school any student, including an exceptional child for good cause, in accordance with State law and local policy. Students suspended in school or out of school are suspended from all activities associated with the school such as assemblies, athletic events, practice for any activity, field trips, or other gatherings whether on or off campus. If a suspendable offense occurs on a Friday or before a holiday, student cannot attend any school function during his/her expulsion/suspension timeline.

Due Process for Suspensions

- Prior to any suspension, the school principal or the principal's designee shall advise the student in question of the particular misconduct of which he or she is accused as well as the basis for such accusation, and the student shall be given an opportunity at that time to explain his or her version of the facts to the school principal or his or her designee.
- A student whose presence in or about a school poses a continued danger to persons or property or an ongoing threat of disruption to the academic process

may be immediately removed from the school premises without the benefit of the procedure described above, providing that the necessary procedure shall follow as soon as it is practicable.

- Notice in writing of the suspension and the reasons therefore shall be given to the parent or parents of the student suspended.
- Any parent, tutor, or legal guardian of a student suspended shall have the right to appeal to the superintendent of schools or a designee of the superintendent, who shall conduct a hearing on the merits of the case.
- In all cases of suspensions, the parent, the superintendent of schools, and the visiting teacher and/or Child Welfare and Attendance Coordinator shall be notified in writing of the facts concerning each suspension, including reasons therefore and terms thereof.
- The decision of the superintendent of schools on the merit of the case, as well as the term of suspension, shall be final, reserving the right to the superintendent of schools to remit any portion of the time of suspension.

Reasons for Expulsion

Students may be expelled for any of the following reasons:

- Any student, after being suspended for committing any of the above offenses, may be expelled upon recommendation by the principal of the public school in which the student is enrolled.
- Any student, after being suspended on *three occasions* for committing any of the above offenses during the same school session, *could*, on committing the fourth offense, be recommended for expulsion from all the public schools of the parish or city school system wherein he resides until the beginning of the next regular school year, subject to the review and approval of the local school board.
- In each case of suspension or expulsion, the school principal or designee shall contact by telephone at the telephone number shown on the pupil's registration card or send a certified letter at the address shown on the pupil's registration card to the parent/guardian giving notice of the suspension or expulsion, the reasons therefore and establishing a date and time for a conference with the principal or designee as a requirement for readmitting the pupil. In the case of an expulsion, the contact with the parent or guardian shall include a certified letter. If the parent/guardian fails to attend the required conference within five school days of mailing the certified letter or other contact with the parent/guardian, the truancy laws shall become effective. The principal or designee shall also file a complaint with a court exercising juvenile jurisdiction. A pupil who is suspended or expelled shall receive no credit for schoolwork missed while he/she is suspended or expelled. While expelled, a pupil cannot attend any function/extra curricular activity for the remainder of the school year.
- The conviction of any student of a felony or the incarceration of any student in a juvenile institution for an act which, had it been committed by an adult, would have constituted a felony, *shall* be cause for expulsion of the student for a period of time as determined by the board; such expulsions *shall* require the vote of two-thirds of the elected members of the local educational governing authority.

- Any student who has been expelled from any public or nonpublic school within or outside the state of Louisiana shall provide to the School Board the reason or reasons for which the student was expelled. Additionally, the transfer of a student's records by any public school in the state to any other public or nonpublic school shall include information on the dates of any expulsions and the reason or reasons for which the student was expelled.
6. Expulsion will be recommended for students who bring cell phones/electronic devices into the testing center.

Due Process for Expulsion

- The principal makes a recommendation for expulsion.
- A hearing is conducted by the superintendent of the school system or someone designated by the superintendent.
- A determination of whether to expel the student is made by the superintendent or his designee.
- The principal and teacher as well as the student may be represented by someone of their choice at this hearing.
- Until the hearing takes place, the student shall remain on suspension.
- The parent or guardian of the student may, within five days after a decision to expel the student has been rendered, request the local educational governing authority to review the findings of the superintendent or his designee. Otherwise, the decision of the superintendent shall be final.
- The board, in reviewing the case, may affirm, modify, or reverse the action previously taken.
- If the board upholds the decision of the superintendent, the parent or guardian of the student may, within 10 days, appeal to the district court for the parish in which the student's school is located. The court may reverse the ruling of the board.

CORPORAL PUNISHMENT

The Iberville Parish School Board shall prohibit the use of corporal punishment by all of its employees. Students shall not be paddled, spanked or otherwise physically disciplined for infractions of student conduct regulations. Furthermore, no other person (including parents or guardians) shall be allowed to administer corporal punishment to a student while on school grounds.

Nothing contained herein shall be interpreted as prohibiting an employee from using physical force, reasonable and appropriate under the circumstances, in defending himself or herself against a physical attack by a student, or from using physical force to restrain a student from attacking another student or employee, or to quell a disturbance, or to protect school property.

Revised: July, 2000

Ref: La. Rev. Stat. Ann. 17:81, 17:416; Board minutes, 4-6076, 6-12-00.

DISCIPLINE OF STUDENTS WITH DISABILITIES

- For purposes of removal of a student with a disability from the student's current

educational placement, a *change of placement* occurs when

- A student with a disability is removed from his or her current educational placement for more than ten (10) consecutive school days; or a student with a disability is subjected to a series of removals that constitute a pattern because they cumulate to more than ten (10) school days in a school year and because of factors such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.
- School personnel have the authority to order a *change in placement* for a student with a disability when certain conditions exist.
- School personnel may order a removal of a student with a disability from the student's current educational placement for not more than ten (10) consecutive school days for any violation of school rules to the extent a removal would be applied to a student without a disability, and school personnel may order additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct as long as the removals do not constitute a *change of placement*.
- School personnel may order a *change in placement* of a student with a disability to an appropriate interim alternative educational setting for the same amount of time a student without a disability would be subject to discipline, but for not more than forty-five (45) days,

a. If the student has carried a weapon to school or to a school function under the jurisdiction of the State or any School Board; or

C. For purposes of this section, the following definitions apply:

- *Controlled substance* means a drug or other substance identified under schedule I, II, III, IV, or V in sec. 202(c) of the Controlled Substance Act (21 U.S.C. 812 (c)).
- *Illegal drug* means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of federal law.
- *Weapon* has the meaning given the term *dangerous weapon* under paragraph (2) of the first subsection (g) of Sec. (g) of Sec. 930 of Title 18, United States Code.

D. An approved hearing officer has the authority to order *change in placement* for a student with a disability when certain conditions exist.

1. The hearing officer may order a *change in placement* of a student with a disability to an appropriate interim alternative educational setting for not more than forty- five (45) days if the hearing officer, in an expedited due process hearing:

- determines that the School Board has demonstrated by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or to others (*substantial evidence* means beyond a preponderance of the evidence);
- considers the appropriateness of the student's current placement;
- considers whether the School Board has made reasonable efforts to minimize the

risk of harm in the student's current placement, including the use of supplementary aids and services; and

- determines that the interim alternative educational setting that is proposed by school personnel who have consulted with the student's special education teacher meets all IAES requirements as set forth in paragraph F below.

E. A School Board need not provide services during periods of removal under

B.1 above to a student with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year, if services are not provided to a student without disabilities who has been similarly removed.

1. In the case of a student with a disability who has been removed from his or her current placement for more than ten (10) school days in that school year, the School Board for the remainder of the removals, shall provide services to the extent necessary to enable the student to progress appropriately in the general curriculum and to advance appropriately toward achieving the goals set out in the student's IEP, if the removal is:

- under the school personnel's authority to remove under paragraph B.1 above for not more than ten (10) consecutive school days as long as that removal does not constitute a *change of placement*; school personnel, in consultation with the student's special education teacher, shall determine the extent to which services are necessary to enable the student to progress appropriately in the general curriculum and to advance appropriately toward achieving the goals set out in the student's IEP.
- for behavior that is not a manifestation of the student's disability consistent under paragraph G below; the student's IEP team shall determine the extent to which services are necessary to enable the student to progress appropriately in the general curriculum and to advance appropriately toward achieving the goals set out in the student's IEP.

2. The School Board shall provide services that will enable the student to continue to progress in the general curriculum and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP. The School Board shall include services and modifications designed to address the behavior described below and to prevent the behavior from recurring if the removal is

- for drugs or weapon offenses (the IEP team determines the interim alternative educational setting); or
- based on a hearing officer's determination that maintaining the current placement of the student is substantially likely to result in injury to the student or others if he or she remains in the current placement. (School personnel in consultation with the student's special education teacher shall propose the interim alternative educational setting to the hearing officer.)

F. Either before, or not later than ten (10) business days after either first removing the student for more than ten (10) school days in a school year or commencing a removal that constitutes a *change of placement* and including the action described under paragraph B.2

above, the School Board shall follow prescribed procedures as listed below.

- If the School Board did not conduct a functional behavior assessment and implement a behavioral intervention plan for the student before the behavior that resulted in the removal occurred, the School Board shall convene an IEP meeting to develop an assessment plan.
- If the student already has a behavioral intervention plan, the IEP team shall meet to review the plan and its implementation as necessary, to address the behavior.
- As soon as practicable after developing the behavioral intervention plan and completing the assessment required by the plan, the School Board shall convene an IEP meeting to develop appropriate behavioral interventions to address that behavior and shall implement those interventions.
- If subsequently, a student with a disability who has a behavioral intervention plan and who has been removed from his or her placement for more than ten (10) school days in a school year is subjected to a removal that does not constitute a *change of placement*, the IEP team members shall review the behavior intervention plan and its implementation to determine whether modifications are necessary.

a. If one or more of the team members believe that modifications are needed, the team shall meet to modify the plan and its implementation to the extent the team determines necessary.

G. The interim alternative educational setting referred to in paragraph B above shall be determined by the IEP team. Any interim alternative educational setting in which a student is placed under paragraphs B.2 and C above shall

- be selected so as to enable the student to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the student's current IEP, that will enable the student to meet the goals set out in that IEP; and
- shall include services and modifications designed to address the behavior described in paragraphs B.2 and C above, and to prevent the behavior from recurring. 55

H. Manifestation determination review is required whenever an action involving a removal that constitutes a *change of placement* for a student with a disability is contemplated.

- Not later than the date on which the decision to take that action is made, the parents shall be notified of that decision and shall be provided the procedural safeguards notice *Louisiana's Educational Rights of Children With Disabilities*.
- Immediately, if possible, but in no case later than ten (10) school days after the date on which the decision to take that action is made, a review shall be conducted of the relationship between the student's disability and the behavior subject to the disciplinary action.
- The review shall be conducted by the IEP team and other qualified personnel in a meeting.
- In carrying out the manifestation determination review, the IEP team and other qualified personnel may determine that the behavior of the student was not a manifestation of the student's disability only if the IEP team and other qualified

personnel consider, in terms of the behavior subject to disciplinary action, all relevant information - the evaluation and diagnostic results, including the results or other relevant information supplied by the parent or student; observations of the student; and the student's IEP and placement - and determine that

- in relationship to the behavior subject to disciplinary action, the student's IEP and placement were appropriate and the special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the student's IEP and placement.
- the student's disability did not impair the ability of the student to understand the impact and consequence of the behavior subject to disciplinary action; and
- the student's disability did not impair the ability of the student to control the behavior subject to disciplinary action.

- If the IEP team and other qualified personnel determine that any of the standards in item 4 above were not met, the behavior shall be considered a manifestation of the student's disability.
- If the IEP team and other qualified personnel determine that the behavior is a manifestation of the student's disability, the disciplinary removal cannot occur, unless the removal is in accordance with paragraphs B.2(a) and (b), and C above. The IEP team may consider modification to the student's program (e.g., additional related services, counseling, changes in the behavior management plan, increased time in special education, changes to class schedules, change of teacher).
- The manifestation review meeting may be conducted at the same IEP meeting that is convened to conduct the functional behavioral assessment.
- If in the review, the School Board identifies deficiencies in the student's IEP or placement or in their implementation, it shall take immediate steps to remedy those deficiencies.
- When the determination is made that the behavior was not a manifestation of the student's disability, prescribed guidelines shall be followed.
 - If the results of the manifestation determination review is that the behavior of the student was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities except a FAPE as defined in paragraph E above shall be provided.
 - If the School Board initiates disciplinary procedures applicable to all students, the School Board shall ensure that the special education and disciplinary records of the student with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.
 - Except as provided in paragraph K.1 below, if a parent requests a hearing to challenge a determination made through the review process that the behavior of the student was not a manifestation of the student's disability,

the student shall remain in the current educational placement unless the parent and School Board agree otherwise.

- If the student's parent disagrees with a determination that the student's behavior was not a manifestation of the student's disability or with any decision regarding placement and discipline, the parent may request a hearing.
1. The State or School Board shall arrange for an expedited hearing in any case described in the above paragraph if a hearing is requested by a parent.
- In reviewing a decision with respect to the manifestation determination, the hearing officer shall determine whether the School Board has demonstrated that the student's behavior was not a manifestation of the student's disability.
 - In reviewing a decision under paragraph B.2 above, to place a student in an interim alternative educational setting, the hearing officer shall apply the standards in paragraph G above.
- K. The student's placement during appeal shall follow prescribed guidelines.
- If the parents request a hearing or an appeal regarding a disciplinary action described in paragraphs B.2 or C to challenge the interim alternative educational setting or the manifestation determination, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until expiration of the time period in paragraphs B.2 or C, whichever occurs first, unless the parent and the State or School Board agree otherwise.
 - If a student is placed in an interim alternative educational setting pursuant to paragraphs B.2 and C above and school personnel propose to *change the student's placement* after expiration of the interim alternative placement, during the pendency of any proceeding to challenge the proposed *change in placement*, the student shall remain in the current placement (student's placement prior to the interim alternative educational setting), except as provided in paragraph J.1 above.
 - The School Board may request an expedited due process hearing if school personnel maintain that it is dangerous for the student to be in the current placement
 - (placement prior to removal to the interim alternative education setting) during the pendency of the due process proceedings.

In determining whether the student may be placed in the alternative educational setting or in another appropriate placement ordered by the hearing officer, the hearing officer shall apply the standards in paragraph F above.

A placement ordered pursuant to 3.a above may not be longer than forty-five (45) days.

The procedures in 3 above may be repeated as necessary.

L. A student who has not been determined to be eligible for special education and related services, and who has engaged in behavior that violated any rule or code of conduct of the School Board including any behavior described in paragraphs B and E, may assert any of the protections provided for in this section if the School Board had knowledge (as determined in accordance with item 2 below) that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

- A School Board shall be deemed to have knowledge that a student is a student with a disability if
 - the parent of the student has expressed concern in writing (or orally if the parent does not know how to write or has a disability that prevents a written statement) to personnel of the School Board that the student is in need of special education and related services;
 - the behavior or performance of the student demonstrates the need for these services, in accordance with the definition of a student with a disability;
 - the parent of the student has requested an evaluation of the student; or
 - the teacher of the student or other school district personnel has expressed concern about the behavior or performance of the student to the director of special education or to other personnel in accordance with the School Board's established child find or special education referral system.
- The School Board would not be deemed to have knowledge under item 1 above, if as a result of receiving the information specified in that paragraph, the School Board either
 - conducted an evaluation and determined that the student was not a student with a disability; or
 - determined that an evaluation was not necessary and provided notice to the student's parents of its determination
- Certain conditions apply if there is no basis of knowledge.
 - if the School Board does not have knowledge that a student with a disability, in accordance with items 1 and 2 above, prior to taking disciplinary measures against the student, the student may be subjected to the same disciplinary measures as measures applied to students without disabilities who engaged in comparable behaviors.
 - if a request is made for an evaluation of a student during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in less than sixty (60) business days without exception or extensions.
- Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.
- If the student is determined to be a student with a disability, taking into consideration information from the evaluation conducted by the School Board and information provided by the parents, the School Board shall provide special education and related services.
- Expedited due process hearings addressed in paragraph J above shall follow procedures prescribed below.
 - The hearing shall meet the pertinent requirements of Bulletin 1706, *Regulations for Implementation of the Children With Exceptionalities Act*.
 - The hearing shall be conducted by a qualified due process hearing officer.
 - The hearing shall result in a written decision that shall be mailed to the

parties within twenty (20) business days of the School Board's receipt of the request for the hearing, without exceptions or extensions.

- The hearing shall have time lines that are the same for hearings requested by the parents or the School Board.
- The hearing shall be conducted according to pertinent guidelines, where appropriate, and according to guidelines established by the Louisiana Department of Education.
- The decisions on expedited due process hearings are appealable consistent with the procedures established in Bulletin 1706. The request for an appeal of the expedited due process hearing shall be sent to the Louisiana Department of Education by certified mail within five (5) business days of receipt of the expedited due process hearing decision. A final decision shall be reached in the review and a copy mailed to all parties within twenty (20) business days of receipt of the request for a review without exceptions or extensions.
- Nothing in this policy or state regulations shall prohibit the School Board from reporting a crime committed by a student with a disability to appropriate authorities or to prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with a disability.
 - The School Board, in reporting a crime committed by a student with a disability, shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by the appropriate authorities to which it reports the crime.
 - The Board, in reporting a crime, may transmit copies of the student's special education and disciplinary records only to the extent that the transmission is permitted by the *Family Educational Rights and Privacy Act*.

Revised: April, 2001

Ref: La. Rev. Stat. Ann. 17:82, 17:416, 17:1941 et seq.; Bulletin 1706, *Regulations for the Implementation of the Exceptional Children's Act* Louisiana State Department of Education.

STUDENT SEARCHES

The School Board is the exclusive owner of any public school building and any desk or locker utilized by any student contained therein or any other area that may be set aside for the personal use of the students. Any teacher, principal, administrator, or school security guard employed by the School Board, having a reasonable belief that any public school building, desk, locker, area or grounds of any public school contains any weapons, illegal drugs, alcoholic beverages, nitrate based inhalants, stolen goods, or other items the possession of which is prohibited by any law, School Board policy, or school rule, may search such building, desk, locker, area or grounds of said public school. The acceptance and use of locker facilities or the parking of privately owned vehicles on school campuses by students shall constitute consent by the student to the search of such locker facilities or vehicles by authorized school personnel.

Any teacher, principal, administrator, or school security guard employed by the School Board, may search the person of a student or his personal effects when based on the attendant circumstances at the time of the search, there are reasonable grounds to suspect that the search will reveal evidence that the student has violated the law, School Board policy, or a school rule. Such a search shall be conducted in a manner that is reasonably related to the purpose of the search and the nature of the suspected offense. Such factors to be considered in determining the manner in which searches may be conducted are:

- Age and gender of student
- Behavior record of student
- Need for search
- Purpose of search
- Type of search
- Reliability of the information used to conduct search
- The relative importance of making the search without delay
- Nature and severity of problem in overall school environment.

Random searches with a metal detector of a student or his personal effects may be conducted at any time, provided such searches are conducted without deliberate touching of the student.

A teacher, administrator, or security guard of the same sex as the student to be searched shall do any search of student's person privately. At least one witness who is of the same sex as said student shall be present throughout the search. Detailed documentation shall be made of all searches. If requested, notification of the search shall be sent to the parents of the student involved.

Any automobile parked on School Board property by a student may also be searched at any time by school officials who have articulable facts which lead them reasonably to believe that items in violation of state law, School Board policy or school rule are contained therein. If the automobile is locked, the student shall unlock the vehicle. If the student refuses to unlock the vehicle, proper law enforcement authorities shall be summoned and the student shall be subject to disciplinary action.

No actions taken pursuant to this policy by any teacher, principal, administrator, or school security guard employed by the School Board shall be taken maliciously or with willful and deliberate intent to harass, embarrass or intimidate any student.

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

If any teacher, principal, administrator, or school security guard employed by the School Board should be sued for damages by any student, the parent of such student or by any other person on behalf of such student, based upon a search conducted in compliance with this policy, the School Board shall provide such teacher, principal, administrator, or school security guard with a legal defense thereto, including reasonable attorney's fees, investigative costs and other related expenses. In such suit, the School Board shall indemnify him/her fully against said judgment including principal, interest and costs. If in any suit brought against any teacher, principal, administrator, or school security guard employed by the School Board, as stated above, there is a specific finding that the action of the teacher, principal, administrator, or school security guard was malicious and willfully and deliberately intended to harass, embarrass or intimidate the student, the School Board shall not indemnify such teacher, principal, administrator, or school security guard in the event a judgment for damages shall be rendered against him. Whenever any search is conducted pursuant to this policy, a written record shall be made thereof by at least two (2) adult employees of the Board who conducted the search and shall include names of the persons involved, the circumstances leading to the search and the results of the search.

Revised: October, 1994

Ref: La.Rev.Stat.Ann.17:416,7:416.3;NewJersev.T.L.O.,469 U.S. 325,105S.Ct. 733.I

HALL CONDUCT

Each teacher will stand just outside his/her classroom door to monitor students in the hall on their way to the class as well as supervise the students who have entered the classroom. As the students enter the classroom, the teacher can check to be sure that each student is properly attired and has his needed materials (texts, notebooks, pencils, pens, paper, and gym clothes, when applicable) to complete the day's assigned work. When a bell rings for class exchange and teachers dismiss classes, students must move toward their next class, not sit in the commons area, stand at corners of the building, lean against the walls, or loiter in the halls.

**No student should be in the hall during class time without an official hall pass.
Punishment will be detention/suspension.**

Students are to report immediately to their teacher or a duty teacher any problems encountered in the halls. The duty/classroom teacher shall then take appropriate steps to investigate and help solve the problem. The administration shall be contacted if the teacher deems it necessary. Any student may contact an administrator if problems are not solved to his/her satisfaction.

Students are not to be excessively noisy or loud in the hallways. This will include yelling, screaming, singing, whistling, or chanting. Students are not to run to class or the lunchroom. A second violation will result in detention.

CORRIDOR COURTESY

- Keep corridors open to traffic by walking to the right. Do not block traffic by

- standing in groups.
- Pass through corridors quietly. Be considerate of others in the halls and classrooms.
- Discard trash in the containers provided. Keep the school clean by picking up paper from the floors.
- Leave the school building within 10 minutes after dismissal unless under the supervision of a teacher.

CARE OF THE BUILDING

Every student must be responsible for the care and the cleanliness of the building. Do not mark on desks or walls. All trash should be placed in trash containers. Machines are maintained for food and drinks. Paper and cans must be disposed of in the proper manner or use of the machines will be discontinued. **NO FOOD IS ALLOWED IN THE MAIN BUILDING.**

Any student who damages or defaces desks, walls, or other school property will have to pay for the damages and potentially face other disciplinary measures. Students are not allowed to wear shoes that leave black marks on tile floors.

PUBLIC DISPLAYS OF AFFECTION

Disciplinary action could be taken for public displays of affection on campus.

LEAVING CAMPUS

Once on the school grounds, including the student parking lot, no student may leave campus without the permission of an administrator. Violation will lead to suspension. Students are not allowed to go to student parking lot or their cars during the school day unless accompanied by an administrator.

POLICIES IN GENERAL

The following items are **NOT** permitted at school: **DRINKS OF ANY KIND, RADIOS, TAPE RECORDERS, LASER POINTERS, GIGA PETS, PERMANENT MARKERS OR MARK- A-LOTS, CIGARETTES, SHARP INSTRUMENTS, WEAPONS (GUNS, KNIVES, MACE), MATCHES, LIGHTERS, OR RAT TAIL COMBS MADE WITH NAILS OR STEEL WIRE, LIQUID PAPER, REMOTE CONTROLS, REMOTE CONTROL WATCHES, EXCESSIVELY LARGE RINGS OR SHARP JEWELRY, EXTREME OR LARGE BELT BUCKLES, NO METAL STUDDED BELTS, NO GRILLS, NO JEWELRY DEPICTING WEAPONS, ALCOHOL, TOBACCO, DRUGS AND DRUG PARAPHERNALIA, OR GAMBLING, CURLING IRONS, FINGERNAIL POLISH, OR FINGERNAIL POLISH REMOVER, NO WRITING ON BODY.** Students may not bring CHEWING GUM or CANDY to school and may **NOT** ride BIKES to school.

Once an article is confiscated, it will be returned to the parent/guardian or appropriate law enforcement officers only.

GIFTS DELIVERED TO SCHOOL FOR STUDENTS

Students will not be allowed to receive deliveries of food, flowers, balloon bouquets, etc., regardless of the occasion.

STUDENT AUTOMOBILES AND PARKING

High school students will be allowed to drive cars to school.

Students need to provide proof of insurance to verify liability insurance on their vehicle. Drive in a safe manner (10 m.p.h.) in the parking lot and not violate safety rules. Students driving cars to school must park them in the designated student parking area at their respective schools.

Students must get out of their cars immediately after parking and report to the designated area at their respective schools. They are not to return to their vehicle until the end of the day.

No weapons/drugs of any nature may be brought to school and left in a vehicle, especially guns. All vehicles coming onto school campuses are subject to routine or random searches should the situation become necessary.

Students not following the above rules may lose the privilege of bringing a vehicle on campus. Individual schools may have additional rules and regulations governing student automobiles and parking. These regulations will be covered/enforced by the School Administration at our respective school.

TELEPHONE REGULATIONS

NO OFFICE PHONES ARE TO BE USED BY THE STUDENTS EXCEPT FOR EMERGENCIES AND WITH ADULT SUPERVISION.

Students are not called to the office to accept phone calls during school hours.

No student is to use a school telephone unless he or she receives permission from the principal/assistant principal or office personnel.

Students will only be allowed to use school telephone during class time with written permission from teacher.

PHYSICAL EDUCATION

Regulation uniforms are worn during gym classes. Uniforms must be neat, clean, and marked with the owner's name. A note from a physician must be presented to the physical education instructor if for some reason a student cannot participate in a physical education class. An alternate course must be selected if a student is unable to take H&PEI or H&PEII. Health units may be assigned for short-term problems. Participation is required to receive full credit for all H & PE classes. Each H & PE grade will be determined by dressing out, participation, written tests, and skills tests.

CHECKING OUT FOR ILLNESS OR OTHER REASONS

If a student finds it necessary to leave school during the school day, he must check out through the assistant principal's office and follow the necessary routine determined by that office.

PROCEDURE:

- A parent or guardian must come into the school to sign the student out before a student may leave campus.
- Parents may be asked for proof of I.D. when checking a student out.
- A checkout form must be filled out and authorized by the principal/assistant principal before the student may leave.
- If a student returns to school or comes in after the first bell, the student must report to the principal/assistant principal.
- Students will not be allowed to check out during class time, unless it is an emergency.
- The principal or assistant principal will be the only authorities allowing students permission to checkout.
- GCE & 5th year seniors must also follow item 3 above.