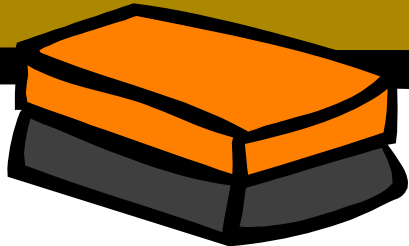


CALCASIEU PARISH PUBLIC SCHOOLS

Safe
Responsible
+ Respectful

Positive School Culture

2009-2010 Student Code of Conduct



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Letter from Superintendent

Dear Members of the School Community:

Welcome to the 2009-2010 school year. I am pleased to share with you Calcasieu Parish Public School System's new Student Code of Conduct. Calcasieu Parish Public Schools is dedicated to making sure all of our students are in school and engaged in learning. This Student Code of Conduct partners with the district-wide implementation of *Positive Behavioral Interventions and Supports* to foster student academic and behavioral success.

The first key to academic and behavioral success is ensuring that each student has exemplary attendance. In addition, Calcasieu Parish Public Schools believe that all members of the school community need to respect each other in order for our schools to be positive learning environments for children.

The information in this Student Code of Conduct outlines consistent expectations for students' behavior in school, describes appropriate interventions, outlines consequences for students who engage in inappropriate behavior, explains the rights of students with disabilities, and describes the responsibilities of members of the school community. This code applies to the actions of students during school hours, on the way to and from school, on school property, traveling in vehicles sponsored by the district, and attending all school sponsored events.

Please take the time to read this document and discuss it with your child. The staff of the Calcasieu Parish Public School System is available to answer any questions you may have about the Student Code of Conduct. Please contact (337) 217-4150 ext 1501 with any questions.

Thank you,

Superintendent Wayne Savoy

Calcasieu Parish Public School System Student Code of Conduct

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a proven, research and evidence-based discipline program that emphasizes school-wide systems of support that include strategies for defining, teaching, modeling and supporting appropriate student behaviors to create positive school environments. The program defines and teaches core behavioral expectations, acknowledges and rewards appropriate student behavior and establishes a consistent continuum of consequences for problem behavior. Calcasieu Parish Public School System has been implementing the *PBIS* program across the entire district. The Student Code of Conduct compliments and supports the district-wide implementation of *PBIS* to foster student academic and behavioral success.

Mission of the Calcasieu Parish Public School System

Provide a quality education for all students.

Purpose of the Student Code of Conduct

- Create a consistent set of expectations for student behavior in the Calcasieu Parish Public Schools
- Reinforce positive behavior and provide students with opportunities to develop appropriate social skills
- Outline the interventions and consequences for students who engage in inappropriate behavior
- Explain the rights of students with disabilities including procedural protections when disciplinary action is taken
- Describe the rights and responsibilities of all members of the school community
- Engage students in a safe, positive, and supportive learning environment

Definition of *Discipline*

“*Discipline*” is defined as actions that teachers, administrators, support staff, and parents employ to teach students the essential skills necessary for academic and social success.

STUDENT PLEDGE

As a student in the Calcasieu Parish Public School System:

I pledge to be safe, responsible, and respectful

I pledge to be a problem-solver

I pledge to work hard, do my best, and be proud of myself

YES! I AM PROUD OF MYSELF

Behavioral Expectations and Responsibilities

Responsibilities of the School Community:

- Be safe and responsible
- Respect the rights of students, parents, faculty, staff, and visitors
- Encourage and assist others
- Understand the Student Code of Conduct and what is expected of you

Responsibilities of District Administrators

- Provide appropriate training and resources to implement positive behavior interventions and supports at each school
- Assist parents who are unable to resolve issues at the school-level
- Review and revise (if needed) the district Student Code of Conduct annually
- Conduct *expulsion* hearings
- Review *suspension* appeals

Responsibilities of School Administrators

- Define, teach, model and support appropriate student behaviors to create positive school environments
- Distribute the Student Code of Conduct to students, parents and all school personnel
- Implement the Student Code of Conduct in a fair and consistent manner
- Review discipline referrals and determine appropriate intervention and/or corrective strategy/consequence in regards to L.R.S. 17:416 and the CPSS Code of Conduct.
- Use professional judgment to prevent minor incidents from becoming major challenges
- Identify appropriate training and resources as needed to implement *positive behavior interventions and supports*
- Implement the Calcasieu Parish School Board policy in a fair and consistent manner
- Maintain accurate personal discipline data of students
- Ensure that behavior support plans for at risk youths are implemented with high levels of integrity and compliance
- Monitor, supports and sustains the effective implementation and maintenance of PBIS

Responsibilities of Teachers

- Define, supervise, teach, model and support appropriate student behaviors to create positive school environments
- Use appropriate classroom management strategies to maintain a learning environment that supports academic success
- Teach and positively reinforce the Student Code of Conduct

Responsibilities of Teachers (Continued)

- Provide corrective instruction to students who demonstrate challenging behavior
- Address infractions through a variety of interventions including *positive behavior interventions and supports* as well as the use of alternatives to suspension and expulsion
- Use professional judgment to prevent minor incidents from becoming major challenges
- Request additional training or staff development as needed

Responsibilities of Students

- Attend school and all classes daily and as scheduled
- Follow the Student Code of Conduct
- Follow the Calcasieu Parish Public School System's dress code
- Respect the rights of other parents, students, faculty, staff, school visitors, school property and the property of others
- Work hard and do your best
- Ask teachers, counselors, support staff, parents, school administrators, and other adults for help in solving problems

Responsibilities of Parents/Guardians

- Read the Student Code of conduct
- Support your child in following the Student Code of Conduct
- Understand your child's rights and responsibilities
- Teach your child to respect the rights of others
- Teach your child to respect school property and the property of others
- Recognize that school personnel must enforce the Student Code of Conduct
- Seek available resources to support your child within the school and the community
- Make sure your child comes to school every day on time and ready to learn
- Be committed and available to visit your child's school, as necessary, to evaluate his/her academic and/or behavioral progress

Scope of the Student Code of Conduct

The Student Code of Conduct is intended to outline a range of appropriate responses for inappropriate behaviors:

- Poor academic achievement is not an act of misconduct. Therefore, the Student Code of Conduct must not be used to discipline students for poor academic achievement or failure to complete assignments.
- A parent's refusal to appropriately support their child's education cannot be considered misconduct on the part of the child.
- The Student Code of Conduct applies to all students. However, discipline for students with disabilities shall be administered in accordance with federal and state law (*see pages 33-36).

The Student Code of Conduct applies to actions of students at school, at school-sponsored and school-related activities, including school-sponsored travel, and for school-related misconduct.

Dress Code Expectations

The Calcasieu Parish Public School System expects the dress code policy will support a positive school culture by identifying attire that promotes school safety and student health. In all cases, the school principal shall inform the student, parent, and school community about the school dress code policy. All students and parents are expected to follow the written policy.

Questions about the school Dress Code Policy should be referred first to the school principal or other school authority. Individuals who still have questions about a school's Dress Code Policy can contact the Calcasieu Parish Public School System's Office at (337) 217-4150 ext 1501.

School Dress Code

Students attending all Pre-K-12 schools in Calcasieu Parish shall adhere to the following official school dress code:

1. Dress code shirts will be white, hunter green or navy blue polo/golf style shirts (short or long sleeves with a collar) or shirts that button down the front with a collar. Emblems, logo decoration, or decorative trim are not allowed. High School and Middle School Administrators have the option to choose a dress code shirt in one of the school's colors.
2. White, hunter green or navy blue turtlenecks without emblem, logo, decoration or decorative trim are acceptable. Turtlenecks can be worn separately or under dress code shirt.
3. T-shirts (solid white, hunter green or navy blue) may be worn under the dress code shirt.
4. Spirit shirt/club shirt may be worn on days determined by the school administrator.
5. Administrators may option to have students wear the official school logo on the school's designated shirt.
6. Shirts must be tucked in at all times.
7. Khaki (shades may vary) or navy blue pants, skirts, shorts, skorts, or jumpers must be dress code style and color. Blue jeans, corduroy or wind-suit materials, sweat pants, stretch pants or leggings, spandex, baggy pants, bell-bottoms, carpenter or cargo styles, hip-huggers, side-knee pockets are not allowed.
8. Shorts, skorts, skirts and jumpers must measure (front and back) no shorter than three inches above the knee.
9. Belts should be black, brown, navy blue, hunter green, or khaki without any emblem, logo or decoration and must be worn with slacks and shorts that are designed to have belt loops. Belts must be visible and worn around the waist. Belts are optional for pre-kindergarten, kindergarten, and first grade students.
10. Socks (or stockings for girls) should be hunter green, navy blue, khaki or white without any emblem, logo or decoration and must cover the ankle and be visible. Middle and High School students are not required to wear socks or stockings with sandals.
11. Appropriate shoes must be worn at all times. Flip Flops are not allowed. Sandals are not allowed in elementary grades.
12. Acceptable outerwear for the classroom is limited to include sweaters, sweater vests, sweatshirts, and light jackets. During class time, jackets are to remain open and not zipped or buttoned. Colors for classroom outerwear include khaki, navy blue, hunter green and white. Emblems, logos or decorations are not allowed on classroom outerwear. The dress code shirt must be worn under outerwear.
13. Heavy coats and jackets worn to and from school and/or outdoors are not restricted, but it is preferred that they be navy blue, white, khaki, and/or hunter green in color.
14. Headwear is not allowed on campus with the exception of knit caps in extremely cold weather.

Other Dress Code Expectations

1. Bandannas, hair rollers, extreme hairstyles, psychedelic hair colors, lines, letters, or designs shaved in the head are prohibited.
2. Sunglasses, nose rings, visible body piercing, and excessive or inappropriate jewelry are prohibited.
3. Excessive and inappropriate makeup, painted faces, inappropriate tattoos and stick-on tattoos are prohibited.
4. Clothing worn is not to be suggestive or indecent.
5. Clothing, jewelry, and general appearance shall not be of the type that would cause a disturbance or distract or interfere with the instructional programs.
6. Clothing, jewelry, and general appearance shall not be such as to constitute a health or safety hazard.

Principals may declare spirit or club days and allow students to wear school spirit shirts, or dress up days (i.e., when school pictures are scheduled) or allow students to wear other dress code attire such as uniforms or special dress for Boy Scouts, Girl Scouts, athletes, cheerleaders, band, chorus, etc. Other questions about dress code should be referred first to the school authorities, then to the central office staff.

Procedures for Correcting Inappropriate Attire:

School principals and staff must uniformly apply the following procedures for occurrences in which students wear inappropriate attire. **Principals and staff must not remove the student from the instructional process or send a student home for inappropriate attire or for not having an identification card. Staff will direct students to correct inappropriate attire that can be immediately corrected with no further action.**

If the inappropriate attire cannot be corrected immediately, staff will take the following steps:

1st Occurrence: The student will be returned to class with a letter of reminder to the parent/guardian from the principal or designee to be signed and returned the following day.

2nd Occurrence: The student will be returned to class with a letter of reminder and parent/guardian is called. The teacher or other school personnel may determine if the school counselor is needed to assist the child in obtaining a uniform.

3rd Occurrence:

Administrator or designee, parents, and student conference (Elementary)
Referral to In School Detention or After School Detention (Middle/High School)

4th and Subsequent Occurrence:

Referral to In School Detention or After School Detention (Elementary)
Referral to In School Isolation (Middle/High School)

Use of Electronic Device

No student, unless authorized by the school principal or his/her designee, shall use or operate any electronic telecommunication device, including any facsimile system, radio paging service, mobile telephone system, intercom, electro-mechanical paging device, MP3, iPod, or gaming device in any elementary, middle or secondary school building, or on the grounds during the instructional day or in any school bus used to transport public school students.

Cell phones and all other telecommunication devices must be turned off, stowed away out of sight and not used during the instructional day or while riding a school bus. For the purpose of this policy, the instructional day will be defined to be the time students arrive on campus in the morning till the time they are officially dismissed in the afternoon. On field trips, telecommunication devices may be possessed/used at the discretion of the Principal or his/her designee.

Use of cell phones by a student shall result in the confiscation of the cell phone and a parent phone call. Schools have the option of using other corrective strategies for repeat offenders. All confiscated phones shall be returned to a parent or guardian when a request has been made and a release form provided by the school has been signed.

Procedures to be used in Middle and High Schools only:

“Use/Turned On” shall result in:

First offense:

- a one day In school Isolation/ISI
- confiscation of the cell phone

Second offense:

- two day suspension
- confiscation of the cell phone

Third offense:

- a three day suspension
- confiscation of the cell phone

Fourth offense:

- may result in a recommendation of an expulsion hearing

“Visible possession” shall result in:

First offense:

- a one day In School Isolation/ISI
- confiscation of the phone

Second offense:

- a one day suspension
- confiscation of the phone

Third offense:

- a two day suspension
- confiscation of the phone

Fourth offense:

- may result in a recommendation of an expulsion hearing

Cell Phone Policy-Elementary Level

Use of cell phones by an elementary student shall result in:

- Confiscation of the cell phone and parent called.
- Option to use After School Detention or In School Detention for repeat offenders.

All confiscated phones shall be returned to a parent or guardian when a request has been made and a release form provided by the school has been signed. Parents must sign the release form in person.

Ref: La. Rev. Stat. Ann. "17:239, 17:416, 17:416.1

Sexual Harassment

The School Board recognizes that peer sexual harassment is a form of prohibited discrimination and can contribute to an unacceptable educational environment. The Board, therefore, will not tolerate sexual harassment on the part of any student toward another student.

Each school shall educate its student population and staff concerning the School Board's intolerance of such harassment and shall require students and staff to report any such behavior to the school administrator. Harassment policy information shall be disseminated to the student population.

Formal Procedures for Student-To-Student Sexual Harassment Complaints

Upon receipt of a complaint of harassment, the school principal or his/her designee will:

STEP 1) Within three (3) school days: thoroughly investigate the complaint; apply appropriate disciplinary action; and provide notice of the disposition of the complaint and appeal process to the involved students and their guardians.

STEP 2) In the event any party is not satisfied with the disposition of the complaint at Step 1, that party may appeal to the appropriated Assistant Superintendent/Administrative Director. The appeal shall be in writing on the designated appeal form and delivered to the appropriate Assistant Superintendent/Administrative Director within five (5) school days following notice of disposition.

STEP 3) The Assistant Superintendent/Administrative Director shall within ten (10) school days, investigate and meet with the concerned parties. Disposition shall be made no later than five (5) school days following conclusion of the investigation. Notice of the disposition shall be furnished to the appropriate parties.

STEP 4) In the event the concerned parties are not satisfied with the disposition of the appeal at Step 3, they may appeal in writing within five (5) school days to the Superintendent. Within ten (10) school days of receipt of the appeal, the Superintendent or his/her designee shall conduct a review and provide a written disposition to the appropriate parties.

STEP 5) In the event the parties concerned are not satisfied with the disposition of the appeal at Step 4, or if no disposition has been made in Step 4, the concerned parties may appeal to the Calcasieu Parish School Board within five (5) school days. The appeal shall be in writing and shall request that the Superintendent place the concern on the agenda of the next regularly scheduled Board meeting.

All reports received shall be properly and adequately investigated.

Bullying

The School Board recognizes that peer bullying is a form of harassment and can contribute to an unacceptable educational environment. The School Board, therefore, will not tolerate bullying on the part of any student toward another student.

Bullying is defined as a pattern of behavior that is directly or indirectly focused towards another student to alter or control the student's behavior in a detrimental manner through actions which are emotional, verbal, written, electronic, sexual, racist, or physical.

Bullying does not depend solely upon the perpetrator's intention, but also upon how the targeted person perceives the behavior and is affected by the behavior.

Formal Procedures for Student-to-Student Bullying Complaints

Upon receipt of a complaint of bullying, the school principal or his/her designee will:

- STEP 1)** Within three (3) school days: thoroughly investigate the complaint; apply appropriate disciplinary action; and provide notice of the disposition of the complaint and appeal process to the involved students and their guardians.
- STEP 2)** In the event any party is not satisfied with the disposition of the complaint at Step 1 that party may appeal to the appropriated Assistant Superintendent/Administrative Director. The appeal shall be in writing on the designated appeal form and delivered to the appropriate Assistant Superintendent/Administrative Director within five (5) school days following notice of disposition.
- STEP 3)** The Assistant Superintendent/Administrative Director shall within ten (10) school days, investigate and meet with the concerned parties. Disposition shall be made no later than five (5) school days following conclusion of the investigation. Notice of the disposition shall be furnished to the appropriate parties.
- STEP 4)** In the event the concerned parties are not satisfied with the disposition of the appeal at Step 3, they may appeal in writing within five (5) school days to the Superintendent. Within ten (10) school days of receipt of the appeal, the Superintendent or his/her designee shall conduct a review and provide a written disposition to the appropriate parties.
- STEP 5)** In the event the parties concerned are not satisfied with the disposition of the appeal at Step 4, or if no disposition has been made in Step 4, the concerned parties may appeal to the Calcasieu Parish School Board within five (5) school days. The appeal shall be in writing and shall request that the Superintendent place the concern on the agenda of the next regularly scheduled Board meeting.

All reports received shall be properly and adequately investigated.

Zero Tolerance

Parents, teachers and students are expressing increased concern regarding student behavior problems in schools today. The public expects schools to provide a safe, supportive environment where students can learn and teachers can teach. The key to such an environment is a discipline policy that should anticipate situations and provide preventive measures and deterrence where possible. Zero tolerance policies are enforced for students who engage in physical assault-fighting. Students involved in other inappropriate physical contact (pushing and shoving) will be addressed with other disciplinary measures outlined in this Code of Conduct.

Responsibilities

It is the responsibility of the student, parent, and staff members to report any incidences that may result in a physical confrontation.

Note to Students: It is your responsibility to alert a principal, teacher, coach, etc., to any hostile attempt directed at you. Administrators are then required to take immediate action to prevent further hostile attempts.

Discipline should be a learning process, which teaches individuals to behave in a manner consistent with stated expectations. The Calcasieu Parish Violence Prevention Program/ Zero Tolerance Policy clearly states expectations regarding student behavior as it relates to fighting and the expected consequences.

Violence Prevention Program for middle and high school students

The Calcasieu Parish School Board, in implementing the Zero Tolerance Policy, requires that law enforcement officers arrest student aggressors when school officials determine that a fight has occurred on campus, at extracurricular activities, on school buses, or at school bus stops.

The Violence Prevention Program is preventive in nature and is intended to ensure that schools will be a safe haven for all students. Parents can be assured that every precaution will be taken to keep their children safe and prevent violent acts from occurring at our schools.

Students have the right to defend themselves from bodily harm after using reasonable means to avoid conflict. Student should avoid physical confrontation by walking away and/or seeking help from a staff member. A student may defend himself/herself taking care not to become the physical aggressor after using reasonable means to avoid physical confrontation.

Students Taken Into Custody

Students under 17 years of age will be taken to the Juvenile Detention Center at 3615 E. Prien Lake Road, Lake Charles (721-3900). Students 17 years or older will be taken to the Calcasieu Correctional Center at 5410 E. Broad Street, Lake Charles (491-3800).

The officer transports the student to the Calcasieu Parish Detention Center or Calcasieu Correctional Center. The student is then turned over to the attendants who book the student.

In both instances, a bond will be set.

Bond Condition

First time offenders of zero tolerance will attend Conflict Resolution classes at their home schools. Second time offenders of zero tolerance (in the same school year) and their parents will attend Conflict Resolution classes at designated sites.

A second offense may result in a recommendation for expulsion.

On the first offense each student taken into custody under the age of 17, his/her parent will be required to pay the bond and attend two conflict resolution group sessions at the home school. On commission of the second offense during the same school year each student taken into custody under the age of 17, his/her parent will be required to pay the bond and attend a 2 ½ hour conflict resolution group session at a designated site.

The student will be expected to be on time for each session, dress appropriately, be prepared for class with pencil and paper, participate willingly in the group discussions, complete all assignments between classes, use appropriate language in class, and demonstrate respect for his peers and the facilitator.

Classes for Second Offenders

- Classes will be scheduled by the Juvenile Detention Center staff.
- Classes will be at designated sites.
- The student and the parent must sign the “Conflict Resolution Sign-In Sheet” when they attend. The facilitator will complete the “Conflict Resolution Participation Report” which rates the client’s participation in several areas of the program.
- Student and parent are given a course booklet.
- Once the final participation report is completed, the facilitator will complete the designated form and fax it to the JDC.

All students (single and multiple offenders) who fail to complete scheduled conflict resolution classes may be accepted by the District Attorney’s office for referral to court.

Acceptable Use Policy for Internet and District Network Resources

Introduction

Internet access is available to students, employees and guests in the Calcasieu Parish School System. We are very pleased to bring this access, and we believe that the Internet offers vast, diverse, and unique educational resources to all participants. The Internet is an “electronic highway” connecting billions of computers and individual subscribers all over the world. Our goal in providing this service to students is to enhance innovative education for students through access to unique resources and collaborations. Furthermore, employees and guests will improve learning and teaching through research, teacher training, communication, collaboration, and dissemination of successful educational practices, methods, and materials.

Terms and Conditions are provided so that Internet users are aware of the responsibilities they will assume when using this CPSB resource. Responsibilities include efficient, ethical, and legal utilization of the network resources. The user's signature on the attached contract is legally binding and indicates that he/she has read the *Terms and Conditions* carefully and agrees to abide by them.

Terms and Conditions

1. Personal Safety and Privacy

- a. Users will not publish online any personal contact information (e.g., address, phone number) about themselves or any other person on any CPSB webpage. Calcasieu Parish School Board home pages will use Calcasieu Parish School Board phone numbers and cpsb.org email addresses. Personal photos and work can be published if a signed district release form is on file.
- b. Users will not agree to meet with someone they have met online without appropriate approval. Inappropriate contacts should be reported to school authorities immediately.

2. Illegal Activities

- a. Users will not attempt to gain unauthorized access to the network, any computer system or another person's account or files.
- b. Users will not intentionally attempt to disrupt or intentionally disrupt the computer system or alter / destroy data by spreading computer viruses or by any other means.
- c. Users will not engage in any illegal activity, such as, but not limited to, illegal drug activity, fraud, engaging in criminal gang activity or threatening the safety of a person or persons, etc.
- d. Users will not attempt to impersonate another individual or organization using CPSB network or other technology resources for any reason (i.e. “Phishing”).

3. Security

- a. Users are responsible for their individual account and should take all reasonable precautions to prevent others from being able to use your account. Under no condition should users give their password to another person nor post the password in written form where it can be easily seen by others.
- b. Users will log off or lock their personal accounts when away from the computer for more than a few moments to prevent unauthorized access.
- c. Users will immediately notify school authorities if they have identified a possible security problem. However, testing or purposely looking for possible security problems may be considered as an illegal attempt to gain access. Any security concerns should be addressed to the CPSB Tech Support Center.

- d. Users will avoid the spread of computer viruses by ensuring that their district computer has up-to-date antivirus software provided by the district. The user may not remove, disable or replace the district antivirus software solution for any reason.
- e. Users will not download and install unnecessary programs from the Internet since most of this installs “spyware” on the computer and hinders the performance of the computer (i.e. Toolbar helpers, email add-ons, screen savers, search engine assistants, pop-up blockers,
- f. *Calcasieu Parish School System Acceptable Use Policy ©2008 Calcasieu Parish School Board - All Rights Reserved Adopted July 8, 2008 2 etc.*)
- g. Users should be aware that the CPSB network, Internet use and system email is maintained and regularly monitored for inappropriate use. If any misuse is detected by the staff, appropriate disciplinary action will be taken against the person or persons involved.
- h. Users are not allowed to install software to capture or monitor the computer activity of other users on the network or network traffic. Only authorized CPSB tech support staff is permitted to do this in the course of administering the network.

4. Network

- a. All computers are to be setup and maintained with connection to the CPSB domain for network administration and security. Removing a computer from the CPSB domain without the permission of a CPSB tech support staff member will be considered an act to circumvent district network security and is strictly prohibited.
- b. All wireless devices on the CPSB network will be setup using official CPSB wireless policies. All wireless devices purchased must be equipment approved by the network department. No unauthorized wireless devices will be attached to the CPSB network and doing so will be considered a network security breach and dealt with accordingly.
- c. Non-CPSB devices (i.e. personal devices) are not eligible to be setup on or use CPSB wireless or wired network resources.
- d. Network bandwidth is a limited resource of which must be conserved to serve all of the network needs of the district. Users must understand that the use of rich Internet content (i.e. listening to streaming audio, viewing streaming video sites, and downloading extremely large files, etc.) should not be abused where it impacts network use by others.
- e. Important information regarding the CPSB network will be sent out to all employees from time to time during the year addressed from the email account “tech.help@cpsb.org.” It is the responsibility of all employees to open and read all emails from this account and then act accordingly. Excuses such as “not reading” or deleting the messages from this account will not be acceptable.

5. Inappropriate Content

- a. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, unprofessional, or disrespectful language in any electronic form using the CPSB network. This includes personal attacks or harassment of another person.
- b. Users will not use the CPSB network to access obscene, profane, lewd, vulgar, rude, inflammatory, threatening, unprofessional or disrespectful content in any electronic form including audio, images, video and text.
- c. Users will not circumvent district content filters using any means in order to access inappropriate content as listed above.

6. Resource Limits

- a. Users will use the system email, Internet and network resources only for educational and professional development activities. Personal use of these resources is prohibited. This includes using district network resources for personal monetary gain such as operating a personal business.
- b. Users will not post or forward email “chain letters”, jokes, or send annoying or unnecessary messages to others.
- c. Users will not use district email to mass email and “spam” any users (internal and external) with unauthorized communications or solicitations.
- d. Users will subscribe only to high-quality discussion groups and information feeds that are relevant to educational or professional development activities. Users will not subscribe others to such services without their consent.

7. Access and Use of Materials

- a. Users will not take the ideas or writings of others and present them as if they were their own.
- b. *Calcasieu Parish School System Acceptable Use Policy ©2008 Calcasieu Parish School Board - All Rights Reserved Adopted July 8, 2008 3*
- c. Users will respect copyrighted materials and other intellectual property. Users may not duplicate copy or distribute electronic resources without the appropriate permissions, documentations or citations.
- d. Users will immediately report to school authorities any website they access with inappropriate content.

8. Consequences of Misuse

- a. The use of the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of privileges and/or other disciplinary action as deemed appropriate by administration, faculty, and staff.
- b. Users should expect no privacy of the contents of personal files and information on district computers and email on the district system. Messages relating to, or in the support of, illegal activities must and will be reported to the authorities.
- c. The Calcasieu Parish School Board allows for the suspension of network services and email for the inappropriate or illegal use of the Internet or email by students and employees. Other disciplinary action may also be warranted.
- d. Misuse of the system can result in possible legal action and/or prosecution, and will require restitution for costs associated with system restoration, hardware, or software costs.
- e. Users bringing illegal and/or inappropriate materials into the system's electronic environment will be subject to disciplinary action.

Level 1 Infractions:

1A; 1B; 4E; 6A; 6B; 6D; 7A; 7C

Level 2 Infractions:

3A; 3B; 3E; 3F; 4C; 4D; 6C; 7B

Level 3 Infractions:

2A; 2B; 2C; 2D; 3C; 3D; 3G; 4A; 4B; 5A; 5B; 5C

Attendance Expectations

In compliance with the Compulsory School Attendance Law (R.S. 17:221), all students between the ages of seven and eighteen are required to attend a public or private day school unless the child graduates from high school prior to his/her eighteenth birthday. Any child below the age of seven who legally enrolls in school is also subject to the compulsory attendance law.

Attendance Policy for Elementary and Middle School Students

Students must be present a minimum of 160 days per school year to be eligible for promotion.

Attendance Policy for High School Students

Students must be present a minimum of eighty (80) days per semester to be eligible to earn credit for the courses taken. Students attending high school classes operating in 90-minute blocks of instructional time shall be in attendance eighty (80) days, or its equivalent, in order to be eligible to receive credit.

The following attendance guidelines apply to ALL students:

- A student who is absent five (5) or more days in any six-week period shall receive an incomplete grade in all subjects involved if the grade is not made up before the end of the grading period. The student can make up work during the next six-week period. If he/she fails to do so, the incomplete grade automatically becomes a "U". It shall be the responsibility of the teacher to inform the student of the deadline for any makeup work.
- Students missing school as a result of any suspension shall be counted as absent and considered unexcused and shall be given failing grades for work missed. For any other extenuating circumstances, parents or guardians shall have the right to appeal the denial of promotion to the parish supervisor of child welfare and attendance.
- The principal or designee shall contact parents or guardians and ascertain reasons for absences. When a student returns to school after an excused absence the student shall have the opportunity to complete missed assignments. Make-up work shall be permitted only when written excuses from parent(s) or guardian(s) have been received in accordance with this policy.

NOTE: An Out-of-Zone attendance request shall be denied the following year to any student who was expelled or was suspended three (3) or more time during the present school year. The decision for denial of out-of-zone attendance request may be modified by the superintendent or his designee.

Exceptions:

Children are required to attend school each day scheduled by the school system, except for excused absences listed below. Absences are “temporarily” excused until the school is able to verify a note from the parent/guardian, or doctor explaining the absence. The principal or his/her designee shall contact parents/guardians to ascertain reasons for absences. Temporarily excused absences for students can be made for the following reasons:

Temporarily Excused Absences

1. Personal illness
2. Prior approved travel for education
3. Death in family (not to exceed one week)
4. Natural catastrophe and/or disaster
5. Participation in school-approved activity which necessitates student being away from school. These activities will be reviewed by personnel for educational appropriateness
6. Absence for the observance of recognized holidays of the child’s own faith
7. Any of the extenuating circumstances listed below:
 - Extended personal illness of a child whose attendance in school would endanger his/her own health or that of his/her classmates, as verified by a physician, dentist, or nurse practitioner licensed to practice in Louisiana
 - Extended hospital stay as verified by a physician or dentist licensed to practice in Louisiana
 - Extended recuperation from an accident as verified by a physician or dentist licensed to practice in Louisiana
 - Extended contagious disease within the family as verified by a physician or dentist Children exempt by R.S. 17:226
 - Other extenuating circumstances approved by the Supervisor of Child Welfare and Attendance in consultation with the principal or his/her designee

For any other extenuating circumstances, parents must make a formal appeal by communicating with the Supervisor of Child Welfare and Attendance and requesting that an absence be excused.

Make-Up Work

When a student returns to school after an excused absence, the student shall have the opportunity to complete missed assignments. Make-up work shall be permitted only when written excuses from parent/guardian have been received in accordance with this policy.

A student who is absent five (5) or more days in any six-week grading period must make up missed work before the end of the grading period or the student shall receive an incomplete grade. The student can make up work during the next six-week grading period, but if he/she fails to do so, the incomplete grade automatically becomes a failing grade. It shall be the responsibility of the teacher to inform the student of the deadline for any make-up work.

Students missing school as a result of any suspension shall be counted as absent considered unexcused and shall be given failing grades for work missed. (State Statute Bulletin #741) If a suspension is modified or reversed through the suspension appeal process, related absences will be excused and the students will receive make-up work for those excused days. For any other extenuating circumstances, parent/guardian shall have the right to appeal the denial of promotion to the Supervisor of Child Welfare and Attendance.

Visitors on Campus

To provide safe and orderly learning environments, all visitors to campus must report to the school office immediately upon entering the school to request authorization from the school principal or an appropriate school official designated by the school principal. A visitor's pass must be obtained and returned upon leaving the campus.

School Bus Conduct

Students must comply with the Student Code of Conduct while traveling on a school bus to and from their homes or school-sponsored activities. If a student commits an infraction covered in the Student Code of Conduct on a school bus, the school bus driver/monitor will complete the "The School Bus Behavior Report" and give a copy of the form to the principal, parent/guardian, and the student.

If the principal decides a conference is necessary, the principal or designee will notify the parent/guardian the same day or the following school day. The parent conference with the principal or designee will be held in person or by phone before the student is allowed to ride the bus again.

A *bus suspension* does not necessarily mean a suspension from school. If a child is suspended from the bus, it is the parent's responsibility to ensure that the child gets to school on time.

Classifying Infractions

Discipline incidents will be classified as Level 1, Level 2, Level 3 and Level 4 infractions.

Level 1 Infractions – Discipline incidents that should be managed by the teacher and do not warrant a discipline referral or administrative assistance. Any behavior that is of low level intensity, passive in nature and/or of a non-threatening manner is a Level 1 behavior. Infractions in this category may require corrective strategies that do NOT involve removal from instruction (in-school isolation or out-of-school suspension).

Level 2 Infractions – Discipline incidents that should be managed by the teacher with the possible assistance from an administrator. These infractions may require corrective strategies that do NOT include removal from school (out-of-school suspension).

Level 3 Infractions – Discipline incidents that significantly interfere with others' safety and learning, are of a threatening or harmful nature, and/or are legal violations and warrant administrative interventions. Committing a Level 3 infraction does NOT necessarily result in a school removal as school administrators shall attempt to utilize other corrective actions as deemed appropriate on a case by case basis.

Level 4 Infractions – Discipline incidents that require immediate response from administration, crisis team, entire staff, and/or community support.

Corrective Strategies: Alternatives to Suspension and Expulsion

Academic success is directly correlated with instructional time received by the student.

In the effort to fully implement *Positive Behavioral Interventions and Supports* and reduce the loss of instructional time due to out-of-school suspensions and expulsions, the Calcasieu Parish Public School System expects that each school will utilize a wide variety of corrective strategies that do not remove children from valuable instructional time.

Corrective Strategies, also known as alternatives to suspension and expulsion, may include but are not limited to:

- Contact and/or conference with parent/guardian.
- *Behavioral contracts* and/or *Behavior Support Plans*
- *Check-in/Check-out (CICO)*
- *Home/school communication system*
- *Reflective activity*
- Loss of privilege
- *Schedule adjustment*
- Referral to the school counselor
- Refer the student to the *Response to Intervention Team*
- *After-school detention*
- *Saturday School*
- In School Isolation/ISI
- In School Detention (Lunch Detention, Recess Detention)
- *Bus Suspension (see School Bus Conduct)*
- *Supervised work assignment*

Level 1 Infractions: Corrective Strategies

| District-wide Behavioral Expectations | Examples of Expected Behaviors | Level 1 Infractions | Possible Corrective Strategies: Multiple strategies may be used depending on individual student's needs. This is not meant to be an exhaustive list. |
|---------------------------------------|--|--|---|
| BE SAFE | Walk in hallways Stay to the right and keep moving Stay in your assigned seat Keep all objects to yourself | <p>Being in an unauthorized area Student is observed by an adult to be in an area on school district property that is designated by administration as being off limits.</p> <p>Bus violation Student fails to follow bus rules, and/or fails to follow the explicit directions of the bus driver while riding on the school bus.</p> <p>No hall pass Student is observed by an adult and/or administrator being out of class and/or assigned area during instructional time without an approved hall pass.</p> <p>Throwing objects Tossing item(s) without intent to harm, i.e. throwing paper, spitballs, etc.</p> | <p>First Infraction:</p> <ul style="list-style-type: none"> • Re-teach the behavioral expectations • Provide a <i>reflective activity</i> (<i>Thinking Maps, Reflective Writing, etc</i>) • Letter of warning (Minor Infraction Forms, etc) <p>Repeated Infractions:</p> <ul style="list-style-type: none"> • Contact and/or conference with parent/guardian • Implement a home/school communication system • Student conference • Loss of privilege • Referral to the school counselor • Refer the student to the <i>Response to Intervention Team</i> • <i>After-school detention</i> • In-School Detention <p>After more than three (3) level one infractions (not occurring within the same school day), mandatory referral to an administrator to make an assessment and determine appropriate intervention. Teacher will present documented strategies following the school's PBIS discipline ladder.</p> |
| BE RESPONSIBLE | Arrive to class on time and participate in class Dress appropriately Use good manners | <p>Computer abuse/Non AUP Violations (Off Task) Student engages in inappropriate use of computer that does not violate AUP. Example: Accessing sites not assigned by instructor.</p> <p>Dress code violation Student wears clothing and/or dresses in a manner that is not consistent with the policy practiced by the school district.</p> <p>Forged note Student signs another person's name on a note and/or other written document without the other person's permission.</p> | |
| BE RESPECTFUL | Follow the teacher's directions and use positive language with peers Promptly and politely follow adult requests Ask permission before talking out or leaving assigned area Use "6 inch" voice Always use appropriate language | <p>Violation of classroom rules/Noncompliance Student fails to follow classroom rules or fails to follow explicit directions in the classroom. Example: Student engages in passive/noncompliance or refuses to participate in a non-confrontational manner.</p> <p>Disrespect for authority After being redirected by an adult, student continues to engage in minor disrespectful behavior such as "eye-rolling", sighing, etc.</p> <p>Profanity (Not directed at) Language used in normal conversation or in relation to frustration with demands but is not used as a form of intentional disrespect toward school personnel and/or peers.</p> <p>Inappropriate communication Repeated put downs over time or making fun of or negatively talking about a person or their family. Examples: Negative racial or personal comments.</p> <p>Inappropriate physical contact Student engages in mild, physical contact that does not result in serious bodily harm. Example: Pushing, shoving, tripping</p> | |

Level 1 Infractions – Discipline incidents that should be managed by the teacher and do not warrant a discipline referral or administrative assistance. Any behavior that is of low level intensity, passive in nature and/or of a non-threatening manner is a Level 1 behavior. Infractions in this category may require corrective strategies that do NOT involve removal from instruction (in-school isolation or out-of-school suspension).

Level 2 Infractions: Corrective Strategies

| District-wide Behavioral Expectations | Examples of Expected Behaviors | Level 2 Infractions | Possible Corrective Strategies: Multiple strategies may be used depending on individual student's needs. This is not meant to be an exhaustive list. |
|---------------------------------------|---|---|--|
| BE SAFE | Solve problems peacefully Obey all school rules Make healthy choices | <p>Bus disturbance Student performs any behavior that interrupts the daily routine(s) of school bus operations that compromises the safety of others. Examples: Throwing objects, hitting bus driver with objects or any behavior that seriously affects the driver's ability to maintain control. Example: Requires bus driver to stop bus.</p> <p>Campus disturbance Student performs any behavior that disturbs or interrupts the daily routine(s) of school operations that interrupts more than the students in a single classroom. (Ex. Loud noises, actions that draw a crowd, etc)</p> <p>Traffic violation Student violates any state or federal regulation as it relates to traffic laws.</p> | <p>1. Student Conference 2. Parental Contact</p> <p>If the principal determines that discipline action is warranted:</p> <p>3. Implement appropriate corrective strategies:</p> <ul style="list-style-type: none"> • Create home/school communication system • Re-teach the behavior expectations • In School Isolation • Provide a meaningful reflective activity • Loss of privilege • Create a behavior contract or behavior intervention plan that includes expected student behavior, incentives for demonstrating behavior and consequences for infractions • Check-in/check-out • Arrange linkage with a counseling agency • After-school detention • Bus Suspension • Saturday School • In School Detention |
| BE RESPONSIBLE | Take care of school property and ask before borrowing other people's property Attend all classes on time Attend school daily | <p>Electronic Telecommunication Device –Visible Student has an electronic device in visible possession, but not being used during the instructional day.</p> <p>Cutting class Student fails to attend regular scheduled class without an excuse on days when present at school.</p> <p>Defacing property while at school Student commits any act that causes destruction, damage, or defacement of public or private property that would require repair and/or replacement of property. Accidents or acts that are self-reported to the property owner and/or administration are excluded from this definition. Examples: Writing or carving on desk, throwing toilet paper in commode, defacing textbooks..</p> <p>Excessive tardiness Habitual failure to be present at the beginning of the school day and/or at the beginning of the class period prior to sounding of the tardy bell following the school's P.B.I.S. Discipline Ladder.</p> <p>Leaving campus Student leaves the school campus on regular school day without permission from administration.</p> <p>Missing assigned detention Student fails to report to assigned discipline (i.e. Saturday School, In-school detention, after-school detention, or In-School Isolation) without written permission from administration.</p> <p>Skipping school/Truancy Student leaves campus and/or fails to attend school on regular school day(s) without a valid excuse and written permission from administration.</p> | |
| BE RESPECTFUL | Consider other people's feelings and respect personal space of others Politely follow adult requests Keep your hands, feet and objects to yourself at all times | <p>Aggressive Inappropriate Physical Contact Student engages in aggressive physical contact that does not result in serious bodily harm. Example: slapping, biting, hair pulling and scratching.</p> <p>Class disturbance Student displays behaviors that cause continued interruptions to instruction. Includes, but is not limited to sustained loud talking, yelling or screaming, making noises, throwing objects, and/or sustained out of seat behavior. Student continues to violate classroom rules after committing more than (3) Level 1 Infractions that have been proactively address ed by the classroom faculty member using proactive PBIS strategies.</p> <p>Disrespect for authority After being redirected by an adult, student continues refusing to follow adult directions.</p> <p>Indecent behavior Student performs, writes, and/or draws pictures/images that are considered indecent, offensive, disgusting and/or disturbing according to local community social norms.</p> <p>Profane/Obscene communication Use of verbal and/or gestural communication that includes swearing, name calling, vulgar/obscene words, jokes of a sexual nature, and/or the use of words in an inappropriate manner.</p> <p>Threatening Student delivers disrespectful messages to peers with no intent of follow-through. Ex. Getting mad and threatening to hurt him/ her.</p> <p>Willful disobedience Student fails to follow adult directions or directives after more than three (3) documented attempts by the adult to use PBIS methods, such as redirecting, re-teaching and modeling behavior to gain the compliance of the student.</p> <p>Harassing or intimidating communications Repeated use of words, gestures, photographs, drawings or any other form of communication to intimidate, harass, or threaten another person, placing him/her in reasonable fear of harm.</p> | |

Any student receiving his/her THIRD referral as the result of a Level 2 Infraction, shall be referred by the school administrator to the school's Response to Intervention Team to determine/recommend additional corrective/intervention strategies to address student's behavior.

Note: In the event a student receives his/her THIRD referral as a result of a Level 2 Infraction, the school administrator will ensure that previous corrective strategies following the PBIS Discipline Ladder were utilized before moving to a Level 3 Corrective Strategy.

Level 2 Infractions – Discipline incidents that should be managed by the teacher with the assistance from an administrator. These infractions may require corrective strategies that do NOT include removal from school (out-of-school suspension).

Level 3 Infractions: Corrective Strategies

| District-wide Behavioral Expectations | Examples of Expected Behaviors | Level 3 Infractions | Possible Corrective Strategies: Multiple strategies may be used depending on individual student's needs. This is not meant to be an exhaustive list. |
|---------------------------------------|--|--|---|
| BE SAFE | Solve problems peacefully Obey all school rules Stay tobacco free Make healthy choices | <p>Campus disturbance Student performs any behavior that interrupts the daily routine(s) of school operations that compromises the safety of others and interrupts more than the students in a single classroom. (Ex. False fire alarm, making bomb threats, igniting stink/smoke bombs, etc.)</p> <p>Fighting (Zero Tolerance) Involvement in acts involving serious physical contact where injury may occur (e.g., hitting, punching, hitting with foreign object, kicking, etc.)</p> <p>Illegal activity Student performing any unlawful act under State or Federal law not otherwise described in the Code of Conduct definitions.</p> <p>Object used as a weapon Student uses any foreign object as a weapon toward others with the intent of causing bodily harm or injury.</p> <p>Possessing a lighter/tobacco Student possesses lighter or possesses, uses, distributes, or sales tobacco products on school grounds, at school-sponsored events, and/or when using school district transportation.</p> <p>Smoking Student is observed by an adult smoking any tobacco products on school grounds, at school-sponsored events, and/or when using school district transportation.</p> <p>Throwing objects that can injure Student throws any foreign object toward another person that is heavy, sharp, or otherwise perceived to be harmful and/or with such velocity and force that is probable of causing harm or injury.</p> | <p>For Level 3 infractions, the following steps must be implemented:</p> <ol style="list-style-type: none"> 1. MANDATORY Investigation of infraction 2. MANDATORY parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference 3. MANDATORY student conference <p>If the principal determines that discipline action is warranted: Implement appropriate corrective strategies:</p> <ul style="list-style-type: none"> • Create <i>home/school communication system</i> • Re-teach the behavior expectations • In School Isolation • Provide a meaningful <i>reflective activity</i> • Loss of privilege • Create a <i>behavior contract or behavior intervention plan</i> that includes expected student behavior, incentives for demonstrating behavior and consequences for infractions • <i>Check-in/check-out</i> • Arrange linkage with a counseling agency • <i>After-school detention</i> |
| BE RESPONSIBLE | Take care of school property and ask before borrowing other people's property Use computers responsibly Keep cell phones stowed away during school | <p>Cell phone (Use/Turned On)/Electronic device Student engages in the unauthorized use of cell phone, pager, music/video players, camera and/or other electrical device without permission from an administrator.</p> <p>Stealing Student is found to be in possession of, having passed on, and/or to be responsible for removing someone else's property without the property owner's permission.</p> <p>Vandalism Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events.</p> <p>Violation of computer Acceptable Use Policy (AUP) Student fails to comply with written district, Board Approved Acceptable Use Policy (AUP).</p> | |

| | | | |
|--------------------------|--|--|--|
| <p>BE RESPECTFUL</p> | <p>Consider other people's feelings and respect personal space of others Politely follow adult requests Keep your hands, feet and objects to yourself at all times</p> | <p>Bullying (Coercion/Extortion) Bullying is defined as a pattern of behavior that is directly or indirectly focused towards another student to alter or control the student's behavior in a detrimental manner through actions which are emotional, verbal, written, sexual, racist, electronic or physical. Repeatedly forcing an individual over time to act in a directed unwilling way either by physical force or intimidation; repeatedly over time attempting to obtain or obtaining a person's money or property by physical force or intimidation.</p> <p>Habitually Violates School Rules Student continues to violate school rules after receiving greater than three written referrals for other Level 2 Infractions. Examples: Repeated class disturbances, repeated profanity</p> <p>Harassment (other than sexual) Student delivers disrespectful message (verbal or gestural) to another person. Disrespectful messages may include comments based on race, religion, age, gender, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or other personal/family matters. Intense use of profanity towards a staff or faculty member.</p> <p>Inflict Bodily Injury Involvement in any form of physical aggression that results in bodily harm or injury to another person(s).</p> <p>Sexual Harassment Student engages in unwanted or unwelcomed verbal, written or physical conduct of a sexual nature that results in the creation of a hostile educational environment that impedes the ability of another student or students to participate in or benefit from the educational program. Example: spreading sexual rumors, repeatedly pressuring others for dates or unwanted sexual activity, repeated teasing of a sexual nature, repeated unwanted sexual remarks or jokes, and/or repeated unwelcomed touching or grabbing.</p> <p>Threatening/Intimidation Student delivers disrespectful and/or intimidating messages (verbal, gestural, or written) that convey an explicit or implied threat and/or harm directed toward another student and/or adult, and which convey the intent to carry out such or threat or harm as well as the knowledge and capacity to do so.</p> <p>Unfounded charge against authority Student accuses any staff member of any act that is unlawful and/or a violation of school policy that is determined to be unfounded and not supported by any evidence.</p> | <ul style="list-style-type: none"> • Saturday School • In School Detention • Suspension at the discretion of the principal taking into consideration the results of the school-level investigation and any other unique circumstances. An administrator must present documented PBIS Prevention and intervention strategies that have been implemented after each infraction following the PBIS discipline ladder. <p><u>After 2nd Level 3 Infraction</u> A school level conference with student, parent, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies or referral to the Response to Intervention Team (School level teacher support team) to make an assessment and determine appropriate intervention.</p> |
|--------------------------|--|--|--|

Level 3 Infractions – Discipline incidents that significantly interfere with others' safety and learning, are of a threatening or harmful nature, and/or are legal violations and warrant administrative interventions. Committing a Level 3 infraction does NOT necessarily result in a school removal as school administrators shall attempt to utilize other corrective actions as deemed appropriate on a case by case basis.

Level 4 Infractions: Corrective Strategies

| District- wide Behavioral Expectations | Examples of Expected Behaviors | Level 4 Infractions | Possible Corrective Strategies: Multiple strategies will be used depending on individual student's needs. This is not meant to be an exhaustive list. |
|--|--|---|--|
| BE SAFE | Ask for help if you are not safe. Refrain for accepting alcohol and drugs. Report observation of alcohol or drugs to appropriate staff personnel or administrator. | <p>Alcohol possession and/or use The possession, sale, purchase, or use of alcoholic beverages. Use should be reported only if the person is caught in the act of using or is discovered to have used in the course of the investigation.</p> <p>Drugs (Use, possession and/or distribution) Student is found to possess, use, cultivate, manufacture, distribute, or purchase any illegal drug, narcotic, controlled substance, or substance represented to be an illegal drug, narcotic, or controlled substance.</p> | <p>For Level 4 infractions, the following steps must be implemented: (First offense)</p> <ol style="list-style-type: none"> 1. MANDATORY investigation 2. MANDATORY parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference 3. MANDATORY student conference <p>If the principal determines that discipline action is warranted:</p> <p>MANDATORY school level conference with student, parent, principal or designee and staff member(s) involved to determine and implement appropriate corrective strategies</p> <p>MANDATORY referral to the <i>Response to Intervention Team</i> to make an assessment and determine appropriate intervention</p> <p>MANDATORY referral to school counselor.</p> <p>MANDATORY referral to law enforcement in cases of alcohol and other drugs, guns, and explosives.</p> <p>Implement other appropriate corrective strategies:</p> <ul style="list-style-type: none"> • Re-teach the behavior expectations • Loss of privilege • Create a <i>behavior contract</i> or <i>behavior intervention plan</i> that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions • Social skills group • Arrange linkage with a counseling agency <p>Suspension and/or recommendation for expulsion at the discretion of the principal taking into consideration the results of the school-level investigation and any other unique circumstances</p> |
| BE RESPONSIBLE | Be cooperative in the event of an emergency. Follow school safety plan. Never bring weapons to school | <p>Explosives/Incendiary device Student is in possession of substances/objects that are readily capable of causing bodily harm or injury (firecrackers, gasoline, lighter fluid, homemade explosive device, etc.)</p> <p>Possessing a knife greater than 2.5" Student possesses any form of knife and/or blade device that is 2.5 inches or greater in length.</p> <p>Possessing a weapon prohibited by federal law Any firearm (real or otherwise), ammunition, explosive device, knife, or other object that can place a person in reasonable fear or apprehension of serious harm that is on the student's person and/or in the students belongings, locker, and/or any other personal storage space.</p> | |
| BE RESPECTFUL | Attempt to solve problems in a non-confrontational manner. Be cooperative in the event of an emergency. | <p>Serious bodily injury Student inflicts serious bodily harm on another person that requires law enforcement and/or medical intervention(s).</p> <p>Battery of a staff or faculty member A severe and unprovoked act of physical aggression against a faculty/staff member with a reasonable intent to harm. Example: Punching a teacher</p> | |

Level 4 Infractions – Discipline incidents that require immediate response from administration, crisis team, entire staff, and/or community support.

*Reference Louisiana Law R.S. 14:95

Suspension

A suspension is any removal of the student from school, formal or informal, during which time the student is not allowed to attend school for a designated period. A suspension may only be utilized if a student commits a Level 3 or Level 4 infraction.

Responsibilities of the school and the parent/guardian when a suspension is given are explained below in the section entitled, "Procedures for Suspension."

Procedures for Suspension

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. For Student Code of Conduct infractions that may warrant a suspension or *recommendation for expulsion*:

1. The school must conduct a student conference and school-level investigation within a 24 hour period.
2. Prior to any suspension or recommendation for expulsion, the principal or designee must inform the student of the "particular" misconduct of which he/she is accused and the basis for the accusation. *
3. Prior to any suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition. *
4. The school must contact the parent/guardian by telephone or send a certified letter giving notice of the suspension, the reason for the suspension, and the date and time of a conference to be conducted within 5 days with the principal or his/her designee required for the readmission of the student.*
5. If the parent/guardian fails to attend the required conference within 5 days of the mailing of the certified letter or other contact with the parent/guardian, the truancy laws shall become effective.
6. The school must give the parent/guardian notice in writing of the suspension and the reason for the suspension.*
7. **THE STUDENT SHALL REMAIN IN SCHOOL UNTIL THE END OF THE SCHOOL DAY UNLESS RELEASED INTO THE CARE OF A PARENT/GUARDIAN. NO STUDENT SHOULD BE SENT HOME WITHOUT PROPER DOCUMENTATION OF THE PARTICULAR MISCONDUCT AND REASON FOR SUSPENSION.**

8. Any parent/guardian of a suspended student shall have the right to appeal a suspension to the Superintendent or to a designee of the Superintendent. The decision of the Superintendent is final.
9. The school must hold a school-level conference conducted with the principal or designee, parent/guardian, and the school counselor within a reasonable time.
10. Any student with a known or suspected disability who is currently receiving behavioral supports (i.e. individual behavior support plan) who commits a level 3 infraction (excluding acts that are considered to be of a dangerous nature) shall not be suspended from school unless the school administrator can verify that the student's behavior support plan is being implemented as planned with high levels of measured integrity and compliance.

All students have the right to fair and reasonable treatment during disciplinary proceedings. **Your child has a right to bring a representative of his/her choice to all disciplinary proceedings.**

If you encounter a problem with discipline procedures, or you feel that your child has not been treated fairly in resolving discipline issues, please call (337) 217-4150 ext 1502.

***Louisiana State Law**

Appeal of Suspension

Any parent/guardian of a suspended student shall have the right to appeal a suspension to the district Superintendent or designee. The Superintendent or designee will conduct a hearing to review the suspension, based on the merits of the case. The decision of the Superintendent or his designee shall be final.

To appeal a suspension, submit a written statement of appeal request within five (5) days after the beginning date of the suspension to the immediate supervisor of the person making the disposition. The immediate supervisor will assess the merits of the case and issue a disposition.

Parents of students with disabilities who disagree with any long-term removal for disciplinary reasons have the right to request an appeal. (Refer to page 34)

Expulsion

Expulsion is defined as a removal from the regular school setting for a period of not less than one school semester.

Any student, after being suspended for committing an expellable offense, may be expelled upon recommendation by the school principal. The principal may immediately suspend and recommend for expulsion a student who is found carrying or possessing:

- a firearm
- a knife the blade of which equals or exceeds two and one half inches in length (unless that student is under eleven years of age and/or in pre-kindergarten through grade five, in which case suspension is permissible but not required)
- another dangerous instrument
- any controlled dangerous substance governed by the Uniform Controlled Dangerous Substances Law, in any form (including any student who distributes, sells, gives, or loans one of these substances).

For a firearm offense, the minimum expulsion period is four complete school semesters with authority for the local superintendent to modify the length on a case by case basis. For a student in kindergarten through grade five involving a firearm offense, the minimum is two complete school semesters.

For drug offenses involving students 16 years of age or older, the minimum expulsion period is four complete school semesters. For a student under the age of 16, the minimum expulsion period is two complete school semesters.

Any student expelled for knife, firearm or drug related offenses shall provide documentation that he/she has participated in a rehabilitation or counseling program related to the offense before readmission. The student's reinstatement shall be subject to the review and approval of the district's Superintendent.

Any student who has been suspended on three occasions for committing any of the offenses set forth in R.S. 17:416, during the same school year, on committing the fourth such offense, **MAY** be expelled from all public schools within the Calcasieu Parish Public School System until the beginning of the next regular school year. The provision which had required the expulsion of a student for the remainder of the school year for a fourth offense committed after the student's third suspension during the same school year for all disciplinary offenses has been modified to limit such mandatory expulsions to knife, firearm and drug related offenses only. It is now to be discretionary whether or not to expel a student after committing a fourth offense after the student's third suspension for all other disciplinary offenses.

A hearing to consider the recommendation for expulsion shall be conducted by the Superintendent or his/her designee.

Any student who has been expelled will be not be readmitted to a public school within the school district without the express approval of the Superintendent.

Note: State law requires that no student who has been expelled shall be admitted to any public school in any other parish or city school system in the state except upon the review and approval of the governing authority of the school system to which he seeks admittance.

Procedures for Expulsion

A principal cannot expel a student. A principal can recommend a student for expulsion. If a principal recommends a student for expulsion the student will then be *“suspended pending a hearing for a recommendation for expulsion”*. **The student will then have an expulsion hearing, in which a hearing officer working for the district will determine if the recommendation for expulsion is upheld, denied, or modified.**

The due process procedures for recommendations for expulsion and expulsion hearings are as follows:

1. The school must conduct a student conference and school-level investigation within a 24-hour period.
2. Prior to any suspension or recommendation for expulsion, the school principal or designee must inform the student of the “particular misconduct of which he/she is accused” and the basis for the accusation. *
3. Prior to any suspension or recommendation for expulsion, the principal or designee must give the student an opportunity to present his/her version of the incident. The principal or designee may call witnesses requested by the student. The principal or designee shall make a reasonable effort to reach a fair determination of the incident before making any disposition. *
4. The school must hold a school-level conference conducted with the principal or designee, parent/guardian, and counselor within reasonable time.
5. A recommendation for expulsion is made by the principal. The student will be suspended pending expulsion hearing. Procedures for suspensions will be followed.
6. The school must contact the parent/guardian by telephone or send a certified letter giving notice of the recommendation for expulsion, the reason for the recommendation for expulsion, and the date and time of a hearing to determine whether the student is expelled.
7. The school must give the parent/guardian notice in writing of the recommendation for expulsion and the reason for the recommendation for expulsion.*
8. If the parent/guardian fails to attend the required conference within 5 days of the mailing of the certified letter or other contact with the parent/guardian, the truancy laws shall become effective.
9. **THE STUDENT SHALL REMAIN IN SCHOOL, UNTIL THE END OF THE SCHOOL DAY UNLESS RELEASED INTO THE CARE OF A PARENT/GUARDIAN. NO STUDENT SHOULD BE SENT HOME WITHOUT PROPER DOCUMENTATION OF THE PARTICULAR MISCONDUCT AND REASON FOR RECOMMENDATION FOR EXPULSION.**
10. A hearing is conducted by the Superintendent or a designee, within 10 days of the incident.

11. A determination of whether to expel the student is made by the Superintendent or a designee.
12. The principal and teacher as well as the student may be represented by someone of their choice at this hearing.
13. Until the hearing takes place, the student shall remain on suspension.
14. The parent/guardian of the student, within five days after the decision to expel the student has been rendered, may request the district to review the findings of the Superintendent or his designee. Otherwise, the decision of the Superintendent shall be final.
15. The board, in reviewing the case, may affirm, modify, or reverse the action previously taken.
16. If the board upholds the decision of the Superintendent, the parent/guardian 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.
17. No student receiving behavioral supports (i.e. individual behavior support plan) may be expelled and/or referred to the *Alternative School* unless the school administrator has validated, through observation, that the student's behavior support plan has been implemented with high levels of integrity and compliance.

Hearing by Superintendent or Designee

A hearing shall be conducted by the Superintendent of the district or his/her designee at the request of the school administration for all recommendations for expulsion. This hearing will determine the facts of a conduct infraction and make a finding of whether the student is guilty of conduct warranting the recommendation of expulsion.

The student will be informed of the particular misconduct of which he/she is accused and will be given the opportunity to defend his/her actions. The student may be represented by a person of the student's choice. The concerned teacher shall be permitted to attend the hearing and shall be permitted to present relevant information. Until the date of the hearing, the student shall remain suspended from school and all related school activities.

A student with a disability may only be recommended for expulsion if the student's misconduct is determined not to be a manifestation of the student's disability. If the misconduct is determined not to be a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied in the same manner, except that a Free Appropriate Public Education (FAPE) must be provided after the tenth day of removal, consecutive or cumulative over the course of the school year.

Upon conclusion of the hearing, the Superintendent or designee shall determine whether such student shall be expelled or if other corrective or disciplinary action shall be taken. Records shall be maintained and made available upon request.

Alternative School

Students who have been recommended for expulsion from their regularly assigned school may have their expulsion modified allowing the student to attend an *alternative school*. After review by a Child Welfare and Attendance hearing officer and consultation with the parent, child, and the school's administrator, the student may be referred to an *Alternative School*. The parent/guardian and student must sign an agreement that the student will attend school regularly and follow all school rules and regulations. Entry level will be the grade the student was in immediately preceding the expulsion.

Our goal is to provide an appropriate educational setting for the at-risk child. Students will be evaluated using the parish grading policies, outlined in the Calcasieu Parish Pupil Progression Plan. All parish and state mandated testing policies and procedures will be followed.

A student must have completed his/her expulsion term as mandated by parish policy to be eligible to exit the program. After successfully completing their program, students will return to their assigned home base school. Parental participation is a must and regularly scheduled conferences will be held throughout the school year.

Direct Expulsion

The conviction of any student for a felony or the incarceration of any student in a juvenile institution for an act which, had it been committed by an adult, would have constituted a felony **MAY** be cause for expulsion of the student for a period of time as determined by the school board. The expulsion shall require the vote of two-thirds of the elected members of the Calcasieu Parish School Board.

Registration and school placement of students convicted of a felony or returning from incarceration will be reviewed by the district's Superintendent or his designee in a conference with parents.

The conviction of any student of a felony or the incarceration of any student in a juvenile institution may be sufficient cause for the Superintendent to refuse admission of said student to any school under his/her jurisdiction except upon review and approval of a majority of the elected members of the Calcasieu Parish School Board if and when a request for admission is made to the board.

Appeal of Expulsion

A parent/guardian may request the Calcasieu Parish School Board or its designee to review the findings of the Superintendent or designee at a time set by the board. Otherwise, the decision of the Superintendent or designee will be final.

To appeal an expulsion:

1. Submit a written statement of appeal request to Calcasieu Parish School Board within five (5) school days after an expulsion decision is rendered.
2. The time for the hearing shall be set by the Calcasieu Parish Public School System.

After formal notification of the request and after reviewing the findings of the Superintendent or designee, the School Board or its designee may affirm, modify, or reverse the action previously taken.

The parent/guardian may further appeal the district's decision within ten (10) calendar days to Civil District Court.

Discipline for Students with Disabilities

Individuals with Disabilities Education Improvement Act (IDEIA)

The Individuals with Disabilities Education Improvement Act (IDEIA) is the federal statute which mandates that each child with a disability is entitled to a Free Appropriate Public Education (FAPE), including educational services, related services, and transition services. The IDEA and the accompanying federal and state regulations dictate the allowable duration of disciplinary removals of students with disabilities as well as the heightened procedural safeguards that must be implemented before and after a student with a disability is suspended from school.

The 10 Day Rule

A school district may suspend a student with a disability in the same manner as a student without a disability for up to 10 days consecutively or cumulatively during the course of the school year. Once a student has been removed for 10 school days in a school year, even if those days are not consecutive, the school district must implement a host of procedural safeguards, described below, for each additional suspension to ensure that subsequent removals are not an improper change in placement. In keeping with this general rule, the Louisiana regulations define a change of placement as occurring in the following situations:

1. a student with a disability is removed from his or her current educational placement for more than ten consecutive school days; or
2. a student with a disability is subjected to a series of removals that constitute a pattern because they cumulate to more than ten 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.

Additionally, any removal from school, even if the school does not initiate the paperwork for a formal suspension, counts toward the 10 day rule. All days a student with a disability spends out of school as a result of school action, whether formal or informal, apply toward the 10 day limit.

Procedural Safeguards

Any time a student with a disability faces suspension or removal for more than 10 consecutive or cumulative days throughout the course of the school year, the school must implement a number of heightened procedural safeguards to ensure that students are not being denied educational opportunity as a result of their disabilities.

1. Manifestation Determination Review (MDR)

A Manifestation Determination Review (MDR) is a process by which parents and the school meet to determine if the student is being subjected to a disciplinary change in placement for behavior that is a manifestation of his or her disability. Whenever a student with a disability is subjected to a disciplinary change of placement (e.g. suspension or expulsion), the school district must conduct an MDR within 10 days of the decision to remove the student from school. When making a manifestation determination, the district, parent, and relevant members of the IEP team shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents. The team shall then determine:

- (a) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- (b) If the conduct in question was the direct result of failure to implement the IEP.

If either is applicable the conduct shall be determined to be a manifestation of the student's disability. If the behavior is determined to be a manifestation of the student's disability, the committee shall conduct a functional behavioral assessment and implement a behavior support plan if such assessment for conduct was not completed prior to the behavior. If a behavior support plan has been developed, the committee shall review the plan, modify it, as necessary, to address the behavior, and ***return the student to the placement from which he or she was removed.***

If the behavior is determined not to be a manifestation of the student's disability, disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner and for the same duration in which the procedures would be applied to students without disabilities. Nevertheless, a student with a disability who is removed from his or her current placement shall continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP, and receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

2. Functional Behavioral Assessments and Behavior Support Plans

A student with a disability who is subjected to a change of placement should receive a Functional Behavioral Assessment (FBA) and behavior support services. An FBA is a document which should be completed prior to the development of an intervention in order to determine the cause of the behavior in question. Once the function of the target behavior is determined, the behavioral support services that will be provided should be outlined in the *Behavior Support Plan (BSP)*. The *BSP* should include antecedent modifications as well as positive reinforcers necessary to address the behavior in question. In developing the *BSP*, the *IEP team* must consider the use of positive behavioral interventions and supports to address the behavior. Both the *FBA* and the *BSP* should be initiated within 10 days of the commencement of the removal. The *BSP* should be reviewed by the *IEP team* after each suspension.

The 45 Day Exception

If the behavior is **RELATED** to the student's disability, with or without parent permission, a school district may suspend a student with a disability to an "appropriate interim alternative educational setting" for up to 45 school days for offenses involving illegal drugs, weapons, or serious bodily injury. The federal law defines illegal drugs as controlled substances under Schedule I, II, III, IV, or V as listed in 21 U.S.C. 812(c) but not controlled substances that are legally possessed or used. As to weapons offenses, the federal law only includes those weapons meeting the definition of "dangerous weapon" under 18 U.S.C. 930(g) (2), which is limited to "a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length." Serious bodily injury is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. These are the only circumstances in which a student with a disability may be suspended by the school district for more than 10 consecutive days.

Services During Removals

Regardless of whether the behavior is related to the student's disability, the law requires that if a student with disability has been removed from his or her current placement for more than ten school days in a school year, the school district must continue to provide educational services during the course of the removal. These services must be provided in an appropriate interim alternative educational setting, and this setting must allow the student to (1) continue to receive educational services so as to enable the student to participate in the general education curriculum and to progress toward meeting the goals set out in the student's *IEP*, and (2) receive a functional behavioral assessment (*FBA*), behavioral intervention support services and modifications, that are designed to address the behavior violation so that it does not recur.

Appeal Process

Once a parent receives a decision in writing, the parent may appeal it to the Director of Special Education within 5 days. The Director will then review the case and may uphold, modify, or overrule the decision. The Director will send the decision in writing to the parent. If the parent is not satisfied with the Director's decision, the parent may appeal to the Calcasieu Parish School Board within 5 days. The full board will then review the case and may uphold, modify, or overrule the Director's decision. The parent will receive the board's decision in writing. If the parent is still dissatisfied with the decision, an appeal can be filed with the 14th Judicial Court for Calcasieu Parish within ten days.

The parent of a student with a disability, who disagrees with any decision regarding disciplinary placement, or the manifestation determination, may request a due process hearing to the Louisiana Department of Education. In matters involving appeals of disciplinary removals, an expedited request requires a hearing within 20 days of the request and a decision from the hearing officer 10 days after the hearing.

Disciplinary Protections for Children Not Yet Identified as Having a Disability

A student is still protected by the *IDEIA* rules on discipline even if he or she is not yet classified as a student with a disability, provided that the school district had knowledge that the student was a child with a disability before the student committed the offense for which disciplinary action is being contemplated. A school district may be determined to have had knowledge of a student's disability if:

1. the parent of the student expressed concern in writing to administrative personnel that the student is in need of special education and related services;
2. the parent has requested an evaluation of the student;
3. the teacher of the student, or other district personnel has expressed specific concerns about a pattern of behavior demonstrated by the student to the director of special education or to other district personnel
4. the behavior or performance of the student demonstrates the need for these services

Student Code of Conduct

GLOSSARY OF TERMS

After-School Detention- Corrective strategy designed to typically address Level 1-2 and occasionally Level 3 discipline offenses. After-School Detention involves student's remaining after school for a specific period of time (e.g. one hour) to complete social skills activities that are related to the student's referral concern(s) and/or to complete academic assignments that are missed as a result of ISI/ISD or OSS. School administrators have the discretion to utilize multiple consecutive After School Detentions as an alternative to other consequence strategies such as ISI/ISS or OSS.

Alternative School(s) and Program(s) – any public or private, elementary or secondary school offering an alternative program of study. Under Louisiana law, children who are expelled must be offered alternative education. This is sometimes done through alternative programs within a school. Other times, school districts place children in a different setting, such as a separate alternative school.

Behavior Contract – an agreement between the child and teacher and, often, the student's parent(s). The behavior contract is a written agreement that indicates how the individual will behave, the appropriate consequence should the student not behave according to the contract, and the reinforcement(s) to be utilized for successful compliance. The behavior contract is intended to provide the student with structure and self-management.

Behavior Support Plan (BSP) – a plan that is developed following a Functional Behavioral Assessment (FBA). Behavior support plans are written documents that describe the behavior to be changed and strategies or interventions implemented to address the target behavior. After being referred to the RTI team for displaying a pattern of major infractions, plans are developed by the student's teacher and reviewed by the RTI team. Behavior support plans assist the teacher in proactively and effectively dealing with behavior and aid in communicating behavioral expectations to individual students or an entire classroom. BSPs also communicate the reinforcers for achieving the goals or objectives and helps teachers remain consistent. The use of a behavior support plan assists in establishing the expectations of the teacher. In addition, BSPs permit frequent feedback regarding the effectiveness of the management strategies being employed, assist in documentation of student or class progress and provide useful guidelines for interacting with students.

Bus Suspension – a corrective strategy in which a student is not allowed to ride the bus for a specified period of time. This strategy can be used if a student commits an infraction covered by the Student Code of Conduct on a school bus after other corrective strategies have been used.

Change of placement – occurs when either (1) a student with a disability is removed from his or her current educational placement for more than ten consecutive school days; or (2) a student with a disability is subjected to a series of removals that constitute a pattern because they cumulate to more than ten school days in a school year.

Check-In/Check-Out (CICO) – a positive behavioral support for students who demonstrate moderate behavior problems. It is intended to provide frequent reinforcement for compliance with behavioral goals. Each of the behavioral goals should be defined in clear behavioral terms. The goals are set and altered by the CICO coordinator (e.g., social worker, counselor) with the support of the Response to Intervention (RTI) team. The CICO coordinator meets twice daily with the student to individually provide social skills training related to each of the designated behavioral goals. The student will review the goals each morning with the CICO coordinator in order to completely understand the behavioral expectations.

Corrective Strategies – also known as alternatives to suspension and expulsion, Corrective Strategies may include, but are not limited to:

- Contact and/or conference with parent/guardian.
- *Behavioral contracts/Behavior Support Plans*
- *Check-in/Check-out (CICO)*
- *Home/school communication system*
- *Reflective activity*
- Loss of privilege
- Schedule adjustment
- Referral to *the school counselor*
- Referral to Response Intervention Team
- *After-school detention*
- Saturday School
- In-School Isolation
- *Bus Suspension*
- Supervised work assignment

Dangerous Weapon – a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length.

Detention – a form of discipline used in schools in which a student is required to spend extra time in school. A detention usually takes place during a period after the end of the regular school day. However, detention may take place at other times, such as before the school day, on the weekend (traditionally known as **Saturday School**), and during breaks in the school day, such as lunch. Detention is usually considered one of the milder forms of disciplinary action available to a school.

Discipline – the steps or actions that teachers, administrators, support staff, parents, and students follow to enhance student academic and social success.

Due Process Hearing – an administrative hearing to resolve special education disputes between parents and schools. The Individuals with Disabilities Education Act (IDEIA) includes rules of procedure for resolving such disputes. A due process hearing is usually a formal, contested, adversarial trial.

Exceptionality – a child's specific educational disability classification. There are several types of exceptionalities, including Autism, Deaf/Blindness, Developmental Delay, Emotional Disturbance, Hearing Impairment, Mental Disability, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Speech or Language Impairment, Traumatic Brain Injury, and Visual Impairment.

Expulsion – any denial of school attendance for the remainder of the school year, for a time designated during the current or next school year, or permanently.

Extortion – the communication of threats to another in order to obtain money, property or services.

Free and Appropriate Public Education (FAPE) – the standard of education that schools must provide to children with disabilities or exceptionalities. This means that the school must help to create a specific plan to address the child’s unique learning needs, place them in the appropriate educational setting for their needs, and deliver the special education and related services required for the child to learn. FAPE differs for each student because each student has unique needs. FAPE ensures that all students with disabilities receive an appropriate public education at no expense to the family.

Functional Behavioral Assessment (FBA) – a process of examining the function that a particular behavior plays for a student that includes an analysis of the frequency, intensity and duration of a behavior. The end result of the FBA is a Behavior Support Plan (BSP) – a plan to implement support intervention for specific behaviors as identified.

Home-School Communication System – Communication with families about school programs and student progress through effective school-to-home and home-to-school communications.

Individuals with Disabilities Education Improvement Act (IDEIA) – a federal law mandating that all children with disabilities have available to them a free, appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living. It provides funds to assist states in the education of students with disabilities and requires that states ensure the rights of children with disabilities and their parents are protected. IDEIA also assists states in providing early intervention services for infants and toddlers with disabilities and their families.

Individualized Educational Plan (IEP) – a document that sets out a specific plan for educating children with special needs. Under federal special education law (IDEA), all children identified as having a disability or special learning needs must have an IEP.

IEP Team – a group of people who are responsible for developing, reviewing, and revising the IEP (Individualized Education Plan) for a student with special needs. The IEP team must review each student's progress yearly to determine current progress and future needs. The review needs to consider whether annual goals for the child are being achieved, staff and parental concerns about the student's progress, the results of any re-evaluation conducted, and what changes need to be made. By law, the IEP Team must include the following individuals:

- At least one general education teacher, if the student is (or might be) participating in the general education environment
- At least one special education teacher or provider
- A representative of the local educational agency (LEA) who is knowledgeable about specially designed instruction for students with disabilities, the general curriculum, and the availability of LEA resources
- The parent/guardian
- The student, as appropriate
- Someone who can interpret the instructional implications of evaluation results, who may be another team member
- Other people whom the parent/guardian or the school have chosen to invite

In-School Detention- a form of discipline used in schools in which a student is required to spend time away from his peers. A detention usually takes place during breaks in the school day, such as lunch or recess. Detention is usually considered one of the milder forms of disciplinary action available to a school where the student is not removed from instructional time.

In-School Isolation/ISI – Corrective/consequence strategy that involves the temporary removal of a student from the regular school classes and the placement of a student in an approved educational program, usually at the same school. Students assigned to ISI/ISS should complete relevant social skills/activities that relate to their referral concern(s), as well as, complete academic assignments that are in keeping with the student's curriculum.

Instructional Supports – changes that teachers can make in the classroom to help students with exceptionalities learn more effectively and efficiently. These changes may include modifications to the classroom environment or method of teaching, as well as finding different methods to assist the student in expressing what he or she has learned. The teacher may also arrange for extra assistance from other school professionals.

Intervention Services (IS) – interventions used prior to referring a student for a multi-disciplinary evaluation to determine if special education services are needed.

Least Restrictive Environment (LRE) – The federal law special education law, IDEA, mandates that students with disabilities must be educated with their non-disabled peers to the maximum extent appropriate based on the student's needs. This is known as the Least Restrictive Environment (LRE). The IEP Team (including the parent) determines the placement that the student needs to provide the services on the student's IEP and the team must choose the least restrictive environment able to provide those services. This means the student should attend the school he or she would attend if non-disabled; unless the team determines that the nature of the student's disability will not allow that student to have a successful educational experience in that environment.

Local Education Agency (LEA) – a public board of education or other public or quasi-public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district or other political sub-division.

Manifestation Determination Review (MDR) – a procedural safeguard to ensure that students with disabilities are not being punished because of their exceptionalities. An MDR examines the child's behavior and previously documented information about the student in an effort to determine whether the behavior for which the student is being disciplined is a manifestation of the student's disability. The MDR Committee consists of the parent and at least two individuals, one who is familiar with the student's behavioral patterns and one who is knowledgeable of the student's exceptionality.

Multi-Disciplinary Evaluation (MDE) – an assessment of a student's current functioning levels, strengths, and educational needs. Federal and state regulations require that a comprehensive evaluation be conducted to determine if a student has a disabling condition which qualifies him/her to receive special education services. A *Re-evaluation* should happen at least every three years (See the definition of "re-evaluation" below).

No Child Left Behind Act (NCLB) - The No Child Left Behind Act of 2001, commonly known as NCLB, is a federal law that aims to improve the performance of United States primary and secondary schools by increasing the standards of accountability for states, school districts, and schools, as well as providing parents more flexibility in choosing which schools their children will attend.

Out-of-School Suspension – is the temporary removal, formal or informal, of a student from school. Suspensions are limited in time and the student should be able to return to school after the term of suspension is completed. During the suspension period, students are not permitted to visit their school campus.

Placement - If a student is receiving special education or related services under IDEA, the student's placement is the educational setting that the IEP team determines is best for the student, as reflected in his/her written IEP. Placement does not mean the room the student is in, but the program and services most appropriate for him/her, as stated in the IEP.

Positive Behavioral Interventions and Supports (PBIS) – a proven, research and evidence-based discipline program that emphasizes school-wide systems of support that include strategies for defining, teaching, modeling and supporting appropriate student behaviors to create positive school environments. The program defines and teaches core behavioral expectations, acknowledges and rewards appropriate student behavior and establishes a consistent continuum of consequences for problem behavior.

Re-evaluation – If a child currently receives special education services, the need for re-evaluation must be considered every three years, however; a re-evaluation may be requested more frequently if needed. The purpose of a re-evaluation is to: (1) determine whether a student continues to have a disability and needs special education and related services; (2) determine current levels of performance and identify educational needs; (3) determine if any changes need to be made on the IEP that would enable the student to meet annual goal(s) and participate, as appropriate, in the general curriculum.

Reflective Activity – an assignment designed to give the student an opportunity to think critically about an instance in which he/she broke a rule. The assignment should guide the student towards determining an appropriate behavior for the given situation instead of the behavior that broke a school rule. An example of a reflective activity given to a student: "Write a paragraph answering these two questions: 1) What caused you to walk out of the classroom?; and 2) What you could have done differently when you started to feel like you wanted to walk out of the classroom?" Another reflective activity would include asking the student to fill out a self-evaluation that the teacher then reviews with the student. After discussing the self-evaluation, the teacher and student could develop a plan to help address the student's areas of weakness.

Related Services – transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education. The following are included within the definition of related services: speech-language pathology and audiology services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluation purposes; school health services; social work services in schools; parent counseling and training; and transportation.

Response to Intervention (RTI) – a process that provides high-quality research-based instruction and interventions that are matched to a student's needs. This process incorporates data developed to examine the student's learning rate over time to make appropriate educational and instructional decisions regarding assistance to at-risk students. In the RTI process, students with academic delays and/or behavioral challenges are given one or more research-validated interventions. The student's academic progress is monitored frequently to see if the interventions are sufficient to assist the student in reaching the instructional level of his or her grade. If collected data indicates that the student does not demonstrate adequate progress despite several implemented research-based interventions, consideration for special education may be warranted.

Saturday School – See listing for "Detention".

Sexual Assault – any physical contact of a sexual nature without voluntary consent. While associated with rape, sexual assault is much broader and the specifics may vary according to social, political or legal definition.

State Education Agency (SEA) – the agency primarily responsible for the supervision of the state’s public elementary and secondary schools. In Louisiana, the SEA is the Louisiana Department of Education.

Suspension – See listing for “Out-of-School Suspension”.

504 Plan – a plan that outlines the services needed by a student that has been identified 504 eligible and protected under Section 504 of the Rehabilitation Act. Essentially, Section 504 covers students who have been defined as having any physical or mental impairment that interferes with any major life activities (learning, walking, talking, etc.). These students may or may not fall under the protection of IDEA 2004 (Individuals with Disabilities Education Improvement Act).

BE SAFE * BE RESPONSIBLE * BE RESPECTFUL * BE SAFE * BE RESPONSIBLE * BE RESPECTFUL

**Calcasieu Parish Public School System
2009-2010
Student Code of Conduct**

Student and Parent/Guardian Acknowledgement

The Student Code of Conduct is in place to help students gain the greatest possible benefit from their educational opportunities in the Calcasieu Parish Public School System. We encourage parents and students to review this Student Code of Conduct together and talk about the importance of being safe, responsible, and respectful at school and in everyday life.

When you have read this document with your child, please sign below and return this sheet to your child's school.

I have received, reviewed, and understand the Calcasieu Parish Public Schools' Student Code of Conduct:

Print Student's Name

Student's Signature

Date

Print Parent/Guardian's Name

Parent/Guardian Signature

Date



BE SAFE * BE RESPONSIBLE * BE RESPECTFUL * BE SAFE * BE RESPONSIBLE * BE RESPECTFUL



**Calcasieu Parish Public School System
2009 - 2010
Use of Electronic Device
Student and Parent/Guardian Acknowledgement**

The Use of Electronic Device Policy was developed to help all stakeholders understand the guidelines for electronic devices on campus and that the Calcasieu Parish School Board is not liable or responsible for any electronic device that is carried onto the school campus by a student or parent. We encourage parents and students to review this policy together and talk about the importance of being safe, responsible, and respectful at school and in everyday life.

When you have read this document with your child, please sign below and return this sheet to your child's school.

I have received, reviewed, and understand the Calcasieu Parish Public Schools' Electronic Device Policy that is located in the Student Code of Conduct:

Print Student's Name

Student's Signature

Date

Print Parent/Guardian's Name

Parent/Guardian Signature

Date



BE SAFE * BE RESPONSIBLE * BE RESPECTFUL

STATE OF LOUISIANA DEPARTMENT OF EDUCATION RULES FOR SCHOOL BUS RIDERS
Bulletin 1191

A school bus with undisciplined passengers is a hazardous bus. The misbehavior of the students can lead to accidents. The driver must concentrate on the driving task at hand and cannot be expected to constantly discipline the students while the bus is in motion. A student's behavior on the bus should be no different than in a classroom. Therefore, for the safe operation of the school bus, students should be aware of and obey the following safety rules:

1. Cooperate with the driver; your safety depends on it.
2. Be on time; the bus will NOT wait.
3. Cross the road cautiously under the direction of the driver when boarding and leaving the bus.
4. Follow the driver's instruction when loading and unloading.
5. Remain quiet enough not to distract the driver.
6. Have written permission and be authorized by the principal to get on or off at a stop other than the designated stop. (Requires parent's signature, principal's signature, and permission slip given to the bus driver to be filed on the bus.)
7. Remain seated at all times when the bus is in motion.
8. Keep arms; head or other objects inside the bus at all times.
9. Refrain from eating or drinking on the bus.
10. Use emergency exits only for emergencies, and when instructed to do so.
11. Refrain from eating or drinking on the bus.
12. The following items are not allowed: the use or possession of tobacco, matches, cigarette lighters, obscene materials, weapons, drugs or other prohibited items on the bus. For additional items see your child's school policy handbook.
13. No glass objects or other objects allowed on the bus if prohibited by state or federal law or local school board policies.
14. No band instruments, projects and other objects too large or too hazardous to be held by the passenger or stowed safely under the seat will be permitted on the bus.
15. Refrain from damaging the bus in any way.
16. Remove or secure any drawstrings on clothing or book bags to prevent injury to yourself or others.
17. Be courteous, and safety-conscious. Protect your personal riding privilege, and enjoy the ride.

MY CHILD AND I HAVE READ AND UNDERSTAND THE BUS RIDER'S RULES.

Parent or Guardian's Signature

Student's Signature

Student Internet and District Network Resources Contract
Please return only this page to your assigned teacher

Last Name: _____ First Name: _____

Student ID Number: _____

STUDENT CONTRACT AGREEMENT AND APPLICATION FOR CALCASIEU PARISH SCHOOL BOARD INTERNET AND DISTRICT NETWORK ACCESS

Directions: After reading the Calcasieu Parish School Board Internet and District Network Resources Terms and Conditions, please read and fill out the appropriate portions of the following contract completely and legibly. The signature of a parent or guardian on the Parent Contract is also required.

I have read the Calcasieu Parish School Board Internet and District Network Resources Terms and Conditions. I understand and will abide by the stated *Terms and Conditions*. I further understand that violation of the *Terms and Conditions* is unethical and illegal. Should I commit any violation, my access privileges may be revoked and/or school disciplinary action or other appropriate action may be taken.

User Signature: _____

Date: _____

Parent Internet and District Network Resources Contract

As the parent or guardian of this student, I have read the *Terms and Conditions* of the Acceptable Use Policy. I understand that this access is designed for educational purposes and Calcasieu Parish School Board has taken available precautions to monitor safe and appropriate student access.

However, I also recognize it is impossible for Calcasieu Parish School System to restrict access to all controversial materials. I will not hold the Calcasieu Parish School System responsible for materials acquired on the network. I understand that my child will be held responsible for any disregard of the Acceptable Use Policy. I hereby give permission for my child to have school use of the Internet and District Network Resources.

Domiciliary Parent or Guardian (please print): _____

Signature: _____

Date: _____ Daytime Phone: _____ Evening Phone: _____

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