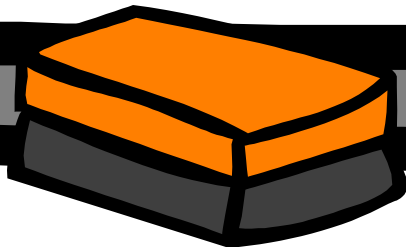


**Safe
Responsible
+ Respectful**

**Positive School Culture
2014-2015 Student Code of Conduct**



IMPORTANT INFORMATION

- **Please sign the documents on pages 52–53 and return to your child’s school.**
- **Keep this copy of the Calcasieu Parish School System’s Student Code of Conduct for your records.**
- **It is the parent/guardian’s sole responsibility to provide and maintain current contact information to the school in order to ensure contact can be made regarding their child. This includes, but is not limited to current phone numbers, mailing address, physical address, custody, and with whom the child resides throughout the school year.**
- **If you need more information about Federal Programs located on pages 54-60, please contact the counselor at your child’s school.**

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Letter from Superintendent

Dear Members of the School Community:

Welcome to the 2014-2015 school year. I am pleased to share with you Calcasieu Parish Public School System's 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* and *Response to Intervention* 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.

PBIS emphasizes teaching students to behave in ways that contribute to academic achievement and school success and that support a school environment where students and school staff are responsible and respectful. PBIS also emphasizes the need for school staff to promote appropriate behaviors by teaching, modeling, reinforcing and monitoring appropriate behaviors and by treating many minor mis-behaviors as “teaching moments” rather than punishment opportunities. PBIS recognizes that effective school discipline is anchored to meaningful corrective instruction and guidance that offers students an opportunity to learn from their mistakes and contribute to the school community. PBIS also involves ongoing monitoring of discipline data to ensure equitable school-based discipline practices are implemented in a fair and non-discriminatory manner.

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.

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 43 - 44).

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.

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 Calcasieu Parish School System:

- **C**onsider Rules and Consequences
- **P**practice Self-Control
- **S**how Respect for Self and Others
- **S**trive for your best

Responsibilities of District Administrators

- Provide appropriate training and resources to implement positive behavioral 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 behavioral 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 behavioral 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 as scheduled
- Follow the Student Code of Conduct
- 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

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/tights 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.
15. Wearing dress or attire signifying gang affiliations is not allowed on campus or at school-related activities.
16. Body Armor (bullet-resistant metal or other material intended to provide protection from weapons or bodily injury) is prohibited.

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.

Guidelines for any other dress code attire not addressed by the Dress Code Expectations will be at the discretion of the school's administration.

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 Suspension/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 or other school system vehicle 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 from the campus in the afternoon. On field trips, telecommunication devices may be possessed/used at the discretion of the Principal or his/her designee.

- ❖ **Calcasieu Parish School System will not be responsible for any electronic device carried onto the school campus by a student or parent.**
- ❖ **Photographing, audio recording or videotaping of any persons/activities/incidents/etc during the instructional day is strictly prohibited unless authorized by the school principal or his/her designee. The device will be confiscated and additional disciplinary actions, beyond the list below, may be administered.**

Use of cell phones or other electronic devices by a student shall result in the confiscation of the cell phone/electronic device and a parent phone call. Schools have the option of using other corrective strategies for repeat offenders. All confiscated phones/electronic device 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 by parent.

Procedures to be used in Middle and High Schools only:

"Use/Turned On" shall result in:

First offense:

- a one day In school Suspension/Isolation
- confiscation of the cell phone/electronic device

Second offense:

- two day suspension
- confiscation of the cell phone/electronic device

Third offense:

- a three day suspension
- confiscation of the cell phone/electronic device

Fourth offense:

- **may** result in a recommendation of an expulsion hearing

"Visible possession" shall result in:

First offense:

- a one day In School Suspension/Isolation
- confiscation of the phone/electronic device

Second offense:

- a one day suspension
- confiscation of the phone/electronic device

Third offense:

- two day suspension
- confiscation of the phone/electronic device

Fourth offense:

- **may** result in a recommendation of an expulsion hearing

Cell Phone/Electronic Device Policy-Elementary Level

Use of cell phone/electronic device 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/electronic devices 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 appropriate 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 and Intimidation

The Calcasieu Parish School District believes that all students have a right to a safe and healthy school environment. All schools within the district have an obligation to promote mutual respect, tolerance, and acceptance among students, staff, and volunteers. Behavior that infringes on the safety of any student will not be tolerated. A student shall not bully or intimidate any student through words or actions. Such behavior includes, but is not limited to direct physical contact, verbal assaults, the use of electronic methods, and social isolation and/or manipulation. The school district policy prohibiting bullying is included in the student code of conduct and includes but is not limited to the following:

- Any student who engages in bullying will be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- School staff and/or administrators will promptly investigate each complaint of bullying in a thorough and confidential manner.
- If the complainant student or parent of the student feels that appropriate resolution of the investigation or complaint has not been reached after consulting the school principal, the student or the parent of the student should contact the local superintendent or his or her designee.
- The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

All students and/or staff shall immediately report incidents of bullying, harassment or intimidation to the school principal or designee. School staff members are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying shall be promptly investigated. This policy applies to students on school grounds, while traveling on a school bus to and from school or a school-sponsored activity, and during a school-sponsored activity.

Bullying and intimidation will not be tolerated. Disciplinary action will be taken following each confirmed incident of bullying. Disciplinary action after the first incident of bullying may include but is not limited to the following:

- Loss of a privilege
- Reassignment of seats in the classroom, cafeteria or school bus
- Reassignment of classes
- Detention
- In-school suspension
- Out-of-school suspension
- Expulsion
- Assignment to an alternative site

If necessary, counseling and other interventions should also be provided to address the social-emotional, behavioral, and academic needs of students who are victims of bullying, students who witness incidents of bullying behavior and students who commit an offense of bullying.

Students and parents/guardians may report incidents of bullying to an administrator, teacher, counselor or other staff member orally or in writing by using the appropriate form. School Personnel must report bullying incidents on the state office discipline referral form.

The procedures for intervening in bullying behavior include but are not limited to the following:

- All staff, students, and their parents will receive a copy of the policy prohibiting bullying at the beginning of the school year as part of the student code of conduct.
- The school will keep a report of bullying and the results of an investigation confidential.

- Staff are expected to immediately intervene when they see a bullying incident occur or upon receipt of any report of bullying.
- Staff must report bullying incidents to school administration.
- Anyone who witnesses or experience bullying is encouraged to report the incident to a school official.

The following actions will be taken when bullying is reported:

1. Investigation

Upon receipt of any report of bullying, schools will direct an immediate investigation of the incident. The initiation of an investigation will begin no later than the next business day in which the school is in session after the report is received by the school official. The investigation will be completed no later than ten school days after the date the written report of the incident is submitted to the school official.

The investigation shall include interviewing the alleged perpetrator(s) and victim(s), identified witnesses, teacher(s), and staff members separately. Physical evidence of the bullying incident will be reviewed, if available.

2. Notification

Parents or legal guardians of the victim and accused student will be notified of the investigative procedure. If the incident involves an injury or similar situation, appropriate medical attention should be provided and the parent/guardian should be notified immediately.

3. Discipline

Upon confirming that bullying has occurred, the accused student will be charged with bullying and will receive age-appropriate consequences which shall include, at minimum, disciplinary action or counseling.

4. Follow Up

Complainants will be promptly notified of the findings of the investigation.

5. Documentation

Written documentation containing the findings of the investigation, including input from the students' parents or legal guardian, and the decision by the school official, will be prepared and placed in the school records of the alleged victim and alleged perpetrator.

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.

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 are 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 the following, including but not limited to 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.
- e. 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 167 six-hour school days per school year to be eligible for promotion.

Attendance Policy for High School Students

Students, in 2010 – 2011 and beyond will be required to be in attendance the equivalent of 83.5 six-hour days per semester of their required instructional days in order to receive grades or gain entry into the Career Diploma pathway.

The following attendance guidelines apply to ALL students:

- A student who is absent five (5) or more days in any nine-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 nine-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.
- Each student who has been suspended for ten (10) days or fewer shall receive the missed assignments from each academic teacher. Once the assignments have been issued to the student, the student shall have one (1) school day for each day out due to suspension to complete and submit the work. The teacher shall assess the student’s work and the student may receive 100% of the score earned on the assignment. If a student does not complete the assignment in the allotted amount of time, the student shall receive a zero (0) for the assignments missed due to the suspension.
- 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: Any Out-of-Zone attendance request may be revoked or denied due to attendance and/or discipline issues that have not been resolved after adequate interventions, by the school, have been attempted and documented. 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
 - Other extenuating circumstances approved by the Supervisor of Child Welfare and Attendance in consultation with the principal or his/ 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 nine-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 nine-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 and considered unexcused, but will be given missed assignments from each academic teacher. Once the assignments have been issued to the student, the student shall have one (1) school day for each day out due to suspension to complete and submit the work. The teacher shall assess the student’s work and the student may receive 100% of the score earned on the assignment. If a student does not complete the assignment in the allotted amount of time, the student shall receive a zero (0) for the assignments missed due to the suspension.

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.

Medication Policy

ADMINISTRATION OF MEDICATION

The administration of medication to students must be in compliance with the requirements of La. Rev. Stat. Ann. §17:436.1 and the policy established by the Louisiana Board of Elementary and Secondary Education (BESE). It shall be the policy of the Calcasieu Parish School Board that no school employee other than a registered nurse or licensed medical physician shall be required to administer medication until all the following conditions have been met. As used in this policy, the term *medication* must include all prescription and non-prescription drugs.

I. WRITTEN ORDERS, APPROPRIATE CONTAINERS, LABELS, AND INFORMATION

A. Medication shall not be administered to any student without a completed Medication Order from a physician or dentist licensed to practice medicine in Louisiana or an adjacent state, or any other authorized prescriber authorized in the state of Louisiana to prescribe medication or devices, **and** a letter of request and authorization from the student's parent or guardian. The following information shall be included:

1. the student's name
2. the name and signature of the physician/dentist/other authorized prescriber
3. physician's/dentist's/other authorized prescriber's business address, office phone number, and emergency phone numbers
4. student's diagnosis
5. name, amount of each school dose, time of school administration, route of medication, and reason for use of medication
6. a written statement of the desired effects and the child specific potential adverse effects

B. Medication shall be provided to the school by the parent/legal guardian in the container that meets acceptable pharmaceutical standards and shall include the following information:

1. name of pharmacy
2. address and telephone number of pharmacy
3. prescription number
4. date dispensed
5. name of student
6. clear directions for use, including the route, frequency, and other as indicated
7. drug name and strength
8. last name and initial of pharmacist
9. cautionary auxiliary labels, if applicable
10. physician's/dentist's/other authorized prescriber's name

Labels of prepackaged medications, when dispensed, shall contain the following information in addition to the regular pharmacy label:

1. drug name
2. dosage form
3. strength
4. quantity
5. name of manufacturer and/or distributor
6. manufacturer's lot or batch number

II. ADMINISTRATION OF MEDICATION: GENERAL PROVISIONS

- A. Once trained; the school employee who administers medication may not decline to perform such service at the time indicated, unless exempted in writing by the MD or RN.
- B. During the period when the medication is administered the person administering medication must be relieved of all other duties. This requirement does not include the observation period required in II.-F.
- C. Except in life-threatening situations, unlicensed but trained, school personnel may not administer injectable medications.
- D. All medications must be stored in a secured locked area or locked drawer with limited access except by authorized school personnel.
- E. Only oral, inhalant, topical ointment for diaper rash, and emergency medications must be administered at school by unlicensed, but trained, school personnel.
- F. Each student must be observed by a school employee for a period of forty-five (45) minutes following the administration of medication. This observation may occur during instruction time.
- G. School medication orders must be limited to medications which cannot be administered before or after school hours.

III. PRINCIPAL

The principal must designate at least two (2) employees to receive training and administer medications in each school.

IV. TEACHER

The classroom teacher who is not otherwise previously contractually required shall not be assigned to administer medications to students. A teacher may request in writing to volunteer to administer medications to his/her own students. The administration of medications shall not be a condition of employment of teachers employed subsequent to July 1, 1994. A regular education teacher who is assigned an exceptional child shall not be required to administer medications.

V. SCHOOL NURSE

- A. The school nurse, in collaboration with the principal, shall supervise the implementation of the school policies for the administration of medications in schools to ensure the safety, health and welfare of the students.
- B. The school nurse shall be responsible for the training of non-medical personnel who have been designated by each principal to administer medications in each school. The training must be at least six (6) hours and include but not be limited to the following provisions:

Proper procedures for administration of medications including controlled substances

- 1. Storage and disposal of medications
- 2. Appropriate and correct record keeping
- 3. Appropriate actions when unusual circumstances or medication reactions occur
- 4. Appropriate use of resources

VI. PARENT/LEGAL GUARDIAN

- A. The parent/legal guardian who wishes medication administered to his/her child shall provide the following:
 - 1. A letter of request and authorization that contains the following information:
 - a. the student's name;
 - b. clear instructions for school administration;
 - c. RX number, if any;
 - d. current date;
 - e. student's diagnosis;
 - f. name, amount of each school dose, time of school administration, route of medication, and reason for use of medication;
 - g. physician's/dentist's/other authorized prescriber's name;
 - h. the parent's/legal guardian's printed name and signature;
 - i. parent's/legal guardian's emergency phone number;
 - j. statement granting or withholding release of medical information;
 - 2. A written order for each medication to be given at school, including annual renewals at the beginning of the school year. The new orders dated before July of that school year shall not be accepted. No corrections shall be accepted on the physician's *Medication Order* form. Alteration of this form in any way or falsification of the signature is grounds for prosecution. Orders for multiple medications on the same form, an incomplete form, or a form with a physician's/dentist's/other authorized prescriber's stamp shall not be accepted. Faxed orders may be accepted; original orders must be received within five (5) business days.
 - 3. A prescription for all medications to be administered at school, including medications that might ordinarily be available over-the-counter. **Only** the physician/dentist/other authorized prescriber or his/her staff may write on the *Medication Order* form. This form must be signed by the physician/dentist/other authorized prescriber.

4. A list of all medications that the student is currently receiving at home and school, if that listing is not a violation of confidentiality or contrary to the request of the parent/legal guardian or student.
 5. A list of names and telephone numbers of persons to be notified in case of medication emergency in addition to the parent/legal guardian and licensed physician/dentist/other authorized prescriber.
 6. Arrangements for the safe delivery of the medication to and from school in the properly labeled container as dispensed by the pharmacist; the medication must be delivered by a responsible adult. The parent/ legal guardian will need to get two (2) containers for each prescription from the pharmacist in order that the parent/legal guardian, as well as the school, will have a properly labeled container. If the medication is not properly labeled and does not match the physician's order exactly, it will not be given.
- B. All aerosol medications must be delivered to the school in pre-measured dosage.
- C. Provide no more than a 35 (thirty-five) school day supply of medication in a properly labeled container to be kept at school.
- D. The initial dose of a medication must be administered by the student's parent/legal guardian outside the school jurisdiction with sufficient time for observation for adverse reactions.
- E. The parent/legal guardian must work with those personnel designated to administer medication as follows:
1. Cooperate in counting the medication with the designated school personnel who receives it and sign the *Drug Receipt* form.
 2. Cooperate with school staff to provide for safe, appropriate administration of medications to students, such as positioning, and suggestions for liquids or foods to be given with the medication.
 3. Assist in the development of the emergency plan for each student.
 4. Comply with written and verbal communication regarding school policies.
 5. Grant permission for school nurse/physician/ dentist/other authorized prescriber consultation.
 6. Remove or give permission to destroy unused, contaminated, discontinued, or out-of-date medications according to the school guidelines.

VII. STUDENT SELF-MEDICATION

Only those medical conditions which require immediate access to medications to prevent a life threatening or potentially debilitating situation shall be considered for self administration of medication. Compliance with the school policy for a drug free zone shall also be met if possible.

If a child has a known problem that is potentially serious and there is a method of helping the child and the school is denied an opportunity to help the child because the necessary materials are not made available, then the school cannot be held responsible to assist the child.

Asthma or the Use of Auto-Injectable Epinephrine

Self-administration of medications by a student with asthma or the use of auto-injectable epinephrine by a student at risk of anaphylaxis shall be permitted by the School Board, provided the student's parent or other legal guardian provides the school in which the student is enrolled with the following documentation:

- A. Written authorization for the student to carry and self-administer such prescribed medications,
- B. Written certification from a licensed medical physician or other authorized prescriber that the student:
 1. has asthma or is at risk of having anaphylaxis
 2. has received instruction in the proper method of self-administration of the student's prescribed medications to treat asthma or anaphylaxis
- C. A written treatment plan from the student's licensed physician or other authorized prescriber for managing asthma or anaphylactic episodes. The treatment plan shall be signed by the student, the student's parent or other legal guardian, and the student's physician or other authorized prescriber. The treatment plan shall contain the following information:
 1. The name, purpose, and prescribed dosage of the medications to be self-administered.
 2. The time or times the medications are to be regularly administered and under what additional special circumstances the medications are to be administered.
 3. The length of time for which the medications are prescribed.
- D. Any other documentation required by the School Board

The required documentation shall be maintained in the office of the school nurse or other designated school official.

The School Board shall inform the parent or other legal guardian of the student in writing that the school and its employees shall incur no liability as a result of any injury sustained by the student from the self-administration of medications used to treat asthma or anaphylaxis. The parent or other legal guardian of the student shall sign a statement acknowledging that the school shall incur no liability and that the parent or other legal guardian shall indemnify and hold harmless the school and its employees against any claims that may arise relating to the self-administration of medications used to treat asthma or anaphylaxis.

A student who has been granted permission to self-administer medication by the School Board shall be allowed to carry and store with the school nurse or other designated school official an inhaler or auto-injectable epinephrine, or both, at all times.

Permission for the self-administration of asthma medications or use of auto-injectable epinephrine by a student shall be effective only for the school year in which permission is granted. Permission for self-administration of asthma medications or the use of auto-injectable epinephrine by a student shall be granted by the School Board each subsequent school year, provided all of the requirements of this part of the policy are fulfilled.

Upon obtaining permission to self-administer asthma medication or to use auto-injectable epinephrine, a student shall be permitted to possess and self-administer such prescribed medication at any time while on school property or while attending a school sponsored activity. A student who uses any medication permitted by this policy in a manner other than as prescribed shall be subject to disciplinary action; however, such disciplinary action shall not limit or restrict such student's immediate access to such prescribed medication.

Auto-injectable epinephrine means a medical device for the immediate self-administration of epinephrine by a person at risk for anaphylaxis

Inhaler means a medical device that delivers a metered dose of medication to alleviate the symptoms of asthma.

Other Permitted Medications

Self-administration of other medications by a student may be permitted by the School Board, provided that:

- A. *Medication Order* from the physician or authorized prescriber **and** authorization from the student's parent or guardian shall be on file and communication with the prescriber has been established.
- B. The school nurse has evaluated the situation and deemed it to be safe and appropriate; documented this on the student's cumulative health record; and has developed a medical administration plan for general supervision. The plan may include observation of the procedure, student health counseling and health instruction regarding the principles of self-care.
- C. The principal and appropriate staff are informed that the student is self-administering the prescribed medication.
- D. The medication is handled in a safe, appropriate manner.
- E. The school principal and the school employed registered nurse determine a safe place for storing the medication.
- F. The medication must be accessible if the student's health needs require it; this information is included in the medication administration plan.
- G. Some medication should have a backup supply readily available.
- H. The student records the medication administration and reports unusual circumstances (as a general rule the student must record all dates and times he/she is self-medicating during school hours. The medication log shall be kept in the main office where the student shall record this information unless otherwise noted on the student's *Individual Administration Plan*).
- I. The school employed registered nurse, and/or the designated employee monitors the student.
- J. In addition, trained, unlicensed school personnel that administer medication must be in-serviced on health protocols.
- K. If a child no longer needs to carry medication at school or on a field trip, the school must receive a written statement from the physician/certified nurse practitioner to that effect, or the child will not be allowed to attend the school/field trip.

VIII. ACCEPTABLE SCHOOL MEDICATIONS

School medication orders shall be limited to medications which must be administered during the school day. Parents may come to school and administer medication to their children at any time during the school day following submission of proper physician's authorization for medications and arrangements with the school principal.

Medications which may be considered as acceptable under this policy:

- A. Medication to modify behavior (e.g., Ritalin, when the sustained action form of this medication is not effective.)
- B. Severe allergic reactions - must have specific written instructions from a physician.
- C. Anticonvulsive medication.
- D. Medication for asthma.
- E. Medication given in extenuating circumstances.
- F. Non-prescription (over-the-counter) drugs will only be given if medical certification of extenuating circumstances and prescription is obtained.
- G. Antibiotics and other short-term medications will not be given at school, unless so ordered by a physician, dentist, or authorized prescriber.
- H. Other specific illnesses that require medication

IX. FIELD TRIPS

If the parent/legal guardian of a student normally on medication does not request in writing that medication be administered on a pending field trip, then no School Board employee shall be responsible for administering medication to the student on the field trip.

If the parent/legal guardian of a student requests in writing that medication be administered on a pending field trip then:

1. a person certified to administer medication must go on the field trip; and
2. a nurse must be on call while the field trip is being taken.

The *Protocol on Field Trips for Students with Diabetes* shall be followed for students with diabetes

X. EXTENDED DAY CARE

In the event that a student attends extended day care and requires medication outside school hours (before or after school), medication orders that include the dosage(s), time(s), and medication(s), must be obtained from the physician/dentist/other authorized prescribe

XI. STUDENT CONFIDENTIALITY

All student information shall be kept confidential. The parent/legal guardian shall be required to sign the *Authorization for Release of Confidential Information* form, so that health information can be shared between the School Board and health care providers, such as hospitals, physician, service agency, school nurse, and/or other health provider.

Search and Seizure

STUDENT SEARCHES

The Calcasieu Parish School Board is the exclusive owner of any public school building and any desk or locker utilized by any student contained therein or any other area that may be set aside for the personal use of the students. Any teacher, principal, administrator, or school security guard employed by the School Board, having a reasonable belief that any public school building, desk, locker, area or grounds of any public school contains any weapons, illegal drugs, alcoholic beverages, nitrate based inhalants, stolen goods, or other items the possession of which is prohibited by any law, School Board policy, or school rule, may search either physically or with the use of metal detectors such building, desk, locker, area or grounds of said public school. The acceptance and use of locker facilities or the parking of privately owned vehicles on school campuses by students shall constitute consent by the student to the search of such locker facilities or vehicles by authorized school personnel. In addition, the School Board reserves the right to inspect or search at any time lockers, desks, or any facilities, objects, or vehicles on the school campus, or used by students, for the purpose of enforcing compliance with any health, safety, or security policies, rules, or regulations. Any student not present during the search shall be informed of the search immediately thereafter.

Students and parents shall be notified in writing at the beginning of each school year of the School Board's authority to conduct unannounced searches of students, lockers, automobiles, school employees, and any other person or object on School Board property and at school sponsored events. Signs of high visibility informing the general public of the School Board's search authority shall be posted at entrances to all School Board buildings.

Upon finding any prohibited items, the student shall be automatically suspended and/or recommended for expulsion by school authorities, as appropriate. Investigative facts and/or seized items shall be immediately turned over to the proper law enforcement officials.

Whenever any search is conducted pursuant to this policy, as soon as is reasonably practical a written record shall be made thereof by the school administrator/designee conducting the search and such record shall include the name of the student and/or person(s) involved, the circumstances leading to the search and the results of the search. This written, dated and signed record shall be filed and maintained in the school administrator's office, and a copy of it shall be sent to the Superintendent within five (5) days. The student(s) and parent(s)/guardian(s) shall be given a written receipt for any item(s) seized and/or impounded by the school administrator/ designee.

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

Seclusion/Restraint Guidelines and Procedures

The Calcasieu Parish School System Seclusion/Restraint Guidelines and Procedures provide guidance for the use, reporting, documentation, and oversight of seclusion and restraint in accordance with regulations and guidance by the Board of Elementary and Secondary Education, Louisiana Department of Education. These guidelines can be accessed on the Calcasieu Parish School System district website at www.cpsb.org under the "Parents" tab. Parents without internet access or who would like a paper copy may secure one from their child's school.

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 Behavior Report” and give a copy of the form to the principal.

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.

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 will be addressed with corrective strategies that will NOT include removal from instruction (In-school suspension/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 will be addressed with corrective strategies that will NOT include removal from school (out-of-school suspension).

Level 3 A & B 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 A infraction** does NOT result in an out of school removal on the first violation as school administrators shall attempt to utilize other corrective actions as deemed appropriate on a case by case basis, and committing a **Level 3B infraction** does NOT necessarily result in an out of school removal but could result in an OSS if administration deems appropriate.

Level 4 Infractions – Discipline incidents that require immediate response from administration, crisis team, its 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 *School-Wide Positive Behavioral Interventions and Supports, R.T.I.* and reduce the loss of instructional time due to out-of-school suspensions and expulsions, each school within the Calcasieu Parish Public School System will utilize a wide variety of corrective strategies that do not remove children from valuable instructional time. These strategies are designed to prevent the occurrence of student infractions, teach alternative or replacement behaviors, or motivate students to demonstrate compliance with established school expectations outlined in the Code of Conduct. Corrective Strategies must be implemented by educational personnel with appropriate amounts of integrity for Level 1 and Level 2 Infractions prior to administration utilizing out-of-school consequences. As such, these strategies serve as a first line of remediation in the successful management of student behaviors.

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

- After-school detention in conjunction with instruction designed to teach replacement behaviors when appropriate
- Behavioral contracts and/or Behavior Support Plans
- Bus – Assigned Seat
- Bus – Probation
- Bus Suspension (see School Bus Conduct)
- Check-in/Check-out (CICO) See definition in glossary for further information
- Conflict Resolution/Appropriate Communication/Social Skills
- Contact and/or conference with parent/guardian.
- Effective de-escalation strategies designed to prevent the occurrence of behavioral infractions
- Home/school communication system
- In School Detention (Lunch Detention, Recess Detention, etc) in conjunction with instruction designed to teach replacement behaviors when appropriate
- In School Suspension (ISS)/In School Isolation (ISI) in conjunction with instruction designed to teach replacement behaviors when appropriate
- Loss of privilege
- Mentoring with specific focus on the remediation of behavioral infractions and plans to teach replacement behaviors
- Pre-correction and effective limit-setting strategies designed to prevent the occurrence of behavioral infractions
- Refer the student to the Response to Intervention Team
- Referral to the school counselor
- Reflective activity focused on teaching of replacement behaviors for repeated infractions
- Restitution
- Saturday School in conjunction with instruction designed to teach replacement behaviors when appropriate
- Schedule adjustment
- Schedule re-teaching of school-wide behavioral expectations during student's free or elective periods using direct instruction, modeling, and corrective feedback when appropriate
- Scheduled mandatory social skills instruction aimed at specific repeated behavioral infractions during student's free or elective periods using direct instruction, modeling, and corrective feedback when appropriate
- Seat change
- Self-charting of behavior in conjunction with corrective and reinforcing feedback from educational and/or administrative personnel
- Short-term Behavioral Progress Reports (Daily/Weekly) in conjunction with corrective and reinforcing feedback from educational and/or administrative personnel and communication with home environment when appropriate.
- Supervised work assignment (before; during; and/or after school) at student's level or designed to address specific behavioral infractions
- Teaching, Modeling of expectations and skills using effective instruction strategies
- Temporary classroom change
- Temporary removal from classroom (not more than one hour) in conjunction with instruction designed to teach replacement behaviors when appropriate
- Written Apology with appropriate model and/or guidance from school personnel

Level 1 Infractions: Corrective Strategies

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Level 1 Infractions	Possible Corrective Strategies:
Be Safe	Walk in hallways Stay to the right and keep moving Stay in your assigned seat Keep all objects to yourself	<p><u>Bus Violation</u> 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><u>No Hall Pass</u> 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><u>Throwing objects</u> Tossing item(s) without intent to harm, i.e. throwing paper, spitballs, etc.</p>	<p>Multiple strategies may be used depending on individual student's needs. This is not meant to be an exhaustive list</p> <p><u>First Infraction:</u></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><u>Repeated Infractions:</u></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 •Seat change •Short-term Behavior Progress Report •Self-charting of behavior •Bus – assigned seats •Referral to the school counselor •Refer the student to the <i>Response to Intervention Team</i> •Short-Term Removal from class •After-School Detention •In-School Detention <p><u>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. The student's teacher will also present documented corrective strategies to school's administrator.</u></p>
Be Responsible	Arrive to class on time Participate in class Dress appropriately Use good manners	<p><u>Computer Abuse/Non AUP Violations (Off Task)</u> Student engages in inappropriate use of computer that does not violate AUP. Example: Accessing sites not assigned by instructor.</p> <p><u>Dress Code Violation</u> Student wears clothing and/or dresses in a manner that is not consistent with the policy practiced by the school district.</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><u>Violation of Classroom Rules/Noncompliance</u> 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><u>Disrespect for Authority</u> After being redirected by an adult, student continues to engage in minor disrespectful behavior such as "eye-rolling", sighing, etc.</p> <p><u>Profanity (Not directed at)</u> Language used in conversation or in relation to frustration but is not used as a form of intentional disrespect toward school personnel and/or peers.</p> <p><u>Inappropriate Communication</u> Put downs or making fun of or negatively talking about a person or their family.</p> <p><u>Inappropriate Physical Contact</u> 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 will be addressed with corrective strategies that will NOT include removal from instruction (In-school suspension/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><u>Bus Disturbance</u> Student performs any behavior that interrupts the daily routine(s) of school bus operations that compromises minimally the safety of others. Examples: Throwing objects or any behavior that affects the driver's ability to maintain control.</p> <p><u>Campus Disturbance</u> 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><u>Traffic Violation</u> Student violates any state or federal regulation as it relates to traffic laws.</p> <p><u>Initiating or Instigating a Fight</u> prompting, encouraging or attempting to bring about a fight (but fight does not occur) through ones words or actions</p> <p><u>Being in an Unauthorized Area</u> Student is observed by an adult to be in an area on school district property that is designated by administration as being off limits due to safety concerns or possible disruption to academic school day</p> <p><u>Possession of Tobacco/Lighter**</u> Student possesses tobacco products on school grounds , at school-sponsored events, and/or when using school district transportation ** Administrators may move violation of this offense to a Level 3 if the safety of others is compromised.</p> <p><u>Any undefined infraction that the administrator deems to be similar in severity to other Level 2 Infractions</u></p>	<ol style="list-style-type: none"> 1. Student Conference 2. Parental Contact <p>If the principal determines that discipline action is warranted: Implement appropriate corrective strategies:</p> <ul style="list-style-type: none"> • Home/school communication system • Short-term behavioral reports • Re-teach the behavior expectations • Provide a meaningful <i>reflective activity</i> • Written apology • Loss of privileges • Mentoring • Restitution • Create a <i>behavior contract</i> or <i>behavior intervention plan</i> for either a student with disabilities or a regular education student that includes expected student behavior, incentives and consequences • Check-in/check-out • Linkage with counseling agency • Conflict Resolution/Communication and Social Skills • Referral to school counselor • After-school detention • Bus Probation • Bus Suspension • Supervised Work • Saturday School • In School Detention • Temporary Removal from Class • Schedule Adjustment • ISS/ISI • In-School Suspension/Isolation
Be Responsible	Take care of school property and ask before borrowing other people's property Attend all classes on time Attend school daily	<p><u>Computer Abuse (Account/Access Issues)</u> Student engages in inappropriate use of computer that violates AUP. Example: User accounts and downloading issues</p> <p><u>Electronic Telecommunication Device –Visible</u> Student has an electronic device in visible possession, but not being used during the instructional day.</p> <p><u>Cutting Class</u> Student fails to attend regular scheduled class without an excuse on days when present at school.</p> <p><u>Defacing Property while at School</u> 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><u>Excessive Tardiness</u> 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 PBIS Discipline Ladder</p> <p><u>Leaving Class without Permission</u> Student leaves the classroom without permission from the instructor and it is not deemed an emergency</p> <p><u>Missing Assigned Detention</u> Student fails to report to assigned discipline (i.e. Saturday School, ISD, After-School Detention) without written permission from administration.</p> <p><u>Skiping School/Truancy</u> Student fails to attend school on regular school day(s) without a valid excuse and written permission from administration</p> <p><u>Forged Note</u> Student signs another person's name on a note and/or other written document without the other person's permission or knowledge</p>	<ul style="list-style-type: none"> • Create a <i>behavior contract</i> or <i>behavior intervention plan</i> for either a student with disabilities or a regular education student that includes expected student behavior, incentives and consequences • Check-in/check-out • Linkage with counseling agency • Conflict Resolution/Communication and Social Skills • Referral to school counselor • After-school detention • Bus Probation • Bus Suspension • Supervised Work • Saturday School • In School Detention • Temporary Removal from Class • Schedule Adjustment • ISS/ISI • In-School Suspension/Isolation

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 Respectful	<p>Consider other people's feelings and respect personal space of others</p> <p>Politely follow adult requests</p> <p>Keep your hands, feet and objects to yourself at all times</p>	<p><u>Aggressive Inappropriate Physical Contact</u> Student engages in aggressive physical contact. (Example: scratching)</p> <p><u>Class Disturbance/Prevent Orderly Instruction</u> 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 addressed by the classroom faculty member using proactive PBIS strategies.</p> <p><u>Repetitive Profane/Obscene Communication (Not directed at)</u> Student continues to use inappropriate language in conversation or in relation to frustration but is not used as a form of intentional disrespect toward school personnel and/or peers.</p> <p><u>Profane/Obscene Communication (Directed Act)</u> Student uses inappropriate language as a form of intentional disrespect toward peers.</p> <p><u>Disrespect for Authority</u> After being redirected by an adult, student continues refusing to follow adult directions</p> <p><u>Indecent behavior</u> Student performs, writes, and/or draws pictures/images that are considered indecent, offensive, disgusting and/or disturbing according to local community social norms. (ex. note with profanity, pictures of inappropriate things)</p> <p><u>Threatening</u> Student delivers disrespectful messages to peers with no intent of follow-through. Ex. Getting mad and threatening to hurt him/ her.</p> <p><u>Disobeying or Refusing to Comply with any Reasonable Request</u> 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><u>Harassing or Intimidating Communications</u> Repeated use of words, gestures, photographs, drawings or any other form of communication to intimidate or harass another student.</p> <p><u>Engaging in Mutual Displays of Affection (PDA)</u> Students engage in inappropriate actions on the school campus such as kissing and other unacceptable behaviors.</p>	<p>MANDATORY: Any student receiving his/her fourth full-day removal from instruction by either ISS and/or OSS during any given semester shall be referred by the school administrator to the school's Response to Intervention Team to determine whether supplemental and/or intensive intervention strategies and supports are necessary to address student's behavior.</p> <p>Note: In the event a student receives his/her THIRD Level 2 Infraction referral, the school administrator will ensure that Level 2 corrective strategies were utilized for the first two Level 2 infractions before treating the third Infraction as Level 3 Infraction.</p>

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

Level 3 A & B Infractions: Corrective Strategies

District-Wide Behavioral Expectations	Examples of Expected Behaviors	<h2 style="text-align: center;">Level 3A Infractions</h2> <p style="text-align: center;">The following infractions <u>do not warrant an OSS on first offense</u>, but may require additional corrective strategies if the infraction is repeated by student.</p>	<p>Possible Corrective Strategies:</p> <p>Multiple strategies may be used depending on individual student's needs.</p> <p>This is not meant to be an exhaustive list</p>
Be Safe	Solve problems peacefully Obey all school rules Stay tobacco free Make healthy choices	<p><u>Bus Disturbance</u> Student performs any behavior that compromises the safety of others. Examples: Throwing objects that hit bus driver or any behavior that affects the driver's ability to maintain control and could require the bus driver to stop bus.</p> <p><u>Uses, Distributes, or Sells Tobacco Products/Lighter</u> Student uses, distributes, or sells tobacco products on school grounds, at school-sponsored events, and/or when using school district transportation.</p> <p><u>Possessing or Using Nonprescription or Non-Controlled Substance</u> Student is in possession of or using a substance (i.e. over the counter medications, unidentifiable substances, or other chemical substances) or engaging in conduct related to sniffing/huffing of substances.</p> <p><u>Any undefined infraction that the administrator deems to be similar in severity to other Level 3A Infractions</u></p>	<p><u>For Level 3A infractions, the following steps must be implemented:</u></p> <ol style="list-style-type: none"> MANDATORY Investigation of infraction MANDATORY parent contact to inform parent of accusation and status of investigation. Parent be given the option to attend the student conference after investigation is complete. MANDATORY student conference <p>If the principal determines that discipline action is warranted:</p> <p>Implement appropriate corrective strategies:</p> <ul style="list-style-type: none"> Create home/school communication system Re-teach the behavior expectations In School Suspension/Isolation Provide a meaningful <i>reflective activity</i> Loss of privilege Create a <i>behavior contract</i> or <i>behavior intervention plan</i> for either a student with disabilities or a regular education student that includes expected student behavior, incentives and consequences for infractions Check-in/check-out Arrange linkage with a counseling agency Mentoring Temporary Removal from classroom After-school detention Saturday School In-School Detention Temporary classroom change Schedule adjustment <p>Level 3A will only warrant an Out of School Suspension if the infraction is repeated or if the principal deems it necessary due to the seriousness or extreme circumstances based on the results of the school-level investigation. An administrator must present documented prevention and intervention strategies that have been implemented after each infraction following the discipline ladder.</p>
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 day	<p><u>Computer Abuse (Illegal Accessing Activity)</u> Student engages in inappropriate use of computer that violates AUP. Example: User uses CPSB domain to try an access inappropriate sites, materials, etc.</p> <p><u>Stealing</u> 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. Administration should require restitution activity and participation in remediation for stealing. If student or parent refuses then administrator may take additional actions.</p> <p><u>Vandalism</u> Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school grounds and/or at school sponsored events. Administration should require restitution activity and participation in remediation for vandalizing. If student or parent refuses then administrator may take additional actions.</p> <p><u>Leaving Campus without Permission</u> Student leaves the school campus on a regular school day without permission from an administrator.</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><u>Harassment (other than sexual)/Inappropriate Communication to Peers</u> Student repeatedly 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.</p> <p><u>Continued Open Defiance Toward Authority</u> Student refuses to follow directives and continues to be openly defiant towards authority. If student continues to refuse then the administrator may take additional actions if necessary.</p> <p><u>Repetitive Profane/Obscene Communication (Directed At)</u> Student continues to use inappropriate language as a form of intentional disrespect toward.</p>	

District-Wide Behavioral Expectations	Examples of Expected Behaviors	<h2 style="text-align: center;">Level 3B Infractions</h2> <p style="text-align: center;">Level 3B infractions <u>do NOT necessarily result in an out of school removal but could result in an OSS if administration deems appropriate.</u></p>	<h3 style="text-align: center;">Possible Corrective Strategies:</h3> <p>Multiple strategies may be used depending on individual student's needs. This is not meant to be an exhaustive list</p>
Be Safe	Solve problems peacefully Obey all school rules Stay tobacco free Make healthy choices	<p><u>Campus Disturbance</u> 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><u>Initiating or Instigating a Fight</u> A physical altercation occurred as a result of the student's words or actions</p> <p><u>Fighting (Zero Tolerance)</u> Involvement in acts involving serious physical contact where injury may occur (e.g., hitting, punching, slapping, biting, hair pulling, hitting with foreign object, kicking, etc)</p> <p><u>Illegal Activity</u> Student performing any unlawful act under State or Federal law not otherwise described in Code of Conduct</p> <p><u>Object Used as a Weapon</u> Student uses any foreign object as a weapon toward others with the intent of causing bodily harm or injury</p> <p><u>Throwing Objects that can Injure</u> 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><u>Participation in Gangs/Cults</u> Student participates in activities related to gangs/cults on school campus or school sponsored activities</p> <p><u>Any undefined infraction that the administrator deems to be similar in severity to other Level 3B Infractions</u></p>	<p>For Level 3A & 3 B infractions, the following steps must be implemented:</p> <ol style="list-style-type: none"> MANDATORY Investigation of infraction MANDATORY parent contact to inform parent of accusation and status of investigation. Parent be given the option to attend the student conference after investigation is complete MANDATORY student conference <p>If the principal determines that discipline action is warranted:</p> <p>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 Suspension/Isolation • Provide a meaningful <i>reflective activity</i> • Loss of privilege • Create a <i>behavior contract or behavior intervention plan for either a student with disabilities or a regular education student that includes expected student behavior, incentives and consequences for infractions</i> • <i>Check-in/check-out</i> • Arrange linkage with a counseling agency • Mentoring • Temporary Removal from classroom • <i>After-school detention</i> • <i>Saturday School</i> • <i>In-School Detention</i> • <i>Temporary classroom change</i> • <i>Schedule adjustment</i> • Suspension for Level 3B at the discretion of the principal taking into consideration the results of the school-level investigation. <p>An administrator must present documented prevention and intervention strategies that have been implemented after each infraction following the discipline ladder.</p>
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 day	<p><u>Computer Abuse (Illegal Activity)</u> Student engages in inappropriate use of computer that violates AUP. Example: User uses CPSB domain to engage in illegal activity</p> <p><u>Cell Phone/Electronic Devices (Use/Turned On)</u> Student engages in the unauthorized use of cell phone, pager, music/video players, camera and/or other electronic devices without permission from an administrator.</p>	<ul style="list-style-type: none"> • <i>Check-in/check-out</i> • Arrange linkage with a counseling agency • Mentoring • Temporary Removal from classroom • <i>After-school detention</i> • <i>Saturday School</i> • <i>In-School Detention</i> • <i>Temporary classroom change</i> • <i>Schedule adjustment</i> • Suspension for Level 3B at the discretion of the principal taking into consideration the results of the school-level investigation. <p>An administrator must present documented prevention and intervention strategies that have been implemented after each infraction following the discipline ladder.</p>

District-Wide Behavioral Expectations	Examples of Expected Behaviors	<p style="text-align: center;">Level 3B Infractions</p> <p style="text-align: center;"><u>Level 3B infractions do NOT necessarily result in an out of school removal but could result in an OSS if administration deems appropriate.</u></p>	<p>Possible Corrective Strategies:</p> <p>Multiple strategies may be used depending on individual student's needs. This is not meant to be an exhaustive list</p>
Be Respectful	<p>Consider other people's feelings and respect personal space of others</p> <p>Politely follow adult requests</p> <p>Keep your hands, feet and objects to yourself at all times</p>	<p><u>Bullying</u> Bullying is defined as a pattern of obscene gestures; written electronic or verbal communications that threaten or harm; taunting; malicious teasing; physical acts, not limited to hitting, kicking, pushing, or damaging personal property; repeatedly shunning or excluding students from activities and may include coercion or extortion.</p> <p><u>Habitually Violates School Rules</u> Student continues to violate school rules after receiving greater than three written referrals for other Level 2 Infractions. Examples: Repeated class disturbances, repeated violation of class rules</p> <p><u>Inflict Bodily Injury</u> Involvement in any form of physical aggression that results in bodily harm or injury to another person(s).</p> <p><u>Sexual Harassment</u> 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><u>Threatening/Intimidation</u> 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><u>Harassment (other than sexual)/Intimidation or Inappropriate Communication to an Adult</u> Student repeatedly delivers disrespectful message (words, gestures, photographs, drawings or any other form of communication) to adult Disrespectful messages may include but not limited to 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 or message used to harass or intimidate an adult</p> <p><u>Unfounded Charge Against Authority</u> 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> <p><u>Profanity in Communication with Staff</u> Student uses profanity in direct communication with staff but is not directly threatening or intimidating staff</p> <p><u>Engaging in Retaliation Against School Employee</u> Student engages in retaliation act(s) against any school employee (on or off campus)</p>	<p>In addition to the Steps for Level 3A and 3 B Infractions the following must also be followed:</p> <p><u>MANDATORY</u> Any student receiving his/her Fourth full-day removal from instruction by either ISS/ISI and/or OSS during any given semester shall be referred by the school administrator to the School's Response to Intervention Team to determine whether Supplemental and/or intensive Intervention strategies and supports are necessary to address student's behavior.</p> <p><u>MANDATORY</u> Any student receiving IDEA services that receives his/her Fourth full-day removal from instruction by either ISS/ISI and or OSS during any given semester will have revisions made to his/her Functional Behavior Assessment, Behavioral Intervention Plan, and/or Individual Education Program</p>

Level 3 A & B 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 A infraction** does NOT result in an out of school removal on the first violation as school administrators shall attempt to utilize other corrective actions as deemed appropriate on a case by case basis, and committing a **3B infraction** does NOT necessarily result in an out of school removal but could result in an OSS if administration deems appropriate.

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 from accepting alcohol and drugs & report alcohol or drugs to appropriate staff or administrator.	<p><u>Alcohol Possession and/or Use</u> 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><u>Drugs (Use, possession and/or distribution)</u> 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><u>Group and/or Gang Fights</u> Students participate in a two or more on one fight with another student or groups of students participate in fights</p> <p><u>Participation in Gang-Related Activity</u> Students participate in activities related to gangs/cults on school campus or a school sponsored activities</p> <p>Any other <u>undefined</u> infraction that the administrator deems to be similar in severity to other Level 4 Infractions</p>	<p>For Level 4 infractions, the following steps must be implemented: (First offense)</p> <ol style="list-style-type: none"> MANDATORY investigation MANDATORY parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference after investigation is complete MANDATORY student conference <p>If the principal determines that discipline action is warranted:</p> <ul style="list-style-type: none"> MANDATORY school level conference with student, parent, principal or designee and staff member(s) involved. MANDATORY referral to law enforcement in cases of alcohol and other drugs, guns, and explosives. <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> <p>Assault & Battery Offenses require:</p> <ol style="list-style-type: none"> 1.Immediately remove the student from the school premises without complying with suspension procedures 2.Immediately suspend student from school. Note: after the student is removed and suspended, the usual notifications and procedures shall follow “as soon as is practicable”
BE RESPONSIBLE	Be cooperative in the event of an emergency. Follow school safety plan. Never bring weapons to school	<p><u>Explosives/Incendiary Device</u> 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><u>Possessing a knife</u> Student possesses any form of knife and/or blade device</p> <p><u>Possessing a Weapon Prohibited by Federal Law</u> 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><u>Serious Bodily Injury</u> Student inflicts serious bodily harm on another person that requires law enforcement and/or medical intervention(s).</p> <p><u>Battery of a Staff or Faculty Member</u> A severe and unprovoked act of physical aggression against a faculty/staff member with a reasonable intent to harm. Example: Punching a teacher</p> <p><u>Assault of a Staff or Faculty Member</u> Attempt to commit on a school teacher a battery or the intentional placing of a school teacher on reasonable apprehension of receiving battery or making statements threatening physical harm to a school teacher which includes using Profane or Obscene Language to an Adult with intent to directly threaten or intimidate the adult</p> <p><u>Public Indecency, Lewdness, or Exposure</u> Student engages or attempts to engage in actions that include but are not limited to exposing of body parts in public view with the intent to shock or intimidate others, etc that results in the creation of a hostile educational environment that impedes the ability of others to participate in or benefit from the educational program.</p> <p><u>Sexual Acts on Campus</u> Student engages or attempts to engage in behavior of a sexual nature on campus or at school-sponsored or related events including district transportation.</p> <p><u>Continuous Sexual Harassment</u> Student continues, even after previous attempts to stop the behavior, to engage 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.</p>	

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

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. See pages 35-38 for designated Level 3 Infractions that do not warrant use of an OSS to manage the student's behavior. Instead, the school administrators will assign the student to ISD and/or ISS/ISI for a specified number of days to receive mandatory behavioral instruction in replacement behaviors designed to specifically target the student's display of behavioral infractions.

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 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 the elementary school dept at (337) 217-4140 ext 1601, the middle school dept at (337) 217-4150 ext 1501, or the high school dept at (337) 217-4160 ext. 1301.

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 review of the suspension, based on the merits of the case and issue a disposition. 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.

Expulsion

Expulsion is defined as any denial of school attendance for the remainder of the school year, for a time designated during the current or next school year.

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 (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.

Note: Expulsion actions taken herein for students with disabilities must be consistent with federal and state laws and regulations.

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 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 Program* 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 must be present at the expulsion hearing. 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 Program

Students who have been recommended for expulsion from their regularly assigned school may have their expulsion modified allowing the student to attend an *alternative program*. 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 Program*. 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. Parents/Guardians will be responsible for transporting student to and from the alternative school site.

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.

Note: Expulsion actions taken herein for students with disabilities must be consistent with federal and state laws and regulations.

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. 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. 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 Act (IDEA)

The Individuals with Disabilities Education Act (IDEA) 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, certain procedural safeguards apply, 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, certain procedural safeguards apply to foster the student's continued access to the general curriculum and educational opportunities.

Manifestation Determination Review (MDR)

A Manifestation Determination Review (MDR) is a process by which parents and the school system personnel 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 the school system proposes to change the placement of a student with a disability based on a violation of the code of conduct, the school district must conduct an MDR within 10 days of the decision to change the student's placement. 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 IEP 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 IEP Team shall conduct a functional behavioral assessment (FBA) and implement a behavior support plan (BSP), if an FBA or BSP was not completed prior to the violation of the Code of Conduct. If a behavior support plan (BSP) has already been developed, the IEP Team shall review the plan, modify it, as necessary, to address the behavior. For behavior determined to be a manifestation of the child's disability, unless the IEP Team and parents agree to change of placement as part of the BSP, the student shall remain in his/her current placement.

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 the likelihood of the behavior reappearing is reduced.

Functional Behavioral Assessments and Behavior Support Plans

A student with a disability who experiences 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 plan. An FBA is performed 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

Even if the behavior is manifestation of the student's disability, with or without parent permission, a school district may move 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." Under 18 U.S.C. 1365(h)(3) "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.

Services During Removals

Regardless of whether the behavior is manifestation of 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 allow the student to 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*.

Appeal Process

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 through Louisiana Department of Education.

Disciplinary Protections for Children Not Yet Identified as Having a Disability

A student is entitled to procedural protections under IDEA for 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* violated to code of conduct for which disciplinary action is being contemplated. Subject to specific exceptions, 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; or
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 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 (with appropriate educational supports 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 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 – the behavioral contract is a simple written agreement serving as a reinforcement tool that is widely used by teachers to change student behavior. The behavior contract spells out in detail the expectations of the student, the teacher, and sometimes the parent and indicates the appropriate consequences should the student neglect to behave according to the contract. The student usually has input into the conditions that are established, which means that the student is more likely to be motivated to abide by the terms of the behavior contract than if the terms were imposed by someone else.

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 and includes specific teaching strategies designed to assist the student in learning the behavioral expectations outlined by 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. Finally, BSPs must be implemented with adequate amounts of treatment integrity by teaching and administrative staff in order to effectively address the academic and behavioral needs of the student.

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 or designated mentor meets twice daily with the student to individually provide pre-correction and 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. Teaching staff must provide the student with corrective and reinforcing feedback throughout the day in order to assist the student in learning the desired replacement behaviors. CICO systems must be implemented with adequate levels of treatment integrity in order to be effective for the student.

Corrective Strategies – also known as alternatives to suspension and expulsion, Corrective Strategies may include, but are not limited to the list located on page 24.

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 (IDEA) 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 classification under Louisiana Bulletin 1508. 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. In Louisiana, “exceptionality: also includes students classified under 1508 as “Gifted” and/or “Talented”.

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

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 offer to children with disabilities or exceptionalities. This means that the school must help to create a specific plan (i.e., individualized education program) for an eligible child to address the child’s unique learning needs; offer special education and related services required to address those needs; and offer placement in an appropriate educational setting. 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 behaviorally-based assessment process of examining the empirically-based function(s) or purposes 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 including the development and implementation of preventative strategies, teaching strategies, reinforcement strategies, and appropriate consequent strategies designed to teach the student effective, efficient, and relevant replacement behaviors.

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 (IDEA) – 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. IDEA 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 program for educating children with special needs. Under federal special education law (IDEA), all children ages 3-21 identified as having a disability under that law must be offered an IEP.

IEP Team – a group of people who are responsible for developing, reviewing, and revising the IEP (Individualized Education Program) 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 who have knowledge or special expertise regarding the child

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. ISD should include remediation designed to teach the student replacement behaviors and generalization strategies to assist the student in displaying the replacement behaviors in the school environment.

In-School Suspension (ISS)/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 ISS/ISI 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. Students assignment to ISS/ISI may occur for specific periods of time (e.g., 1 hr to several days) deemed appropriate by school administrators to effectively address non-suspendable behavioral infractions. ISS/ISI should include planned remediation designed to teach the student replacement behaviors and generalization strategies to assist the student in displaying the replacement behaviors in the school environment.

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. Intervention services must be implemented with adequate levels of treatment integrity in order to be effective in addressing student academic and behavioral concerns.

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.

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 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.

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 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 appropriate 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. Finally, the RTI model requires that academic and behavioral interventions must be implemented with adequate levels of integrity by educational staff in order to adequately evaluate student response or failure to respond to intervention.

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).

Calcasieu Parish Parent Concern Form

Response to Intervention - Behavior

Dear Parent,

In an effort to address behavioral and/or social/emotional concerns, the Calcasieu Parish School System is utilizing a proactive approach to provide interventions to students. Factors such as number of office discipline referrals, poor academic performance with no indicators of academic weakness, parental input and staff recommendations are considered. Interventions would be provided to assist students in addressing social/emotional concerns that are obstacles to education or the learning environment.

Parent input is critical in early awareness of social and/or emotional concerns. If you believe your child has significant social or emotional difficulties, please complete this page and return it to your child's teacher. The information will be reviewed by school personnel to determine if further screening is recommended; no action will take place without parent notification.

_____ I have concerns regarding my child's social skills or significant emotional difficulties.

I would like my child _____ screened for these concerns.

I can be reached at (daytime phone #) _____ or (evening phone #) _____.

Additional information I would like the school to consider is:

Parent Signature: _____ Date: _____

*Please return to this form to the school if you feel your child may need to be screened for additional social or emotional supports by school personnel.

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.

**Calcasieu Parish Public School System
2014 - 2015
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 initial & have your child initial in the blanks, sign below and have your child 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: _____
(Parent) (Student)

I have received, reviewed, and understand the Calcasieu Parish Public Schools' Use of Electronic Device: _____
(Parent) (Student)

I have received, reviewed, and understand the LA Department of Ed Rules for School Bus Riders Bulletin 1191: _____
(Parent) (Student)

Print Student's Name

Student's Signature

Date

Print Parent/Guardian's Name

Parent/Guardian Signature

Date



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

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: _____

Calcasieu Parish School System Acceptable Use Policy ©2008 Calcasieu Parish School Board - All Rights Reserved Adopted July 8, 2008

Parent Release Form for Published Student Information

Name of Student _____

I give permission for my child to be photographed and/or recorded on video in connection with Calcasieu Parish School System activities. My signature on this form indicates approval for the student's name (full first name and first initial of last name), picture, art work, written work, voice, verbal statements or portraits (video or still) to appear in the school or district's publications, videos, or website. These pictures and articles may or may not personally identify the student. I understand that all photos and videos will become property of Calcasieu Parish School System.

I understand and agree to the above stated conditions, and give my permission for my child to participate.

Date: _____

Parent/Legal Guardian (please print) _____ Signature _____

Parental Information

Federal Programs Information For Parents of Calcasieu Parish Students

Information also available at:

<http://www.cpsb.org>

Click: Parents/Students

Click: Federal Programs

Click: Parent Notices

OR

<http://www.cpsb.org>

Click: District Policies

Click: Student Code of Conduct

FEDERAL PROGRAMS

Parents and Guardians may access information about Federal Programs and State Accountability by visiting the CPSB website. <http://www.cpsb.org> Under the Parent/Student tab, information may be found under Resources by going to Accountability and/or NCLB. Also under the Parent/Student tab, information may be found under Departments by going to Federal Programs.

NCLB PARENT NOTIFICATION

Parents are to be given timely information about Title I programs and their children's progress, and be involved in their children's education. There are numerous opportunities for family involvement provided through the Title I program through structured activities, volunteering or serving on committees, or just receiving information, resources, or assistance with a specific problem.

Parents may find additional information regarding Federal Programs and the State Accountability Program on the Louisiana State Department website at <http://www.louisianabelieves.com>

Parents are encouraged to be actively involved in all aspects of their child's education and have a right to know about their child's school performance and the qualifications of their child's teacher or paraprofessional. Parents may access their child's teacher qualifications through a new Teach Louisiana link <http://www.teachlouisiana.net> on the Louisiana State Department of Education website. Click verify Louisiana Certificate (may have to click more than once), type in teacher's name.

Parents will be notified if their child is placed in a program for English Language Learners (ELL) students, or if they will be taught for four or more consecutive weeks by a teacher not meeting the NCLB definition of highly qualified.

Louisiana Department of Education Complaint Procedures For The Elementary and Secondary Education Act of 1965

If the Calcasieu Parish School System Title I Program is not providing services in accordance with state and federal regulations, a parent may file a complaint in accordance with the *The Louisiana Handbook for School Administrators*, Bulletin 741, Section 349, which is available online at the following website address: http://wwwprd.doa.louisiana.gov/LaServices/PublicPages/ServiceDetail.cfm?service_id=2317 Parents may also request a copy of this bulletin by calling the Department's toll-free number 1.877.453.2721. This bulletin contains detailed procedures established for resolving complaints filed against the Department of Education or a local education agency pursuant to provisions of the Elementary and Secondary Education Act of 1965, 20 U.S.C. §6301, et. seq.(ESEA).

Summarized from the above handbook, complaints to the Louisiana Department of Education must (1) be in writing and (2) describe a violation of the law or a violation of federal statutes or regulations.

The written complaint must include:

- A statement of the violation of requirement of pertinent federal statute or regulation;
- The facts on which the statement is based, including the name of the local education agency;
- A proposed solution for the problem;
- The parent's signature and contact information;
- Only violations occurring within the past year.

A parent is notified when a complaint has been received by the Department, and complaints will be resolved within 60 days of receiving the complaint, unless the timeline has been extended. The parent will receive a written decision addressing each violation and will also be informed of the right to request that the Secretary of the United States Department of Education review the decision made by the Louisiana Department of Education.

TITLE I DISTRICT PARENT/FAMILY INVOLVEMENT POLICY CALCASIEU PARISH SCHOOL SYSTEM (CPSS) 2013/2014

“The mission of Calcasieu Parish School System is to work in partnership with students, families and the community to ensure that each student acquires the knowledge, skills and core values necessary to achieve personal success and to enrich the community.”

The School System recognizes the importance of the school and home working together as partners in the education of each child as stated in the mission. A district Parent Handbook is printed and distributed to all families in the fall of each year. The Calcasieu Parish Title I Parent/Family Policy encourages the involvement of all families. The district Title I Parent/Family Policy as well as each school’s Parent/Family Policy are jointly developed, written and annually reviewed by school staff and parent/family members in order to improve and promote student academic success. These policies incorporate the requirements under the *No Child Left Behind Act of 2001, section 1118 of the Elementary and Secondary Act. Title I is a major provision of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001(NCLB). Title I, Part A –Improving the Academic Achievement of the Disadvantaged* provides assistance for students in high-poverty schools. In order to accomplish our mission, the following policies have been developed to ensure parental/family involvement in the CPSS Title I Schools.

PART 1. Division Practices and Expectations

CPSS will put into operation programs, activities and procedures for the involvement of parents/families of participating students in all Title I Schools. CPSS families of participating children will give input for developing programs and activities that are planned and operated with meaningful consultation through our District **ATP (Action Team Partnerships)**. CPSS Title I specialists will work with the served schools to ensure that the required school-level family involvement policies meet the requirements of the law and that each policy will include a school-family compact.

CPSS will provide full opportunities, to the extent practicable, for the participation of family members with limited English proficiency, family members with disabilities, and family members of migratory children to receive, information and school reports in an understandable format and language family members can understand. CPSS will submit all comments from family members, with the plan, to the Louisiana Department of Education if any family members are not satisfied with the district policy. CPSS will involve the Title I families in decisions about how the one percent of Title I, Part A funds reserved for family involvement, will be spent. CPSS supports and agrees with the statutory definition of parent/family involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition: *CPSS family involvement means the participation of parents/family members in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:*

- *that families play an integral role in assisting their child’s learning;*
- *that families are encouraged to be actively involved in their child’s education at school;*
- *that families are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.*

PART 2. Implementation of CPSB Title I Family Involvement Components

CPSS will involve family members in the joint development, implementation and evaluation of the district-wide policy by serving on our district **ATP**. The results of the evaluation will be used to identify barriers and better design strategies for increased family involvement. CPSS Title I specialists will provide technical assistance and other necessary support to assist the schools in developing and implementing effective family involvement policies and activities by participating in the school improvement plan, and other events at the served schools in order to improve academic achievement. CPSS Title I programs at the district and school levels will coordinate and integrate, as necessary, family involvement activities, workshops and meetings with the following programs: Head Start, Pre-K, PIE (Partners in Education), Special Education, and Adult Education. CPSS Title I schools will provide multiple opportunities/activities for family members of participating students.

PART 3. ADOPTION

This District-wide Family Involvement Policy has been developed jointly with, and agreed on with, family members of children participating in the Title I, Part A programs, as evidenced by meeting agendas at the district and school level.

This policy was adopted by Calcasieu Parish Public Schools Title I ATP on May 1, 2014 and will be in effect for the period of one year. CPSB will distribute this policy to all families of participating Title I, Part A, children upon adoption.

Loree L. Smith

Loree L. Smith, Federal Programs Coordinator

Title I Family Involvement

2423 6th Street Lake Charles, LA 70601

Phone: 337.217.4170 Ext. 2406 Fax: 337.217.4173

Safe and Drug Free School & Communities NOTICE TO PARENTS AND STUDENTS OF CALCASIEU PARISH

The Calcasieu Parish School Board and the Louisiana State Department of Education have directed that each student and his parents/guardians be told that, without exception, a student **shall not be under the influence of, bring on, consume or have in his/her possession on a school bus, on school premises, or at a school function away from school, any narcotic drugs or controlled dangerous substance as defined by State law, unless dispensed by a licensed physician as allowed by law.** Any student of the Calcasieu Parish School System found to be in violation of this policy will be subject to expulsion as provided in the Drug-Free Schools and Communities Act Amendments of 1989, Public Law 101-226. Terms of the law are mandatory and include a statement that referral sources are available to parents/guardians.

Act 909—1990 Louisiana Legislative Action

1. Mandates that any student, sixteen (16) years or older, found guilty of knowledge of and intentional distribution of or possession with intent to distribute any controlled dangerous substance on school property, on a school bus, or at a school event shall be expelled from school for a minimum of twenty-four calendar months.
2. Mandates that any student who is under sixteen (16) years of age and in grades 6-12 and who are found guilty as in (1.) above shall be expelled from school for a minimum period of twelve (12) calendar months.
3. Mandates that any student who is kindergarten through grade five and who is found guilty as in (1.) above shall be referred to the local school board through a recommendation for action from the superintendent.
4. Specifies procedures for review or appeal as follows:
 - A. The parent or tutor of the pupil may within five days after the decision is rendered, request the school board to review the findings of the superintendent or his designee.
 - B. The parent or tutor of the pupil may, within ten days, appeal to the district court for an adverse ruling of the school board/superintendent.
5. Requires that upon recommendation by a principal for the expulsion of any student referred to above, a hearing shall be conducted by the superintendent or his designee to determine whether the student shall be expelled or if other corrective or disciplinary action shall be taken. Until such hearing, the student shall remain suspended from school.
6. Mandates that no student expelled pursuant to this act shall be readmitted to any public school in the State except upon the approval of the school board system to which he seeks admittance.

Title IX

Title IX of the Education Amendments of 1972 prohibits discrimination based on sex in education programs or activities which receive Federal financial assistance.

It is the policy of the Calcasieu Parish School Board to maintain a learning environment that is free from prohibited sexual discrimination or sexual harassment. All forms of unlawful sex discrimination on the part of an employee-to-employee, employee-to-student, student-to-student, any person to another person or any combination of these relationships are prohibited. Inquiries about or complaints of violation of this policy or of Title IX of the Education Amendments of 1972 may contact the Title IX Coordinator, Sabra Soileau, 337.217.4150 ext. 1502 email: sabra.soileau@cpsb.org or as provided in the Calcasieu Parish School Board complaint and grievance procedures (Formal Procedure for Sexual Harassment Complaints and Formal Procedure for Student-to-Student Sexual Harassment Complaints). Copies of which may be obtained from the Calcasieu Parish School Board's main office at: 3310 Broad Street, Lake Charles, LA 70615 337.217.4000

Title X McKinney-Vento Homeless

Education of Children and Youth in Homeless Situations

The policy of the Calcasieu Parish School Board is to support the Title X McKinney-Vento Act. The McKinney-Vento Act gives homeless students the right to enroll in school immediately, even though a student may not have documents that are usually required for enrollment. The McKinney-Vento Act gives a Title X student the right to remain in their school of origin, if feasible, for the school year. The McKinney-Vento Act applies to a student who does not have a fixed regular and/or adequate residence. This would include a family/student that is doubled up due to economic hardship, forced eviction, living in emergency/transitional shelter, campground, trailer park, a car, or a public area (bus/train station), an unaccompanied youth and awaiting foster placement. Each school has a Title X Contact person who is trained to assist a family/student throughout the school year. A **Dispute Resolution Form** and procedures are available by contacting the Title X Liaison Office:

Carolyn Toups, District Liaison, Title X McKinney-Vento Homeless

2423 6th Street Lake Charles, LA

Phone: 337.217.4170 Ext. 2408 Fax: 337.217.7173

Email: carolyn.toups@cpsb.org

Title X FORM - A

Louisiana Department of Education
Louisiana Student Residency Questionnaire Form
(Form is Included In the CPSS Student Code of Conduct Handbook)



Date _____ District/Parish Calcasieu School Name _____

Student Name _____ Student ID# _____

Male/Female _____ Date of Birth _____ Address _____

Telephone Number _____ Last School Attended _____ Current Grade _____

Parent/Guardian/Adult Caring for Student _____ Relationship _____

Disclaimer: This questionnaire is intended to address the McKinney-Vento Act. Your child may be eligible for additional educational services through Title I Part A, Title I Part C-Migrant, Individuals with Disabilities Education Act (IDEA) and/or Title X, Part C, Federal McKinney-Vento Assistance Act, 42 U.S.C.11435. Eligibility can be determined by completing this questionnaire. It is illegal to knowingly make false statements on this form. If eligible, students are to be immediately enrolled in accordance with Bulletin 741, section 341.

1. Yes No Is the student's address a temporary living arrangement? (Note: If this is a permanent living arrangement or the family owns or rents their home, sign under item 9 and submit form to school personnel.)

2. Yes No Is the temporary living arrangement due to loss of housing or economic hardship?

3. Where is the student currently living? (Check all that apply)

- In an emergency/transitional shelter.
- Awaiting Foster Care Placement
- Temporarily with another family because we cannot afford or find affordable housing.
- With an adult that is not a parent or legal guardian, or alone without an adult.
- In a vehicle of any kind, trailer park or campground without running water/electricity, abandoned building or substandard housing.
- Emergency Housing (i.e. FEMA Trailer or FEMA Rental Assistance)
- In a hotel/motel. Other specific information _____

4. Yes No Does your child have a disability or receive any special education services? (Check One)

5. Yes No Does your child exhibit any behaviors that may interfere with his or her academic performance?

6. Would you like assistance with uniforms student records school supplies transportation other?

(Describe: _____)

7. Yes No Migrant - have you moved in the past three (3) years to seek work as a paid laborer in any type of farming (sod, dairy, chicken, vegetable, citrus, or other) or fishing?

8. Yes No Does your child have siblings? Name: _____ Grade: _____

Name: _____ Grade: _____ Name: _____ Grade: _____

Name: _____ Grade: _____ Name: _____ Grade: _____

9. The undersigned certifies that the information provided above is accurate.

Print Parent/Guardian Name/Adult Caring for Student Signature Date

(Area Code) Phone number _____ Street Address _____ City _____ State _____ Zip _____

School Use Only Free or Reduced Price Meals Form submitted/signed Referral Form completed/submitted

Homeless Liaison Use Only- Check All That Apply

Sheltered Doubled-Up Unsheltered/FEMA Hotel/Motel Awaiting Foster Care Placement Unaccompanied Youth Yes No

Print School Contact Title Signature (required) Date

FEDERAL PROGRAMS

REQUIRED PARENTAL INFORMATION

I have read and understand the documents listed below in the student's CPSS Code of Conduct Handbook regarding Federal Programs. My signature on the CPSS Student Code of Conduct Acknowledgement Page indicates I have received these documents:

- Federal Programs Information**
- Parent Notification Information**
- LA Dept. of Education Complaint Procedures For
The Elementary and Secondary Education Act of 1965**
- District Parent/Family Involvement Policy**
- Act 909**
- Title IX Information**
- Title X McKinney-Vento Homeless Information**
- Title X McKinney-Vento Louisiana Student Residency Questionnaire Form**