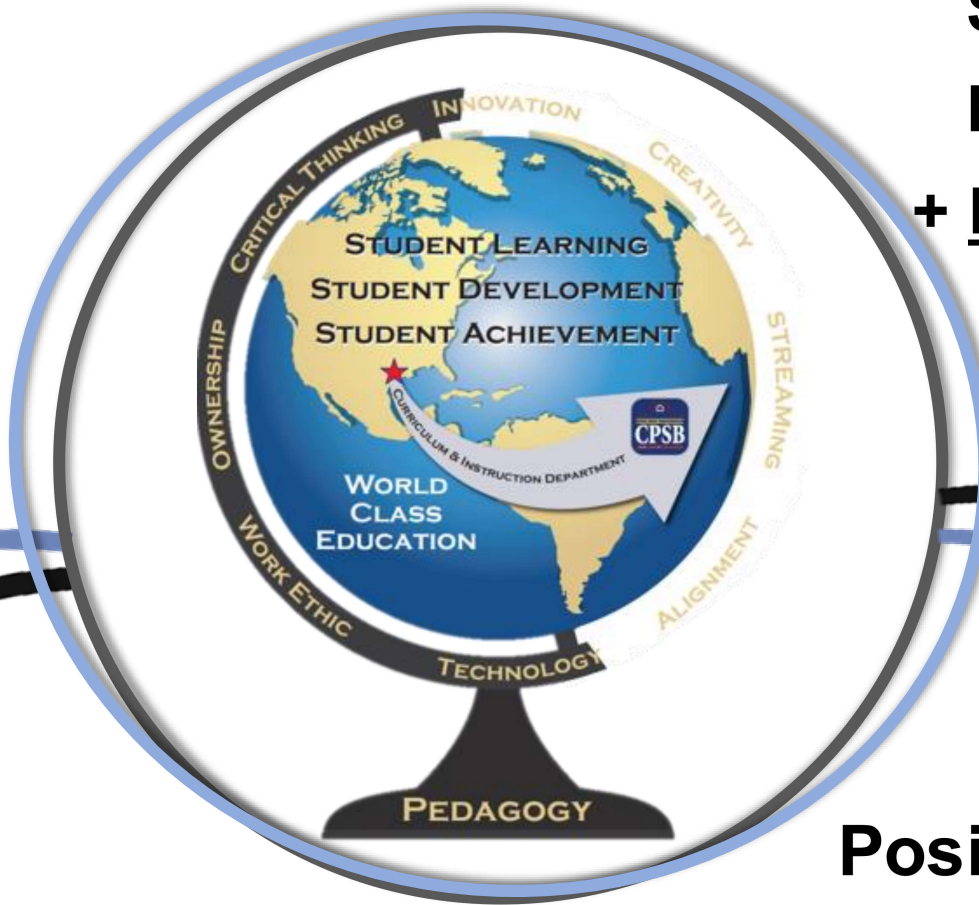




# Calcasieu Parish School Board

BUILDING FOUNDATIONS FOR THE FUTURE

**Safe  
Responsible  
+ Respectful**



**Positive School  
Culture**

## **2023-2024 Student Code of Conduct**

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# **IMPORTANT INFORMATION**

- Please **REVIEW** and **SIGN** the following documents and **RETURN** to your child's school.
  - *Student and Parent/Guardian Acknowledgment*
  - *Student Internet and District Network Resources Contract*
  - *Consent Regarding Payment from Medicaid Benefits for Nursing Services*
- Keep this copy of the Calcasieu Parish School Board'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.
- The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information (PII) from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. *School official* shall be defined as an administrator, supervisor, principal, teacher, support staff, or any person employed by or under contract to the School Board, or authorized volunteer, to perform a function or service on behalf of the School Board. *Legitimate educational interest* shall be defined as the interest that requires access to educational records and PII for purposes of adding or modifying material, periodic review, filing new student data and/or removing inadequate, ambiguous, no longer relevant data; the interest having the wellbeing of the student in mind for purposes of continuing, improving or changing the educational program, instruction, training, or safety of the student; the need to access and otherwise deal with educational records and PII in order to perform or carry out a person's responsibilities with regard to the Calcasieu Parish School System. The enclosed Calcasieu Parish Policy JR-AP defines directory information and to whom student personally identifiable information may be disclosed. The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99. Parents have 15 days from the 1<sup>st</sup> day of school or the date of enrollment if after the 1<sup>st</sup> day of school to revoke permission to disclose student information covered by FERPA.
- If you need more information about Federal Programs Informational Packet located at the back of this booklet, please contact the counselor at your child's school.



- HomeworkLouisiana – [www.homeworkla.org](http://www.homeworkla.org) offers FREE online tutoring and academic resources from Tutor.com for Louisiana residents from kindergarten students through adult learners. Get help in math, science, social studies or English from a live tutor. The services can be accessed from a Louisiana public library, from your home computer or from your mobile device.

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Shannon LaFargue, PhD, Superintendent

## LETTER FROM THE SUPERINTENDENT

Dear Students, Guardians, Faculty, and Staff:

The Calcasieu Parish Code of Conduct is enclosed for review, discussion, and guidance so that we may provide the best learning environment to the greatest extent possible. In order to build foundations for the future and provide a safe and supportive learning environment for all students and school personnel, behavioral expectations must be established and defined.

This comprehensive document has evolved over many years of extensive educational stakeholder discussion, implementation, and revision. The Student Code of Conduct establishes clear expectations for responsible student behavior. The handbook provides information to parents and students regarding standards of conduct, consequences of misconduct, procedures for administering discipline, and possible corrective strategies. This handbook applies to all school related time, school related activities, transportation to and from school, and transportation to special events.

Our district's Positive Behavioral Interventions and Supports (PBIS) and Response to Intervention (RTI) programs serve as support for being proactive in recognizing potential issues that may lead to disciplinary infractions.

All stakeholders in our students' lives can work together to ensure that our campuses are safe and conducive to high academic achievement. Please review this document with your student. If you have any questions that may arise, you may contact 337-217-4150, Extension 1502.

Have the best school year!

A handwritten signature in blue ink, appearing to read "Shannon LaFargue". The signature is fluid and cursive.

Shannon LaFargue, PhD

Superintendent

Calcasieu Parish School Board

# **CALCASIEU PARISH SCHOOL BOARD 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 miss-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 School Board 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 School Board**

Building Foundations for the Future

## **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.

## **Our Scope of Responsibility**

The Calcasieu Parish School Board shall endeavor to address student behavior with a focus on evidence-based interventions and supports, and to prioritize classroom- and school-based interventions in lieu of out-of-school disciplinary removals to address student misconduct in order to minimize the loss of academic instructional time. Every teacher and other school employees shall endeavor to hold each student accountable for his/her behavior in school, or on the playgrounds of the school, on any school bus, on the street or while going to or returning from school, during intermission or recess, or at any school sponsored activity or function.

# Purpose of the Student Code of Conduct

- Create a consistent set of expectations for student behavior in the Calcasieu Parish School Board's 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

## 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 45-46).

The Student Code of Conduct applies to actions of students at school or a CPSB campus, at school-sponsored and school-related activities, including school-sponsored/school-related travel, and for school-related misconduct on the street or road while going to or returning from school, during intermission or recess, or at any school sponsored activity or function.

## Student Pledge

As a student in the Calcasieu Parish School Board's 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 Board:

- **C**onsider Rules and Consequences
- **P**ractice Self-Control
- **S**how Respect for Self and Others
- **B**e Present and Attentive

## **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 CPSB 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
- 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

## **CALCASIEU PARISH SCHOOLS – Policy JR-AP**

### **Access to and Disclosure of Educational Records and Personally Identifiable Information**

The Superintendent may authorize access by and disclosure to the persons/entities listed below of the following information (directory information) **for the purpose of public recognition** unless the parent of a student has declined in writing to permit access/disclosure:

- Full Name
- Age
- City and state of residence
- Place of birth
- School(s) attended
- Grade level and classification
- Major field of study
- Participation in officially recognized activities and sports, e.g. membership in FFA, track team
- Height and weight of members of athletic/sports teams
- Dates of attendance in Calcasieu Parish schools
- Degrees and awards received
- Photographs and videos
- Academic/school honors/recognitions, e.g. honor/banner roll, scholarships, class ranking, graduation information, test achievement awards
- Activity and Athletic honors/recognitions, e.g. ranking at state or regional tournaments and rallies, sports honors
- Student club membership, honors and recognitions
- Confirmation of academic eligibility, e.g. to colleges and college level athletic teams
- Teacher(s) name

The above information may be disclosed **to the following persons/entities**:

- The public through posting on school or district web sites, official social media pages, student newspaper, and newsletters
- Public announcers, e.g. for announcement of homecoming queen, introduction of seniors, announcement of test achievement awards
- Companies which retail educational items and services, e.g. senior rings, school pictures, graduation announcements, cap and gown
- Organizations which recognize student achievement, e.g. civic organizations
- Educational promotional product suppliers, e.g. team shirts
- School booster clubs
- Athletic video sharing organizations, such as Hudl and Crossover

**Disclosure of the above information by the recipient is permitted except as prohibited by state or federal laws or regulations.**

**The Superintendent may further permit a School Official, including a teacher, to have access to educational records and personally identifiable student information to the extent of that person's legitimate educational interest, and to the same extent that said person is permitted by law to access public school or public-school system computers.**

## **Dress Code Expectations**

The Calcasieu Parish School Board 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. All students and parents are expected to follow the written policy.

The policy of the Calcasieu Parish School Board shall be that no mode of attire shall be considered proper for school wear that distracts or disrupts classroom and school decorum. The School Board feels it is the responsibility of each student to use good judgment in one's total appearance so that the attention of others is not distracted from the purpose of school. Cleanliness shall be a basic consideration. For health and safety reasons, students must wear shoes to school.

**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 School Board's Office at (337) 217-4150 ext 1501.

### **SCHOOL DRESS CODE**

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

1. Uniform 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. No emblem, logo, decoration, or decorative trim is allowed. School Administrators have the option to choose a uniform shirt in one of the school's colors.
2. White, hunter green or navy-blue turtlenecks with no emblem, logo, decoration or decorative trim are acceptable. Turtlenecks can be worn separately or under uniform shirt.
3. Face Coverings are permissible, and mandatory use of face coverings will apply as long as face coverings are mandated by a qualifying state or local authority. Face Covering is defined as a covering of the nose and mouth that is secured to the head with ties, straps, or loops over the ears, or is wrapped around the lower face including nose and mouth. In addition to face coverings, students may wear a plastic face shield that covers eyes, nose and mouth. Face coverings do not have to be designated colors, but should be school appropriate and not derogatory, offensive, political in nature, or distracting to the school environment, as determined by school principal.
4. T-shirts (solid white, hunter green or navy blue) will be allowed under uniform shirt.
5. Spirit shirt/club shirt may be worn on day(s) determined by the school administrator.
6. School administrators have the option to allow students to wear a school issued T-shirt or face covering with the official school logo or school colors.
7. Shirts may or may not be tucked in.
8. Khaki or navy-blue pants (shades may vary), skirts, shorts, skorts, or jumpers must be uniform style and color. Blue jeans, pants only (shades of blue may vary) shall not have any holes, rips or tears. No blue jean shorts, no corduroy or wind-suit materials, no sweatpants, no stretch pants or leggings, no jeggings, no joggers, no spandex, no baggy pants, no bell-bottoms, no carpenter or cargo styles, no hip-huggers, no side-knee pockets, no capris. Emblems, logos, or decorations are not allowed. Shorts and skorts must measure (front and back) no shorter than three inches above the knee and no longer than mid-knee. Skirts, blue jean skirts, and jumpers must measure no shorter than three inches above the knee.
9. Belts should be black, brown, navy blue, hunter green, or khaki with no 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-k, kindergarten, and first grade students.
10. Socks (or stockings/tights for girls) are required and may be of any color with no 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 classroom is limited to include sweater, sweater vest, sweatshirt, and light jacket. During class time, jackets are to remain open, not zipped or buttoned. Colors for classroom outerwear include khaki, navy blue, hunter green and white. No emblem, logo, or decoration is allowed on classroom outerwear. The uniform shirt must be worn under outerwear.
  13. Heavy coats and jackets worn to and from school and/or outdoors are not restricted, recommended colors of navy blue, white, khaki and hunter green, jackets are allowed in the classroom if without a hoodie.
  14. No head wear shall be worn on campus with the exception of knit caps that can be worn only to and from school in extremely cold weather. No headwear of any kind is to be worn in school buildings at any time without approval of school administrator.
  15. Wearing dress or attire signifying gang affiliations is strictly prohibited on campus and at school-related activities.
  16. Body Armor (bullet-resistant metal or other material intended to provide protection from weapons or bodily injury) is prohibited.

**Bullet-Resistant Backpacks** – students are permitted to wear, carry, or possess a backpack on school property or a school bus that has bullet-resistant metal or other material intended to provide protection from weapons or bodily injury.

#### **Other Dress Code Expectations**

1. Prohibited items that distract from the learning environment include bandannas, hair rollers, extreme hairstyles, unnatural hair colors, lines, letters, or designs shaved in the head.
2. Sunglasses, nose rings, visible body piercing, and excessive or inappropriate jewelry are prohibited.
3. Prohibited items include 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, 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 uniform 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.

## DRESS CODE VIOLATIONS

All Pre-K through 12 schools in Calcasieu Parish shall strive to achieve full compliance of the Dress Code Policy and should resort to disciplinary measures only when positive measures fail.

**Students who violate the dress code shall be disciplined in accordance with the Student Code of Conduct.**

**A student enrolled in grades prekindergarten (Pre-K) through five (5) shall not be suspended or expelled from school or suspended from riding on any school bus for a uniform violation that is not tied to willful disregard of school policies.**

**Staff will direct students to correct inappropriate attire that can be immediately corrected with no further action.**

## Use Of Electronic Devices

All students in CPSB schools are assigned a device to use for instruction. No student, unless authorized by the school principal or his/her designee, shall use or operate any device which records sound and/or images, electronic telecommunication 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 in backpack or locker 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 Board 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 cell 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 by parent.

These are the procedures for middle schools and non-BYOD High Schools. Students attending BYOD schools may still receive a cell phone infraction if violations of BYOD policies and procedures occur.

**\*Procedures to be used in Middle and High Schools only:**

**\* “Use/Turned On” may result in:**

**First offense:**

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

**Second offense:**

- A two-day In school Suspension/Isolation
- confiscation of the cell phone/electronic device

**Third offense:**

- a one-day (OSS) suspension
- confiscation of the cell phone/electronic device

**Fourth offense:**

- **may** result in a two-day (OSS) suspension

**\* “Visible possession” may result in:**

**First offense:**

- In School Detention
- confiscation of the phone/electronic device

**Second offense:**

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

**Third offense:**

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

**Fourth offense:**

- **may** result in two or more days In School Suspension/Isolation

## **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

## **Possession/Use of Electronic Smoking Device**

- 1<sup>st</sup> Offense – Out of School Suspension
- 2<sup>nd</sup> Offense – Student will be recommended for Expulsion

Ref: La. Rev. Stat. Ann. 14:91.8 "F.(1) It is unlawful for any person under the age of twenty-one to possess any tobacco product alternative nicotine product or vapor product."

# Sexual Harassment

The School Board recognizes that peer sexual harassment is a form of prohibited discrimination and can contribute to an unacceptable work and educational environments. The Board, therefore, will not tolerate sexual harassment by 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. Additional reporting options are listed in Policy JCED. Harassment policy information shall be disseminated to the student population.

**Formal Procedures for Student-To-Student Sexual Harassment and Other Title IX Complaints can be found in CPSB policy JCED**

Title IX Sexual Harassment Investigation must first be conducted, completed and sexual harassment determined by district level personnel before disciplinary consequences are delivered.

## Erin's Law

Calcasieu Parish School Board has implemented the state-mandated prevention-oriented child assault and abuse awareness program called Erin's Law which in Louisiana is found at R.S. 17:81 Y. Erin's Law was first passed in Illinois, and since then 37 other states have adopted the law, including Louisiana, although not all of these laws are identical. The Louisiana version of Erin's Law requires all public schools to provide education on child assault awareness, including what constitutes abuse or an assault.

Child abuse includes sexual abuse. Schools will be presenting information to all students during the school year. Our goal is for students to be able to recognize abuse and learn how to speak out if they need assistance. It is important for parents to become aware of and educated on signs and symptoms of abuse. The resource list and informational tips provided, at cpsb.org under "Our District" under "Policies" and choosing the "Erin's Law" tab, act as a gateway to gaining pertinent information on the program and abuse prevention. (Child Protection Hotline) 1 - 855-452-5437 to report or file an abuse or neglect case.

### RESOURCE LIST

- Childhelp 1-800-4-A-CHILD (Childhelp is a national nonprofit organization that helps victims of child abuse and neglect.) The hotline operates 24 hours a day, 7 days a week.
- RAINN 1-800-656-HOPE (www.rainn.org) Rape, Abuse, & Incest National Network) is the nation's largest anti-sexual assault organization.
- Stop It Now! 1-888-PREVENT (www.stopitnow.org) Stop It Now! Offers adults the tools they need to prevent sexual abuse before a child is harmed.
- Department of Children and Family Services/Child Welfare (Child Protection) 1-855-452-5437 to report or file an abuse or neglect case.
- www.louisiana211.org United Way provides a free and confidential service to find local help resources. Just dial 211. Available 24/7
- <http://www.erinslaw.org>

### TIPS FOR PARENTS

- **Building Skills with Your Child**  
(Teach your child to speak up if something isn't right, be open and honest when communicating, and encourage and teach them to talk about how they feel.)
- **Observe Your Child's Behaviors**  
(Keep an eye open for changes in your child, notice their actions as they play, and monitor inappropriate words and behaviors.)
- **If Your Child Has Been Abused**  
(Listen to the child, do your best not to react in an emotional way, do not put the blame on yourself, be supportive and strong, don't treat abuse as a deep dark secret, show them that you believe them so they can trust you, and share information with people who need to be informed.)
- **Help for You and Your Child**  
(Give your child an opportunity to talk about what happened in a safe environment, choose a counseling provider that is a good fit for you and your child, ask for recommendations, and use provided resources.)

# Bullying and Intimidation

The Calcasieu Parish School Board is committed to maintaining a safe, orderly, civil and positive learning environment so that no student is subject to bullying, hazing or similar behavior while in school or participating in school-related activities. 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.

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

**The Louisiana Department of Education defines Bullying (Act 861) as a PATTERN of one or more of the following:**

- Gestures, including but not limited to obscene gestures and making faces.
- Written, electronic, or verbal communications, including but not limited to calling names, threatening harm, taunting, malicious teasing, or spreading untrue rumor; Electronic communication including but is not limited to a communication or image transmitted by email, instant message, text message, blog or other social network through any form of electronic device.
- Physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property.
- Repeatedly and purposefully shunning or excluding from activities.

where the pattern of behavior as enumerated above is exhibited toward a student, more than once, by another student or group of students and occurs, or is received by, a student while on school property, at a school-sponsored or school-related function or activity, in any school bus or van, at any designated school bus stop, in any other school or private vehicle used to transport students to and from schools, or any school sponsored activity or event.

The pattern of behavior must have the effect of physically harming a student, placing the student in reasonable fear of physical harm, damaging a student's property, placing the student in reasonable fear of damage to the student's property, or must be sufficiently severe, persistent, and pervasive enough to either create an intimidating or threatening educational environment, have the effect of substantially interfering with a student's performance in school, or have the effect of substantially disrupting the orderly operation of the school.

The 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 confirmed 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.  
**Bullying Report form can be found at [www.cpsb.org](http://www.cpsb.org).** Under "How Do I ...." button then choose "Report Bullying"
- 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/ schedule change
- 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 as expeditiously as possible, but no later than ten (10) school days after the date the written report of the incident is submitted to the school official. The investigation shall include documented interviews of the reporter, the alleged perpetrator(s) and victim(s), any identified witnesses, teacher(s), and staff members conducted privately, separately and confidentially. The investigation shall include obtaining oral, visual or written evidence including, but not limited to statements, writings, recordings, electronic messages and photographs. The administration shall collect and evaluate all facts using the Bullying Investigation form.

#### **2. Notification**

Parents or legal guardians of the victim and accused student will be notified of the investigative procedure. Parents shall have the opportunity to attend interviews of the students if possible. 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. Bullying Report Forms can be found at [www.cpsb.org](http://www.cpsb.org) under the "How Do I ... tab

## **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, fistic encounters/ fighting. Students involved in other inappropriate physical contact (pushing and shoving) will be addressed with other disciplinary measures outlined in this Student 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.

### **Self Defense**

A student must do everything within reason to avoid a fight, including walking away and getting a teacher or staff member. After having done so, if the student is attacked, he/she may defend themselves within reason. At no time should the student become the aggressor or escalate the situation verbally or physically.

**The Calcasieu Parish Violence Prevention Program/Zero Tolerance Policy can be found in CPSB's District Policy Manual – section JD-R**

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.

**A second offense for Zero Tolerance may result in a recommendation for expulsion.**

\*Elementary students do not go through the Calcasieu Parish Violence Prevention Program/Zero Tolerance, but appropriate administrative actions will be taken for such incidents of physical assault, fistic-encounters/fighting.



# Dating Violence

Dating Violence is defined as a pattern of behavior where one person threatens to use, or actually uses, physical, sexual, verbal, or emotional abuse to control his or her dating partner.

## 10 SIGNS OF AN UNHEALTHY RELATIONSHIP

- **INTENSITY** – Over the top behavior that feels like too much too soon. Lying to cover up insecurity. Obsessive behaviors.
- **JEALOUSY** – Irrational, angry behavior when you speak with someone that he/she perceives as a threat. Accusing you of flirtatious or inappropriate behavior.
- **CONTROL** – Telling you what to wear, who to hang out with, when to speak or what to think.
- **ISOLATION** – Insisting you only spend time with him/her. Making you dependent on him/her for money, love, or acceptance.
- **SABOTAGE** – Making you miss school, work, or something important to you by starting a fight, pretends to be sick, hiding your phone or keys
- **CRITICISM** – Calling you names. Brainwashing you to feel worthless.
- **BLAME** – Making you feel guilty. Making you feel like everything is your fault.
- **ANGER** – Overreacting to small issues. Losing control. Violent outbursts. Making you feel afraid.
- **SUBSTANCE USE** – Becoming overly-emotional, sobbing, threatening to harm oneself, becoming violent or angry.
- **GROUP CONQUEST** – Acting different when in a group than when alone. Treating partners as conquests.

## REPORTING OR SEEKING HELP RELATIVE TO DATING VIOLENCE

- **TRUST YOUR INTUITION - TALK TO SOMEONE IMMEDIATELY** –School Counselor, School Administrator, Teacher or Parent can assist you and help you with a safety plan
- If you are in immediate danger, call 911
- Live Chat LoveisRespect.org provides confidential chat (IM-style) with a peer advocate available 24/7
- Text Message – Get a quick response from one of the LoveisRespect's peer advocates by texting "loveis" to 22522
- Call a Peer Advocate – Speak with a trained LoveisRespect advocate for education and support for you or someone you love who is in a violent relationship 1-866-331-9474
- Call the Hotline – Reach a trained expert advocate 24/7 for education and support for you or someone you love. The National Domestic Violence Hotline 1-800-799-7233
- MORE INFORMATION CAN BE FOUND AT <http://www.joinonelove.org>

# Acceptable/Responsible Use Policy for Internet and District Network Resources

Guidelines below are provided so that students and parents are aware of the responsibility's students accept when they use District-owned devices, software, and email on the CPSB Network. In general, this requires efficient, ethical, and legal utilization of all technology resources.

Terms and Conditions in a user's agreement are provided so that Internet users are aware of the responsibilities they will assume when using this Calcasieu Parish School Board (CPSB) resource. Responsibilities include efficient, ethical, and legal utilization of the network resources. All users, including students, employees, or any other users of School Board computers, hardware, and Board network shall abide by all policies of the School Board and any applicable administrative regulations and procedures.

Each user shall sign an Internet and District Network Resources Contract which shall be legally binding and indicates that he/she has read the Terms and Conditions carefully and agrees to abide by them.

The School Board shall incorporate the use of computer-related technology, or the use of Internet service provider technology designed to block access or exposure to any harmful materials or information, such as sites that contain obscene, pornographic, pervasively vulgar, excessively violent, or sexually harassing information or material. However, no filtering system is capable of blocking 100% of the inappropriate material available on the internet.

Age and grade appropriate classroom instruction shall be provided regarding Internet. Such instruction shall include appropriate online behavior, responsibly interacting with other individuals on CPSB approved resources and software and cyberbullying awareness and response, as well as areas of concern as authorized in state and federal law.

In addition, the School Board shall develop and distribute age and grade appropriate information to each student regarding Internet and online content that is a threat to school safety. The information may include the following:

- Instruction on how to detect potential threats to school safety exhibited online, including posting on any social media platform.
- Visual examples of possible threats.
- The process for reporting potential threats, which shall be in accordance with the procedures referenced in policy EBBB, School and
- Student Safety.

Such information shall be either distributed to or explained to students and school personnel at the beginning of each school year and shall be posted on an easily accessible page of the School Board's website and the website of each school.

If information reported to a school is deemed a potential threat to school safety, the school shall present the written form and any further evidence to local law enforcement.

## **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. CPSB home pages will use CPSB phone numbers and cpsb.org e-mail addresses. Personal photos and work can be published if the parent has not opted out.
  - b. Users will not agree to meet with someone they have met online without appropriate approval.
  - c. Inappropriate contacts should be reported to school authorities immediately.
  - d. It is expected that all students will be appropriately supervised and monitored during any online activities to ensure proper use.
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 destroy data by spreading computer viruses or by any other means.
  - c. Users will not engage in any illegal acts, such as selling drugs, 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").
  - e. Users will not use CPSB's technology resources to participate in cyberbullying. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone

else. It can also include sharing personal or private information about someone else causing embarrassment or humiliation.

### 3. Security

- a. Users shall be responsible for maintaining the confidentiality of passwords. Under no condition should the student give his/her password to others nor post the password in written form to be viewed by others. Likewise, using another person's password to gain access is not permitted.
- b. Users are responsible for their individual accounts and should take 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.
- c. Users will log off or lock their personal accounts when away from the computer for more than a few moments to prevent unauthorized access.
- d. 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.
- e. Users may not remove, disable, or replace the district antivirus software solution for any reason.
- f. Users will only use memory storage devices (i.e., disks, CDs, pen drives, etc.) that have been scanned and found to be free of viruses.
- g. Users will not download and install unnecessary programs from the Internet since most of these installs "spyware/malware" on the computer and hinders the performance of the computer (i.e., Toolbar helpers, e-mail add-ons, screen savers, search engine assistants, pop-up blockers, etc.).
- h. Users should be aware that the CPSB network, Internet use and system e-mail is maintained and regularly monitored for inappropriate use. If any misuse is detected by the staff, appropriate action will be taken against the person or people involved.

### 4. Network

- a. All devices are to be set up and maintained by CPSB for network administration, management, and security. Removing a device from the CPSB management 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. Network bandwidth is a limited resource of which must be conserved to serve all the network needs of the district. Users must understand that listening to online radio stations, viewing noneducational streaming video sites, and downloading exceptionally large files, etc. will be considered a misuse of this limited resource.
- c. Important information regarding CPSB technology and other bulletins will be sent out to all employees from time to time during the year addressed from the e-mail account "noreply@cpsb.org." It is the responsibility of all employees to open and read all e-mails 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 Language/Content

- a. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, unprofessional, or disrespectful language. This includes personal attacks or harassment of another person.
- b. Users will not circumvent district content filters using any means to access inappropriate content as listed above.

### 6. Resource Limits

- a. Users will use e-mail, Internet, and network resources only for educational and professional development activities only.
- b. Users will not use district e-mail to mass e-mail and "spam" any users (internal and external) with unauthorized communications or solicitations.

### 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. 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.

- c. 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. User activity and files residing on the CPSB's technology resources will be treated as district property subject to control, inspection, and/or search by School Board personnel.
  - 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.

## DISCLAIMER

The School Board's system is provided on an "as is, as available" basis. The School Board does not make any warranties, whether expressed or implied, including, without limitation, those of fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The School Board uses a variety of vendor-supplied hardware and software. Therefore, the School Board does not guarantee that the functions or services performed by, or that the information or software contained on the system will meet the user's requirements. Neither does the School Board warrant that the system will be uninterrupted or error-free, nor that defects will be corrected. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not necessarily the School Board.

The School Board will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the School Board's computer systems and networks.

## 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 "F". 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.
- h. Any employee shall have the right to request that another school board employee be present while he is administering the medication to student to serve as witness.

## III. PRINCIPAL

The principal must designate at least two (2) employees to receive training and administer medications in each school. In addition, two (2) employees are recommended per grade for field trip purposes.

## 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:
  1. Proper procedures for administration of medications including controlled substances
  2. Storage and disposal of medications
  3. Appropriate and correct record keeping including documentation of the color, shape and imprint of a tablet/pill on the medication log.
  4. Appropriate actions when unusual circumstances or medication reactions occur
  5. 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 twenty (20) 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.
  4. Grant permission for school nurse/physician/ dentist/other authorized prescriber consultation.
  5. 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. Therefore, if the presence of the child at school without necessary materials presents a risk to the safety or health of the child, the child may be temporarily excluded from the school.

### **Asthma, Diabetes, or the Use of Auto-Injectable Epinephrine**

Self-administration of medications by a student with asthma or diabetes 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, diabetes, 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, diabetes, or anaphylaxis
- C. A written treatment plan from the student's licensed physician or other authorized prescriber for managing asthma, diabetes, 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, diabetes, 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, diabetes, 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, auto-injectable epinephrine, or insulin at all times.

Permission for the self-administration of asthma or diabetes 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 or diabetes 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 or diabetes 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. Glucagon means a hormone that raises the level of glucose in the blood. Glucagon, given by injection is used to treat severe hypoglycemia. Inhaler means a medical device that delivers a metered dose of medication to alleviate the symptoms of asthma.

Insulin Pen means a pen-like device used to put insulin into the body.

Insulin Pump means a computerized device that is programmed to deliver small, steady, doses of insulin.

### **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. The medication must be accessible if the student's health needs require it; this information is included in the medication administration plan.
- F. Some medication should have a backup supply readily available.
- G. 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).
- H. The school employed registered nurse, and/or the designated employee monitors the student.

### **VIII. ACCEPTABLE SCHOOL MEDICATIONS**

School medication orders shall be limited to medication which cannot be administered before or after school hours. Parents may come to school and administer medication to their children at any time during the school day.

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. The school nurse or trained school employee shall have the authority to administer auto-injectable epinephrine, as defined elsewhere in this policy, to a student who the school nurse or trained school employee believes is having an anaphylactic reaction, whether or not the student has a prescription for epinephrine. At least one employee at each school shall receive training from a registered nurse or licensed medical physician in the administration of epinephrine.
- I. Other specific illnesses that require medication

## IX. DIABETES

Each student with diabetes who seeks care for his/her diabetes while at school or while participating in a school-related activity shall submit a diabetes management and treatment plan on an annual basis. Such a plan shall be developed by a physician licensed in Louisiana or adjacent state, or other authorized health care prescriber licensed in Louisiana who is selected by the parent or legal guardian to be responsible for such student's diabetes treatment. School-related activities include, but are not limited to, extracurricular activities and sports. A student's diabetes management and treatment plan shall be kept on file in the school in which the student is enrolled and shall contain:

- A. A detailed evaluation of the student's level of understanding of his/her condition and his/her ability to manage his/her diabetes.
  - B. The diabetes-related healthcare services the student may receive or self-administer at school or during a school-related activity.
  - C. A timetable, including dosage instructions, of any diabetes medications to be administered to the student or self-administered by the student.
- X. The signature of the student (if age appropriate), the student's parent or legal guardian, and the physician or other authorized health care prescriber responsible for the student's diabetes treatment.

The parents or legal guardian of a student with diabetes shall annually submit a copy of the student's diabetes management plan to the principal or appropriately designated school personnel of the school where the student is enrolled. The plan shall be reviewed by appropriate school personnel either prior to or within five (5) days after the beginning of each school year or as soon as practicable following the student being diagnosed with diabetes, or as warranted by changes in the student's medical condition. Upon receipt of the student's diabetes management and treatment plan, the school nurse shall conduct a nursing assessment of the student's condition and develop an Individualized Healthcare Plan (IHP).

The school nurse shall be given not less than five (5) school days to develop the IHP and shall implement the IHP within ten (10) school days of receipt of the diabetes treatment plan. The school nurse must assess the stability of the student's diabetes both at home and in the school setting prior to the development of the IHP for care in the school setting.

The parent or legal guardian shall be responsible for all care related to the student's diabetes management and treatment plan until the IHP is developed, the parents or legal guardians have agreed to and signed the IHP, and the diabetes management and treatment plan is put into place by the school nurse.

The School Board may utilize an unlicensed diabetes care assistant to provide appropriate care to a diabetic student or assist a student with self-care of his/her diabetes, in accordance with the student's diabetes management and treatment plan, the student's IHP, and regulations contained in Health and Safety, Bulletin 135. An unlicensed diabetes care assistant is defined as a school employee who is not a healthcare professional, who is willing to complete the training requirements established by BESE and is determined competent by the school nurse to provide care and treatment to students with diabetes. An unlicensed diabetes care assistant also means an employee of the entity that contracts with the school or school system to provide school nurses who are responsible for providing health care services required by law or the Department of Education.

In accordance with the student's diabetes management and treatment plan, the student shall be permitted to self-manage his/her diabetes care as outlined in the student's management and treatment plan.

With written permission of a student's parent or legal guardian, a school may provide a school employee with responsibility for providing transportation for a student with diabetes or supervising a student with diabetes with an off-campus activity. An information sheet with pertinent information about the student's condition and contact information in cases of emergency shall be provided the employee.

## XI. ADMINISTRATION OF MEDICATION ON FIELD TRIPS AND OTHER EXTRA-CURRICULAR ACTIVITIES

If a student with an identified medical need is to attend a field trip or other school-sponsored activity,

the parent shall be notified to ascertain if any medication must be administered on the field trip or school-sponsored activity away from school. If so, the parent /legal guardian shall accompany the student to the activity to administer the medication.

If the parent/legal guardian cannot attend the field trip/activity with his/her child, parent/legal guardian shall request in writing that the medication be administered on a pending field trip/activity by a non-School Board employee designated by the parent, or another trained person designated by the School Board. Such request shall include supporting documentation as outlined in this policy. The request shall state that the parent/legal guardian gives permission for the designee or another trained person to administer the medication. If the parent does not designate a non-School Board employee to attend the field trip/activity, once the proper documentation has been submitted, the School Board shall assign a trained employee to accompany the student on the field trip or other school-sponsored activity.

XII. 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), shall be obtained from the physician/dentist/other authorized prescriber before any administration of medication may be administered by properly trained personnel.

XIII. SUNSCREEN

In accordance with statutory provisions, sunscreen means a compound topically applied to prevent sunburn, and for the purpose of this policy shall not be considered medication. A student may possess and self-apply sunscreen at school, on a school bus, or at a school-sponsored function or activity without parental consent or authorization of a physician. If a student is unable to self-apply sunscreen, a school employee may volunteer to apply the sunscreen to the student. However, a school employee may apply sunscreen to a student only if his/her parent/legal guardian has provided written consent for this application. Neither the School Board nor the school board employee shall be held liable for any adverse reaction relating to the employee's application of the sunscreen or his/her cessation of such application.

XIV. 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. Students shall have no expectations of privacy in use of the lockers in which have been assigned to them, 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. Any student not present during the search shall be informed of the search immediately thereafter. Any student refusing a search with reasonable suspicion by school administrator may result in a recommendation for expulsion.

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.

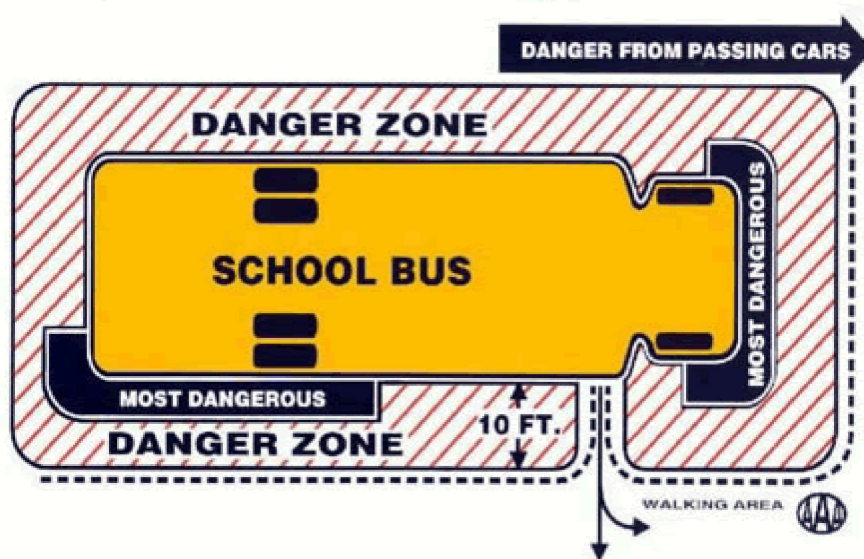
Upon finding any prohibited items, the student shall be automatically suspended and/or recommended for expulsion by school authorities, as appropriate. Investigative facts and/or seized items shall be immediately turned over to the proper law enforcement officials.

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 Board 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 Board district website at [www.cpsb.org](http://www.cpsb.org) under "Our District" under "The Board" then "Policies" then choose "Seclusion & Restraints Guidelines." Parents without internet access or who would like a paper copy may secure one from their child's school.



Remember, riding the school bus is a privilege and can be suspended at any time for inappropriate behavior

## Safety Protocol Measures for Parent/Guardian /Non-CPSB Employee for Campus, Bus & School Sponsored Events

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. In addition, parents/guardian & Non-CPSB employees supervising students as chaperones on field trips, must follow established field trip safety protocol. Temperature check, Covid-19 symptom check, face coverings and social distancing safety measures are required upon campus arrival and during the instructional day **when mandated by a qualifying state or local authority**. In addition, Non-CPSB Employees are not allowed in Bus Danger Zone, area directly surrounding the bus for 10 feet on all sides of bus. To better ensure the safety and security of students and staff, CPSB allows School Administrators and/or School Resource Officers (SRO), the authority to remove parents and visitors, whose behavior is deemed inappropriate, from District property or facilities without warning or written notice. If warranted, parents/guardian/Non-CPSB Employee, with written notice, may be banned from schoolboard property for a determined time frame.

## 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.
- An administrator may suspend the privilege of riding any school bus. In all cases of suspension of bus riding privileges, the parent, bus operator, Special Education Department, and the Supervisor of Transportation shall be notified by the principal in writing within forty-eight (48) hours of such a decision, of the facts concerning each suspension, including reasons and term of suspension.

## STUDENT BUS DROP OFF AND PICK UP:

Students will be picked up and dropped off only at the address registered in JCampus. Exceptions can be made ONLY with the approval of the School Administrator and Transportation Director.

As per Louisiana RS 14:38.2 14:38.2

Assault on a school teacher

- A. (1) Assault on a school teacher is an assault committed when the offender has reasonable grounds to believe the victim is a school teacher acting in the performance of his duties.

(2)(a) For purposes of this Section, "school teacher" means any teacher, instructor, administrator, staff person, or employee of any public or private elementary, secondary, vocational-technical training, special, or postsecondary school or institution. For purposes of this Section, **"school teacher" shall also include any teacher aide and paraprofessional, school bus driver, food service worker, and other clerical, custodial, or maintenance personnel employed by a city, parish, or other local public school board.**

- B. (2) If the assault was committed by someone who is not a student, upon conviction, the offender shall be fined not more than two thousand dollars or imprisoned with or without hard labor for not less than one year nor more than three years, or both.

# CPSB DISTRICT BUS DISCIPLINE LADDER

Consequences may be modified pending results of school investigation.  
All behavior infractions as per the CPSB Student Code Conduct will also apply.

CPSB DISTRICT BUS EXPECTATIONS	STUDENT BUS RESPONSIBILITIES
<ol style="list-style-type: none"> <li>1. Stay in Assigned Seat</li> <li>2. Use your indoor voice and speak only with your neighbor</li> <li>3. Drinking only water is acceptable on the bus, Keep treats and snacks stowed away</li> <li>4. Use appropriate language when communicating</li> <li>5. Follow Bus Driver Directives</li> <li>6. Keep all body parts and objects inside the bus</li> <li>7. Use Emergency Exits only when directed by Bus Driver or Aide</li> </ol>	<p><b>Bus Stop Safety</b></p> <ul style="list-style-type: none"> <li>• Arrive 5 to 10 minutes prior to the scheduled stop time.</li> <li>• Respect school property and the property of others while waiting at the bus stop.</li> <li>• Remember your bus route number</li> <li>• Approach the bus once the bus comes to a complete stop</li> </ul> <p><b>Boarding the Bus</b></p> <ul style="list-style-type: none"> <li>• Board the bus in an orderly manner</li> </ul>

*Bus Discipline Ladder will start over for elementary students at the end of semester		
MINORS	INTERVENTIONS CAN INCLUDE	BUS DRIVER ACTIONS
<ul style="list-style-type: none"> <li>• Fails to follow Bus Expectations</li> <li>• Fails to follow explicit directives of Bus Driver or Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Reteach Expectations</li> <li>• Seat Change</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact</li> </ul>
MAJORS	INTERVENTIONS CAN INCLUDE	ADMIN ACTIONS
<ul style="list-style-type: none"> <li>• Having head, hands, arms or objects outside the bus</li> <li>• Disrupting safety protocol in or on the bus (Ex: touching or tampering with camera or safety latches on emergency exits</li> <li>• Consequences may be delivered for all other major behaviors defined in the Student Code of Conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Reteaching Expectations</li> <li>• Reflective Activity</li> <li>• Social Skills Lesson on Bus Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Contact &amp; Student Conference</li> <li>• Parent Conference</li> <li>• Parent/Student Conference</li> </ul>
CONSEQUENCES for MINORS		
<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Offense – Complete ODR &amp; note “Minor Bus Disturbance”</li> <li>• 2<sup>nd</sup> Offense - Complete ODR &amp; note “Minor Bus Disturbance”</li> <li>• Upon the 3<sup>rd</sup> minor infraction student is referred to principal as a major (habitually violates rules)</li> </ul>		
CONSEQUENCES for MAJORS		
<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> Offense</b> – Assigned to ISI and warning that next infraction will result in loss of Bus Riding Privileges</li> <li>• <b>2<sup>nd</sup> Offense</b> – 1 Day Bus Suspension</li> <li>• <b>3<sup>rd</sup> Offense</b> – 3 Day Bus Suspension</li> <li>• <b>4<sup>th</sup> Offense</b> – 5 Day Bus Suspension</li> <li>• <b>5<sup>th</sup> Offense</b> – 15 Day Bus Suspension</li> <li>• <b>6<sup>th</sup> Offense</b> – Suspended from Bus for the remainder of the semester</li> <li>• <b>7<sup>th</sup> Offense</b> – Suspended from Bus for the remainder of the school year</li> </ul>		



## **Referral of Student Required**

Any student arrested for possession of, or intentional distribution of, or possession with intent to distribute any illegal narcotic, drug, or other controlled substance on school property shall be referred by the school principal or his/her designee, within five (5) days after such arrest, for testing or screening by a qualified medical professional for evidence of abuse of alcohol, illegal narcotics, drugs, or other controlled dangerous substances.

If evidence of abuse is found, the principal or his/her designee shall refer the student to an alcohol and drug abuse treatment professional chosen by the student's parent or legal guardian. If it is determined by the professional that the student needs treatment, and if the student agrees to cooperate in the recommended treatment as certified in writing by the medical professional, such documentation may be used to initiate reopening the student's disciplinary case. The School Board shall take into consideration the student's agreement to receive treatment as a positive factor in the final decision relative to any final disciplinary action.

## **Classifying Infractions**

### **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 School Board 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: Alternatives to Suspension & Expulsion

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

- Conference with the principal/designee, Peer Mediation, and Restorative justice practices
- 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
- Reflective activity focused on teaching of replacement behaviors for repeated infractions
- Restitution
- Refer the student to the Response to Intervention Team
- Referral to the school counselor
- 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 (K-5, at least 30 min; 6-12, rest of class period) 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 – 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 <b>will NOT include removal from instruction (In-school suspension/isolation or out-of-school suspension).</b>	Possible Corrective Strategies: Multiple strategies may be used depending on individual student's needs. (All Students' Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary) <b>This is not meant to be an exhaustive list</b>
SAFE BE	1. Walk in hallways 2. Stay to the right and keep moving 3. Stay in your assigned seat 4. Keep all objects to yourself	<p><b>Bus Violation</b> - Student fails to follow bus rules, and/or fails to follow the explicit directions of the bus driver while riding on the school bus. Ex: Littering, Drinking, Eating on bus</p> <p><b>Throwing objects</b> - Tossing item(s) without intent to harm, i.e., throwing paper, spitballs, etc.</p> <p><b>No Hall Pass</b> - 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><b>FIRST INFRACTION:</b></p> <ul style="list-style-type: none"> <li>* Re-teach the behavioral expectations</li> <li>* Provide a reflective activity</li> <li>*(Thinking Maps, Reflective Writing, etc.)</li> <li>* Letter of warning</li> <li>*(Minor Infraction Forms, etc.)</li> </ul> <p><b>REPEATED INFRACTIONS:</b></p> <ul style="list-style-type: none"> <li>• Contact and/or conference with parent/guardian</li> <li>• Implement a home/school communication system</li> <li>• Student conference</li> <li>• Loss of privilege</li> <li>• Seat change</li> <li>• Short-term Behavior Progress Report</li> <li>• Self-charting of behavior</li> <li>• Bus – assigned seats</li> <li>• Referral to the school counselor</li> <li>• Refer the student to the (RTI) Response to Intervention Team</li> <li>• Short-Term Removal from class</li> <li>• Time in classroom calming zone/area</li> </ul>
	1. Arrive to class on time 2. Participate in Class 3. Dress Appropriately 4. Use Good Manners	<p><b>Computer Abuse/Non AUP Violations (Off Task)</b> - Student engages in inappropriate use of computer that does not violate AUP. Example: Accessing sites not assigned by instructor.</p> <p><b>Dress Code Violation</b> - Student wears clothing and/or dresses in a manner that is not consistent with the policy practiced by the school district.</p>	<p><b>POSSIBLE CONSEQUENCES:</b></p> <ul style="list-style-type: none"> <li>• After-School Detention</li> <li>• In-School Detention</li> </ul> <p><b>After more than three (3) level one infractions (not occurring within the same school day),</b> 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.</p> <p><b>EARLY CHILDHOOD NOTATIONS:</b></p> <ul style="list-style-type: none"> <li>* Use visuals to remind students of the safe/appropriate behavior expectations</li> <li>* Demonstrate safety through modeling the appropriate behaviors.</li> </ul>
RESPECTFUL BE	1. Follow the teacher's directions and use positive language with peers 2. Promptly and politely follow adult requests 3. Ask permission before talking out or leaving assigned area 4. Use "6 inch" voice 5. Always use appropriate language	<p><b>Disrespect for Authority</b> - After being redirected by an adult, student continues to engage in minor disrespectful behavior such as noncompliance (School employees are encouraged to use corrective strategies prior to reporting a student for disciplinary action)</p> <p><b>Inappropriate Communication</b> - Put downs or making fun of or negatively talking about a person or their family. Student delivers disrespectful message to peers. Ex: Getting mad and speaking out of frustration and anger.</p> <p><b>Inappropriate Physical Contact</b> - Student engages in mild, physical contact that does not result in serious bodily harm. Example: pushing, shoving, tripping</p> <p><b>Profanity (Not Directed At)</b> - 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><b>Noncompliance/Violation of Classroom Rules</b> - 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>	

# Level 2 Infractions & Corrective Strategies

District-Wide Behavioral Expectations	Examples of Expected Behaviors	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 <b>WILL NOT include removal from school (out-of-school suspension)</b>	Possible Corrective Strategies: Multiple strategies may be used depending on individual student's needs. (All Students' Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary) <b>This is not meant to be an exhaustive list</b>
BF SAFE	<ol style="list-style-type: none"> <li>Solve Problems peacefully</li> <li>Solve Problems peacefully</li> <li>Obey all school rules</li> <li>Make healthy choices</li> </ol>	<p><b>Being in an Unauthorized Area</b> - 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><b>Campus Disturbance</b> - Student performs any behavior that disturbs or interrupts the daily routine(s) of school operations, and which affects more than the students in a single classroom. (Ex. Loud noises such as yelling and actions that draw a crowd such as banging, etc.)</p> <p><b>Technology Misuse</b> - Student engages in use of technology without permission of those in authority during instructional time at school or otherwise under CPSB jurisdiction.</p> <p><b>Initiating or Instigating a Fight</b> - Prompting, encouraging, or attempting to bring about a fight (<b>but fight does not occur</b>) through one's words or actions.</p> <p><b>Possession of Tobacco/Lighter</b> - 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><b>Traffic Violation</b> - Student violates any state or federal regulation as it relates to traffic laws when walking, bike riding and/or driving while under the care and supervision of school or district.</p>	<ol style="list-style-type: none"> <li>Student Conference</li> <li>Parental Contact</li> </ol> <p><b>If the principal determines that discipline action is warranted:</b></p> <p><b>IMPLEMENT APPROPRIATE CORRECTIVE STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>Home/school communication system</li> <li>Short-term behavioral <del>report</del> chart</li> <li>Re-teach the behavior expectations</li> <li>Meaningful reflective activity</li> <li>Verbal or Written apology</li> <li>Loss of privileges</li> <li>Mentoring</li> <li>Restitution</li> <li>Refer the student to the PBIS/RTI Response to Intervention Team</li> <li>Create a behavior contract or behavior support plan for either a student with disabilities or a regular education student that includes expected student behavior, incentives, and consequences</li> <li>Check-in/Check-out</li> <li>Linkage with counseling agency</li> <li>Conflict Resolution</li> <li>Increase Communication</li> <li>Teach Social Skills</li> <li>Referral to school counselor</li> <li>Temporary Removal from Class</li> <li>Schedule Adjustment</li> </ul> <p><b>CONSEQUENCES CAN INCLUDE:</b></p> <ul style="list-style-type: none"> <li>After-school detention</li> <li>Bus Probation</li> <li>Bus Suspension</li> <li>Supervised Work</li> <li>Saturday School</li> <li>In-School Detention</li> <li>ISS/ISI In-School Suspension/Isolation</li> </ul> <p><b>EARLY CHILDHOOD NOTATIONS:</b></p> <ul style="list-style-type: none"> <li>*Provide a reflective activity (social skills stories and social skills videos).</li> <li>*Create a visual of behavior system: Expectations, incentives, and Consequences. Ex: If...then, Flow chart, check-in/check-out.</li> </ul>
BF RESPONSIBLE	<ol style="list-style-type: none"> <li>Arrive to class on time</li> <li>Participate in Class</li> <li>Dress Appropriately</li> <li>Use Good Manners</li> </ol>	<p><b>Cutting Class</b> – Student fails to attend regular scheduled class without an excuse on days when present at school</p> <p><b>Defacing Property while at School</b> - 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><b>Electronic Telecommunication Device –Visible</b> - Student has an electronic device in visible possession, but not being used during the instructional day.</p> <p><b>Excessive Tardiness</b> - 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><b>Forged Note</b> – Student signs another person's name on a note and/or other written document without the other person's permission or knowledge</p> <p><b>Leaving Class without Permission</b> - Student leaves the classroom without permission from the instructor, and it is not deemed an emergency</p> <p><b>Missing Assigned Detention</b> - Student fails to report to assigned discipline (i.e., Saturday School, ISD, After-School Detention) without written permission from administration.</p> <p><b>Skipping School/Truancy</b> - Student fails to attend school on regular school day(s) without a valid excuse and written permission from administration</p> <p><b>Any undefined infraction that the administrator deems to be similar in severity to other Level 2 Infractions</b></p>	

# Level 2 Infractions & Corrective Strategies Cont.

District-Wide Behavioral Expectations	Examples of Expected Behaviors	<p><b>LEVEL 2 INFRACTIONS</b> – 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 <b>WILL NOT include removal from school (out-of-school suspension)</b></p>	<p><b>Possible Corrective Strategies:</b> Multiple strategies may be used depending on individual student's needs. (All Students' Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary) <b>This is not meant to be an exhaustive list</b></p>
<p><b>BE RESPECTFUL</b></p>	<p>1. Consider other people's feelings and respect personal space of others</p> <p>2. Politely follow adult requests</p> <p>3. Keep your hands, feet and objects to yourself at all times</p>	<p><b>Aggressive Inappropriate Physical Contact</b> – Student engages in aggressive physical contact. (Example: Scratching, pushing in line, spitting at).</p> <p><b>Class Disturbance/Prevent Orderly Instruction</b> – 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><b>Disobeying or Refusing to Comply with any Reasonable Request</b> - Student fails to follow adult directions or directives after more than there (3) documented attempts by an adult to use PBIS methods, such as redirecting, re-teaching and modeling behavior to gain the compliance of the student.</p> <p><b>Disrespect for Authority</b> – After being redirected by an adult the student continues refusing to follow adult directives. Ex: Sustained noncompliance, arguing with adult, raising voice.</p> <p><b>(PDA) Engaging in Mutual Displays of Affection</b> – Students engage in inappropriate actions on the school campus such as kissing and other unacceptable behaviors.</p> <p><b>Indecent Behavior</b> – 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><b>Profane/Obscene Communication (Directed At)</b> - Student uses inappropriate language as a form of intentional disrespect toward peers.</p> <p><b>Repetitive Profane/Obscene Communication (Not Directed At)</b> - 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><b>Threaten/intimidate</b> — <b>LOW risk</b> —Student has no access to weapons and no specific plan or intent to carry out the threat or intimidation communicated. Student is simply angry or frustrated when the threat is made. <b>A full threat assessment packet is required.</b></p>	<p><b>MANDATORY</b> Any student receiving his/her <b>FOURTH full-day</b> removal from instruction by ISS or the <b>SECOND full-day OSS</b> during any given semester shall be referred by the school administrator to the school's (Response to Intervention) RTI Behavior/PBIS Team to determine whether supplemental and/or intensive intervention strategies and supports are necessary to address student's behavior <b>prior to an initial referral for expulsion</b>. Timely RTI Behavior supports for the student must be in place prior to a recommendation for a due process hearing at CWA.</p> <p><b>Note:</b> In the event a student receives his/her <b>THIRD</b> 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 a Level 3 Infraction.</p> <p>Please consider consulting with EC Director and/or EC SPED Coordinator to request support and assistance with behavioral challenges of students 3-5 years old.</p>
		<p><b>Any undefined infraction that the administrator deems to be similar in severity to other Level 2 Infractions</b></p>	

# Level 3A Infractions & Corrective Strategies

District-Wide Behavioral Expectations	Examples of Expected Behaviors	<p><b>LEVEL 3A INFRACTIONS</b> – Discipline incidents 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 3A infraction <b>DOES NOT RESULT IN AN OUT-OF-SCHOOL REMOVAL ON THE FIRST VIOLATION</b> as school administrators shall attempt to utilize other corrective actions as deemed appropriate on a case-by-case basis.</p>	<p><b>Possible Corrective Strategies:</b> Multiple strategies may be used depending on individual student’s needs. (All Students’ Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary) <b>This is not meant to be an exhaustive list</b></p>
BF SAFE	<ol style="list-style-type: none"> <li>1. Solve problems peacefully</li> <li>2. Obey all school rules</li> <li>3. Stay tobacco free</li> <li>4. Make healthy choices</li> </ol>	<p><b>Aggressive Inappropriate Physical Contact</b> – Student engages or attempts to engage in aggressive physical contact and/or behavior with intent to harm. (Examples: deep scratching, pushing down, hitting, kicking, spitting at, etc.)</p> <p><b>Bus Disturbance</b> – Student performs any behavior that interrupts the daily routine of school bus operations and compromises the safety of others. Examples: Throwing objects, not seated properly on the bus or any behavior that distracts the bus driver and/or compromises the safety of others.</p> <p><b>Possessing or Using Non-Prescription or Non-Controlled Substances</b> – Student is in possession of or using a substance (i.e., over the counter medications, CBD oil, unidentifiable substances, or other chemical substances) or engaging in conduct related to sniffing/huffing/rubbing of substance.</p> <p><b>Threaten/Intimidate</b> — <b>MEDIUM risk</b> — Student may or may not have access to weapons. Student has frequent ideation, but with vague intent, and no means to carry out the threat. Student does not seek means to carry out threat. Student has a history of acting out, some social difficulties, and possible recent stressors. <b>A full threat assessment packet is required.</b></p> <p><b>Uses, Distributes, or Sells Tobacco Products/Lighter</b> - Student uses, distributes, or sells tobacco products on school grounds, at school-sponsored events, and/or when using school district transportation.</p>	<p><b>For Level 3A infractions The following steps must be implemented:</b></p> <ol style="list-style-type: none"> <li>1. <b>MANDATORY</b> Investigation of infraction</li> <li>2. <b>MANDATORY</b> Parents will be informed and given the option to attend a student conference to discuss. Investigation results <b>AFTER</b> the investigation is complete.</li> <li>3. <b>MANDATORY</b> student conference <b>If the principal determines that discipline action is warranted</b> An administrator must present documented prevention and intervention strategies that have been implemented after each infraction following the discipline ladder <b>prior to an initial referral for expulsion.</b> Timely RTI Behavior supports for the student must be in place prior to a recommendation for a due process hearing at CWA.</li> </ol> <p><b>IMPLEMENT APPROPRIATE CORRECTIVE STRATEGIES:</b> Create home/school communication system Re-teach the behavior expectations In School Suspension/Isolation Meaningful reflective activity Loss of privilege Refer the student to the (RTI) Response to Intervention Team Create a 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 Check-in/Check-out Linkage with a counseling agency Mentoring Temporary classroom change Temporary Removal from classroom After-school detention Saturday School In-School Detention Schedule adjustment</p> <p><b>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.</b></p> <p>Bus Suspension can occur due to Bus Disturbance that compromises safety of others. Please consider consulting with EC Director and/or EC SPED Coordinator to request support and assistance with behavioral challenges of students 3-5 years old.</p>
BF RESPONSIBLE	<ol style="list-style-type: none"> <li>1. Take care of school property and ask before borrowing other people’s property</li> <li>2. Use computers responsibly</li> <li>3. Keep cell phones stowed away during the school day</li> </ol>	<p><b>Leaving Campus without Permission</b> - Student leaves the school campus on a regular school day without permission from an administrator.</p> <p><b>Stealing</b> - Student is found 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><b>Vandalism</b> – 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>	
BF RESPECTFUL	<ol style="list-style-type: none"> <li>1. Consider other people’s feelings and respect personal space of others</li> <li>2. Politely follow adult requests</li> <li>3. Keep your hands, feet and objects to yourself at all times.</li> </ol>	<p><b>Habitually Violates School Rules</b>– 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><b>Continued Open Defiance toward Authority</b> - Student refuses to follow directives and continues to be openly defiant towards authority. If student continues to refuse and/or exhibits behavior that escalates the staff/student interaction, then the administrator may take additional actions if necessary.</p> <p><b>Repetitive Profane Obscene Communication (Directed At)</b> – Student continues to use inappropriate language as a form of intentional disrespect toward another.</p> <p><b>Any undefined infraction that the administrator deems to be similar in severity to other Level 3A Infractions</b></p>	

# Level 3B Infractions: Corrective Strategies

District-Wide Behavioral Expectations	Examples of Expected Behaviors	<p><b><u>LEVEL 3B INFRACTIONS</u></b> – Discipline incidents 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 3B Infraction DOES NOT NECESSARILY RESULT IN AN OUT OF SCHOOL REMOVAL but could result in an OSS if administration deems appropriate.</p>	<p><b><u>Possible Corrective Strategies:</u></b></p> <p>Multiple strategies may be used depending on individual student’s needs. (All Students’ Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary)</p> <p><b><u>This is not meant to be an exhaustive list</u></b></p>
BF SAFE	<p>1. Solve Problems peacefully</p> <p>2. Obey all school rules</p> <p>3. Stay tobacco &amp; vape free</p> <p>4. Make healthy choices</p>	<p><b><u>Campus Disturbance</u></b> - 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, igniting stink/smoke bombs, etc.)</p> <p><b><u>Fighting (Zero Tolerance)</u></b>– (Applies to Middle &amp; High School Students Only) 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><b><u>Illegal Activity</u></b> - Student performing any unlawful act under State or Federal law not otherwise described in the Code of Conduct</p> <p><b><u>Initiating or Instigating a Fight</u></b> – a physical altercation occurred as a result of the student's words or actions, or student attempts to batter peer but is unsuccessful due to intervening forces.</p> <p><b><u>Object Used as a Weapon</u></b> - Student uses any foreign object as a weapon toward others with the intent of causing bodily harm or injury</p> <p><b><u>Participation in Gangs/Cults</u></b> - Student participates in activities related to gangs/cults on school campus or school sponsored activities</p> <p><b><u>Possessing a Knife or Blade Object under 2-1/2"</u></b> - Student possesses any form of knife or blade less than 2-1/2 inches. Examples: knives, razor blades, box cutter, etc.</p> <p><b><u>Throwing Objects that can Injure</u></b> - 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><b><u>For Level 3B infractions</u></b></p> <p><b><u>The following steps must be implemented:</u></b></p> <ol style="list-style-type: none"> <li><b>1. MANDATORY</b> Investigation of infraction</li> <li><b>2. MANDATORY</b> Parents will be informed and given the option to attend a student conference to discuss. Investigation results <b>AFTER</b> the investigation is complete.</li> <li><b>3. MANDATORY</b> student conference <b>If the principal determines that discipline action is warranted</b> An administrator must present documented prevention and intervention strategies that have been implemented after each infraction following the discipline ladder <b>prior to an initial referral for expulsion.</b> Timely RTI Behavior supports for the student must be in place prior to a recommendation for a due process hearing at CWA.</li> </ol> <p><b><u>IMPLEMENT APPROPRIATE CORRECTIVE STRATEGIES:</u></b></p> <ul style="list-style-type: none"> <li>● Create home/school communication system</li> <li>● Re-teach the behavior expectations</li> <li>● In School Suspension/Isolation</li> <li>● Meaningful reflective activity</li> <li>● Loss of privilege</li> <li>● Refer the student to the (RTI) Response to Intervention Team</li> <li>● Create a 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</li> <li>● Check-in/Check-out</li> <li>● Linkage with a counseling agency</li> <li>● Mentoring</li> <li>● Temporary classroom change</li> <li>● Temporary Removal from classroom</li> <li>● After-school detention</li> <li>● Saturday School</li> <li>● In-School Detention</li> <li>● Schedule adjustment</li> </ul> <p><b>Suspension for Level 3B at the discretion of the principal taking into consideration the results of the school-level investigation</b></p> <p>Bus Suspension can occur due to Bus Disturbance that compromises safety of others.</p>
BF RESPONSIBLE	<p>1. Take care of school property and ask before borrowing other people's property</p> <p>2. Use computers responsibly</p> <p>3. Keep cell phones stowed away during the school day</p>	<p><b><u>Cell Phone/Smart Watch/Electronic Devices (Use/Turned On)</u></b> - Student engages in the unauthorized use of cell phone, smart watch, pager, music/video players, audio/video recorder, camera and/or other electronic devices without permission from an administrator.</p> <p><b><u>Computer Abuse</u></b> - Student engages in inappropriate use of computer that violates AUP. Example: User uses CPSB Domain to engage in illegal activity, including posting personally identifiable information, trying to access unauthorized or inappropriate sites, using another person's password, attempting to install any software, get around the firewall or hack the network.</p> <p><b><u>Gambling</u></b>– Student engages in inappropriate activities which include a chance for gain or loss of tangible property, including currency.</p> <p><b><u>Any undefined infraction that the administrator deems to be similar in severity to other Level 3B Infractions</u></b></p>	<p><b><u>Possible Corrective Strategies:</u></b></p> <p>Multiple strategies may be used depending on individual student’s needs. (All Students’ Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary)</p> <p><b><u>This is not meant to be an exhaustive list</u></b></p>

# Level 3B Infractions & Corrective Strategies Cont.

District-Wide Behavioral Expectations	Examples of Expected Behaviors	<p><b>LEVEL 3B INFRACTIONS</b> – Discipline incidents 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 3B Infraction DOES NOT NECESSARILY RESULT IN AN OUT OF SCHOOL REMOVAL but could result in an OSS if administration deems appropriate.</p> <p><b>Bullying and/or Cyber Bullying</b> – 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><b>Engaging in Retaliation Against School Employee</b> – Student engages in retaliation against any school employee (on or off campus)</p> <p><b>False Statement and Information</b> - Student knowingly makes a false statement or knowingly submits false information about a staff member or student regarding any act that is unlawful and/or a violation of the school board’s sexual harassment or bullying policies.</p> <p><b>Harassment (nonsexual)/Intimidation or Inappropriate Communication to an Adult</b> – 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><b>Inflict Bodily Injury</b> – Involvement in any form of physical aggression that results in bodily harm or injury to another person(s).</p> <p><b>Possession or Use of Electronic Smoking Device</b>– Student possesses Electronic Smoking Device or Electronic smoking pods and/or liquids on school grounds, at school-sponsored events, and/or when using school district transportation.</p> <p><b>Profanity in Communication with Staff</b> - Student uses profanity in direct communication with staff but is not directly threatening or intimidating staff.</p> <p><b>Indecency, lewdness</b> - Student engages in actions that include but are not limited to making vulgar gestures or sounds, singing songs with vulgar lyrics, displaying pornography or images of nudity including sharing images, audio, video or both.</p> <p><b>Sexual Harassment</b> - (Title IX Sexual Harassment Investigation must be completed and determined by district level personnel before disciplinary consequences are delivered) – Student engages in unwanted or unwelcomed verbal, written or physical conduct of a sexual nature that effectively denies another student equal access to the School Board’s education program or activity. Elements of sexual harassment included, unwelcome communications and conduct on the basis of sex, such as sexual advances, requests for sexual favors, jokes, remarks and other verbal, physical and inappropriate conduct of a sexual nature.</p> <p><b>Threatening/Intimidation HIGH risk</b> - Student has access to weapons with frequent and specific thoughts/plans that threaten or intimidate another individual(s). The threat or intimidation, as well as the intent to carry out the communication, could result in death or great bodily harm. Student has a history of acting out, poor social skills, poor integration with peers, and has encountered recent stressors. A full threat assessment packet is required.</p> <p><b>Any undefined infraction that the administrator deems to be similar in severity to other Level 3B Infractions</b></p>
BE RESPECTFUL	<p>4. Consider other people’s feelings and respect personal space of others</p> <p>5. Politely follow adult requests</p> <p>6. Keep your hands, feet and objects to yourself at all times</p>	<p><b>Possible Corrective Strategies:</b> Multiple strategies may be used depending on individual student’s needs. (All Students’ Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary) <b>This is not meant to be an exhaustive list</b></p> <p><b>IN ADDITION TO THE STEPS FOR LEVEL 3A AND 3B INFRACTIONS, THE FOLLOWING MUST ALSO BE FOLLOWED:</b></p> <p>Any student receiving his/her <b>FOURTH full-day</b> removal from instruction by <b>ISS</b> or <b>SECOND full-day</b> by <b>OSS</b> during any given semester shall be referred by the school administrator to the school’s (Response to Intervention) RTI Behavior/PBIS Team to determine whether supplemental and/or intensive intervention strategies and supports are necessary to address student’s behavior <b>prior to an initial referral for expulsion.</b></p> <p>Timely RTI Behavior supports for the student must be in place prior to a recommendation for a due process hearing at CWA.</p> <p><b>MANDATORY</b> – Any student receiving IDEA services that receives his/her <b>FOURTH full-day removal</b> from instruction by either <b>ISS/ISI</b> and/or <b>OSS</b> during any given semester <b>will have revisions made to his/her Functional Behavior Assessment, Behavioral Intervention Plan and/or Individual Education Program</b></p> <p>Please consider consulting with EC Director and/or EC SPED Coordinator to request support and assistance with behavioral challenges of <b>students 3-5 years old.</b></p>



# Level 4 Infractions & Corrective Strategies

District-Wide Behavioral Expectations	Examples of Expected Behaviors	LEVEL 4 INFRACTIONS – Discipline incidents that require immediate response from administration, crisis team, its entire staff, and/or community support. (All Students’ Corrective Strategy documentation will be maintained for referral to PBIS/RTI Behavior Team if necessary.)	Possible Corrective Strategies: Multiple strategies may be used depending on individual student’s needs. (All Students’ Corrective Strategy documentation will be maintained for referral to PBIS/RTI Team if necessary) <b>This is not meant to be an exhaustive list</b>
SAFE BE	1. Ask for help if you are not safe 2. Refrain from accepting alcohol and drugs & report alcohol or drugs to appropriate staff or administrator	<p><b>LEVEL 4 INFRACTIONS</b> – Discipline incidents that require immediate response from administration, crisis team, its entire staff, and/or community support. (All Students’ Corrective Strategy documentation will be maintained for referral to PBIS/RTI Behavior Team if necessary.)</p> <p><b>Alcohol Possession and/or Use</b> – 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><b>Distribution or selling of Electronic Smoking Device and/or pods or liquids</b> – Student distributes (includes sharing) or sells Electronic Smoking Device(s) or Electronic smoking pods and/or liquids on school grounds, at school-sponsored events, and/or when using school district transportation.</p> <p><b>Drugs (Use, Possession and/or Distribution)</b> – Student is found to possess, use, cultivate, manufacture, distribute, or purchase any illegal drug, narcotic, unauthorized controlled substance, or substance represented to be an illegal drug, narcotic, or unauthorized controlled substance</p> <p><b>Group and/or Gang Fights</b> – Students participate in a two or more on one fight with another student or groups of students participate in fights</p> <p><b>Participation in Gang-Related Activity</b> – Students participate in activities or displays colors, signs related to gangs/cults on school campus or a school sponsored activity</p> <p><b>Explosives/Incendiary Device</b> – 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><b>Possessing a Knife</b> – Student possesses any form of knife and/or blade which EQUALS or EXCEEDS two and one-half (2-1/2) inches in length, except if a student is less than 11 years of age, the principal may recommend expulsion.</p> <p><b>Possessing a Weapon or Weapon Like Object</b> – Any object/instrumentality/substance (real or otherwise) used which can place a person in reasonable fear or apprehension of serious harm that is on the student’s person and/or in the student’s belongings, locker, and/or any personal storage space. Some examples included ammunition, explosive device, BB or pellet gun, airsoft gun, mace/pepper spray, taser or other electronic device which can be used to stun or shock another human being.</p> <p><b>Possessing a Firearm</b> – Any firearm, meaning any handgun, rifle, shotgun, machine gun, black powder weapon, or assault rifle that is designed to fire or is capable of firing fixed cartridge ammunition or from which a shot or projectile is discharged by an explosive.</p> <p><b>Abuse or Misuse of Technology</b> – Student engages in any use of technology, (examples can include use of smart watch, cell phones, camera, audio/video players/records, use of images or texting) that violate the privacy of students or staff using social media platforms or any other electronic or digital means to spread inappropriate or illegal content or other acts using technology that threaten the safety of others or creates a hostile educational environment that impedes the ability of another student or others to participate or benefit from the educational program.</p> <p><b>Assault of a Staff or Faculty Member</b> – Attempt to commit a schoolteacher a battery or the intentional placing of a schoolteacher on reasonable apprehension of receiving battery or making statements threatening physical harm to a schoolteacher which may include using <b>Profane or Obscene Language to an Adult with intent to directly threaten or intimidate the adult</b></p> <p><b>Battery of a Staff or Faculty Member</b> – 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><b>Continuous Sexual Harassment</b> – (Title IX Sexual Harassment Investigation must be completed and determined by district level personnel before disciplinary consequences are delivered) – 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 effectively denies another student equal access to the School Board’s education program or activity. Elements of sexual harassment included, unwelcome communications and conduct on the basis of sex, such as sexual advances, requests for sexual favors, jokes, remarks and other verbal, physical and inappropriate conduct of a sexual nature.</p> <p><b>Public Indecency, Lewdness, or Exposure</b> – 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.</p> <p><b>Serious Bodily Injury</b> – Student inflicts serious bodily harm on another person that requires law enforcement and/or medical intervention(s)</p> <p><b>Sexual Acts</b> – 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><b>Terrorism or Violence - CREDIBLE &amp; IMMINENT risk</b> - Student has access to weapons and it is reasonable to suspect that this student has the intent and means to follow through on the threat. Student demonstrates through actions and communications a clear and significant threat of terrorism and/or violence that would result in great bodily harm, sustained fear for the threat recipients, a need to evacuate the building, or a serious disruption to school operations. <b>A full threat assessment packet is required.</b></p>	<p><b>Level 4 infractions. the following steps must be implemented: (FIRST OFFENSE)</b></p> <ol style="list-style-type: none"> <li><b>1. MANDATORY</b> - Investigation of infraction</li> <li><b>2. MANDATORY</b> - Parents will be informed and given notice to attend a student conference to discuss investigation results <b>AFTER</b> the investigation is complete and disciplinary action for the infraction is warranted.</li> <li><b>3. MANDATORY</b> - Referral to law enforcement in cases of alcohol, drugs, guns, school threats, explosives. <ul style="list-style-type: none"> <li>● Implement other appropriate corrective strategies:</li> <li>● Re-teach the behavior expectations</li> <li>● Loss of Privilege</li> <li>● Refer student to PBIS/RTI Behavior Team</li> <li>● Create a behavior contract or behavior intervention plan that includes expected student behavior, incentives for demonstrating expected behavior and consequences for infractions</li> <li>● Social skill group – if appropriate/available</li> <li>● Linkage with a counseling agency</li> <li>● 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</li> </ul> </li> </ol> <p>– some Level 4 infractions require school administrator to request an expulsion hearing based on CPSB Policies.</p> <p><b>Assault &amp; Battery Offense REQUIRE</b></p> <ol style="list-style-type: none"> <li>1. Immediately remove the student from the school premises without complying with suspension procedures</li> <li>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.</li> </ol> <p><b>*Reference Louisiana Law R.S. 14:95</b></p>
RESPECTFUL BE	1. Attempt to solve problems in a non-confrontational manner 2. Be Cooperative in the event of an emergency	<p><b>Any undefined infraction that the administrator deems to be similar in severity to other Level 4 Infractions</b></p>	

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# Suspension

Suspension of students with disabilities or exceptionalities, or an Individualized Education Program or Section 504 Individualized Accommodation Plan, shall be to the extent allowed by applicable state or federal law and regulations or the provisions of the student's specific plan.

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 designated **Level 3A Infractions** that may not warrant use of an OSS to manage the student's behavior on the first incident. 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."

A student suspended for damages to any property belonging to the school system or to property contracted to the school system or any property on school grounds owned by a school employee or student shall not be readmitted until payment in full has been made for such damage, an alternative restitution arrangement has been executed, an alternative payment plan has been arranged, or until directed by the Superintendent. If the property damaged is a school bus owned by, contracted to, or jointly owned by any school board, a student suspended for such damage shall not be permitted to enter or ride any school bus until payment in full has been made for the damage, an alternative restitution arrangement has been executed, an alternative payment plan has been arranged, or until directed by the Superintendent.

## 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. A student who is suspended for longer than ten (10) shall be provided with academic instruction at an alternative setting in accordance with La. Rev. Stat. Ann. §17:416.2.
11. 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.
12. 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.
13. 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.

\*Louisiana State Law

## Appeal of Suspension

Any parent/guardian of a suspended student shall have the right to appeal a suspension to the Superintendent's designee. The appropriate administrative director is the Superintendent's designee for appeal of a suspension. If the parent/legal guardian is not present for the hearing of the appeal after having been properly notified, the

hearing may proceed and the results of the hearing shall be mailed to the parent or legal guardian. The decision of the Superintendent 's designee on the merits of the case, as well as the term of suspension, shall be final, reserving to the Superintendent or designee the right to remit any portion of the time of suspension.

To appeal a suspension, begin by submitting a written request within five (5) days after the beginning date of the suspension to the immediate supervisor of the person making the disposition, who would be either the school principal or the appropriate administrative director. If the initial disposition was by an assistant principal or school administrator other than the principal, then an appeal is to be directed to the principal. If the initial disposition was made by the principal, or if the principal has made a decision on an appeal of a suspension, the appeal is to the administrative director for that school. Please submit elementary requests to Dr. Jill Portie at [jill.portie@cpsb.org](mailto:jill.portie@cpsb.org), middle school request to Owen Clanton at [owen.clanton@cpsb.org](mailto:owen.clanton@cpsb.org), and high school request to Robert Pete at [robert.pete@cpsb.org](mailto:robert.pete@cpsb.org).

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.

Expulsion of students with disabilities or exceptionalities, or an Individualized Education Program or Section 504 Individualized Accommodation Plan, shall be to the extent allowed by applicable state or federal law and regulations or the provisions of the student's specific plan.

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

- a firearm
- a knife/blade measuring 2-½ or more inches (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/weapon

- 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 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 School Board's 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.

Notwithstanding the foregoing, the parent or legal guardian of a student who has been recommended for expulsion but suspended instead following a hearing conducted by the Superintendent or his/her designee shall have the right to request review by the School Board of the findings of the Superintendent or designee at a time set by the School Board. Such request must be made within five (5) days after the decision is rendered, or the decision of the Superintendent or designee shall be final. The School Board may affirm, modify, or reverse the action previously taken.

The parent or legal guardian of the student may, within ten (10) school days, appeal to the judicial district court an adverse ruling of the School Board in upholding the action of the Superintendent or designee. The court may reverse or revise the ruling of the School Board upon a finding that the ruling of the School Board was based on an absence of any relevant evidence in support thereof.

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 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 a reasonable time.
5. A recommendation for expulsion is made by the principal. The student will be suspended pending expulsion hearing. Procedures for suspension 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 school 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.

\*Louisiana State Law

## **Expulsion 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.

If the misconduct of a qualified student with a disability 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 CPSB must adhere to requirements regarding the provisions of Free Appropriate Public Education (FAPE)

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 or be admitted to 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.

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 of a felony or the incarceration of any student in a juvenile institution for an act which had it been committed by an adult, would have constituted a felony, may be cause for expulsion of the student for a period of time as determined by the School Board; such expulsions shall require the vote of **two-thirds  $\frac{2}{3}$  of the elected members of the School Board**, shall not be for a period of time longer than the student's period of adjudication as determined by the applicable court presiding over the student's criminal matter, and shall run concurrent to the student's period of disposition. If the student was serving an expulsion period when the student was incarcerated for a separate offense and the student completes the period of incarceration with time left in the expulsion period, the Superintendent or his/her designee may require the student to serve the time left in the expulsion period.

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

# Appeal of Expulsion

The parent or legal guardian of student who has been recommended for expulsion in accordance with state law may, within five (5) days after the decision to expel has been rendered, submit a request to the School Board to review the findings of the Superintendent or designee at a time set by the School Board; otherwise, the decision of the Superintendent shall be final. Such review shall also be available to the parent or legal guardian of a student who was recommended for expulsion but whose discipline was reduced to a suspension. After reviewing the findings of the Superintendent or designee, the School Board may affirm, modify, or reverse the action of the Superintendent or designee.

The parent or legal guardian of the student who has been recommended for expulsion in accordance with state law may, within ten (10) school days, appeal to the district court for the parish in which the student's school is located, an adverse ruling of the School Board in upholding the action of the Superintendent or his/her designee. The court may reverse or revise the ruling of the School Board upon a finding that the ruling of the School Board was based on an absence of any relevant evidence in support thereof. The parent or legal guardian of the student shall have such right to appeal to the district court even if the recommendation for expulsion is reduced to a suspension.

## 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 school 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 pocketknife

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)/ Behavior Intervention Plan (BIP)** – 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 help 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 those found on the **Corrective Strategies: Alternatives to Suspension and Expulsion** list. (for exact location refer to Table of Contents).

**Dangerous Weapon** – Dangerous weapon means any gas, liquid, or other substance or instrumentality, which in the manner used, is likely to produce death or great bodily harm. When the student is found in possession of a weapon, the Superintendent shall be immediately notified, and the principal shall take appropriate disciplinary action.

**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 the 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.

**Firearm** - means any pistol, revolver, rifle, shotgun, machine gun, submachine gun, black powder weapon, or assault rifle that is designed to fire or can fire a fixed cartridge ammunition or from which a shot or projectile is discharged by an explosive.

**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. Failure to participate or comply may subject the student to immediate out-of-school suspension.

**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 hour 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. Failure to participate or comply may subject the student to immediate out-of-school suspension.

**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 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.

**Restorative Practices** – refers to an approach to student discipline that focuses on resolving conflict, repairing relationships, and assisting students to redress harms caused by their conduct, and may include positive interventions and processes such as mediation, family group counseling, and peer mentoring.

**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).

# Annual Notice Regarding Medicaid Reimbursements

If you have previously consented for CPSB to share personally identifiable information about your child with Louisiana Medicaid and to seek reimbursement for Medicaid covered services that are provided at school, please review the information provided in this annual notice.

The disclosure of personally identifiable information to Louisiana Medicaid and access to Medicaid reimbursement for the school district shall not result in any decrease in available lifetime coverage, shall not result in any cost to you or your family, shall not increase any premiums or lead to the discontinuation of your child's benefits or insurance, and shall not create any risk of loss of your child's eligibility for home and community-based waivers based on total health-related expenditures.

You may withdraw this consent in writing at any time. If you refuse consent or withdraw consent to allow access to the Medicaid benefits, it will not relieve the school system of its responsibility to ensure that all required educational services are provided at no cost to your child.

For assistance in this area, when related to an I.E.P., please contact the Administrative Coordinator of Pupil Appraisal, Mike Hill at 217-4300 or by mail at:

Pupil Appraisal  
Attn: Medicaid Billing 565 North Crocker  
Sulphur, LA 70663

All others please contact the Nursing Coordinator, Ginger Pearson, at 217-4260 or by mail at:

Nursing  
Attn: Medicaid Billing  
2423 6th Street  
Lake Charles, LA 70601



# Child Find Notice

Child Find activities are undertaken for children who are suspected of having a disability and who may need special education services. The Individuals with Disabilities Education Act (IDEA) states: "The State must have in effect policies and procedures to ensure that—All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated."

Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to disabled students.

The CPSB utilizes a Response to Intervention (RTI) model of universal screening, intervention and progress monitoring to respond to the needs of the struggling student. Students who continue to demonstrate a lack of progress are considered for more intense intervention. For students who still struggle after more intensive interventions, they shall be referred to the School Building Level Committee (SBLC). The SBLC, with the parent's invited participation, will consider additional options, including continued interventions. If a student is suspected of having a disability under IDEA (and may need special education services) or Section 504, parental consent for evaluation shall be requested.

For additional information about the rights of parents of eligible children, or for answers to any questions you might have about identification, evaluation and placement into Section 504 or Special Education programs, please contact the District's Section 504 Coordinator and Pupil Appraisal Administrative Coordinator, Mike Hill at 337-217-4300 or [mike.hill@cpsb.org](mailto:mike.hill@cpsb.org). Requests for evaluation may be mailed to:

Administrative Coordinator of Pupil Appraisal  
565 North Crocker St.  
Sulphur, LA 70663

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## (Response to Intervention) – RTI Behavior / PBIS Parent Referral/Concern Form

Dear Parent,

Calcasieu Parish School Board Parent Concern Form Response to Intervention – Behavior/PBIS  
Parent Referral/Concern Form

In an effort to address behavioral and/or social/emotional concerns, the Calcasieu Parish School Board 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.

\_\_\_\_\_ **YES**, I have concerns regarding my child's **social skills** or significant **emotional** or **behavioral** difficulties.

I am requesting that my child (name) \_\_\_\_\_  
in grade \_\_\_\_\_, be screened for these concerns.

I can be reached at the following numbers:

(Daytime phone # \_\_\_\_\_) or (Evening phone # \_\_\_\_\_).

Additional information I would like the school to consider is: \_\_\_\_\_

\_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent - **ONLY SIGN** & return this form  
if you wish to hear from the school  
regarding your concern for your child's behavior.

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# 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 instructions 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. 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.
12. No glass objects or other objects allowed on the bus if prohibited by state or federal law or local school board policies.
13. 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.
14. Refrain from damaging the bus in any way.
15. 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 WHICH WE HAVE ACKNOWLEDGED BY SIGNING AND INITIALING THE STUDENT CODE OF CONDUCT STUDENT AND PARENT/GUARDIAN ACKNOWLEDGEMENT FORM.**

# CPSB Connected Classrooms - Virtual Education

Qualifications for enrolling virtually have been established to ensure that all students receive the best instruction possible for the success of their educational journey in our district. Those qualifications are outlined by grade level below.

## Kindergarten – 8th Grade

Students enrolling in CCR in these grades will be required to remain enrolled in the program for the entire school year. Extenuating circumstances will be evaluated on a case-by-case basis as they arise. Students must have reliable internet access at home, attend orientation with a parent/guardian, and adhere to daily attendance requirements. Virtual instruction for students in these grades will all be conducted by CPSB CCR teachers.

For students enrolled in special face-to-face programs such as TELC, STEM, Magnet, French Immersion or NEST, enrolling in CCR will result in the loss of their spot in the program for the entire school year. The student may enroll in the face-to-face program again the following year if space is available.

Current CCR Students – Application will take place through current CCR Teachers, and students must have the following qualifications:

- C or better average in previous courses
- 10 or less unexcused absences
- No CCR discipline infractions
- Recommendation from previous CCR teacher(s)
- Approval from school administrators
- Students in K-3: official medical recommendation (not qualifying for hospital/homebound)
- New CCR Students in K-3

Official medical recommendation (not qualifying for hospital/homebound)

New CCR Students in 4-8

- B or better average in previous courses
- 10 or less unexcused absences
- Approval from school administrators

OR

- Official medical recommendation (not qualifying for hospital/homebound)

## 9-12th Grade

The virtual program at the high school level will be conducted in a hybrid instructional model. Students will participate in their core subjects and a general elective credit with CPSB CCR teachers in a live, synchronous platform. Other courses such as electives, will be conducted in CPSB's new online asynchronous platform.

Students enrolling in CCR in these grades will be required to remain enrolled in the program for the entire first semester. To be accepted into the CCR program at the high school level, students must have official medical recommendation or proof of extenuating circumstances that will be evaluated on a case-by-case basis. Grades, attendance, and behavior will be factors in approval.

If a student enrolled in the CCR program fails any course, he/she may be required to return to a face-to-face instructional setting.

Application for new students will be taken electronically through the district's website. Questions concerning CPSB Connected Classrooms virtual program can be sent to [virtual@cpsb.org](mailto:virtual@cpsb.org).

# Addressing Virtual Student Discipline

In response to the COVID-19 pandemic, the Calcasieu Parish School System has made virtual classes available to students. Students may also be required to attend school virtually when schools are closed due to inclement weather or other unanticipated emergencies. The Calcasieu Parish School Board adopts this Addendum to its Student Code of Conduct in order to clarify expectations for student conduct in the virtual classroom and to provide notice of the possible consequences of inappropriate conduct in the virtual classroom.

State law requires the School Board to adopt disciplinary measures which define the rules of conduct and expectations of students engaged in virtual instruction, including clearly defined consequences of conduct, and to take into consideration the students' and their families' rights to privacy and other constitutional rights while at home or in a location that is not school property.

Students are expected to comply with the School Board's Student Code of Conduct while engaged in virtual instruction. That is, the visual and/or auditory transmission of images and/or words which are otherwise prohibited by the Student Code of Conduct is prohibited except as may be permitted by this Addendum. It is not the intent of this Addendum to invade the privacy of students or their families, or to deprive them of their constitutional rights. Instead, this Addendum seeks to address conduct which is prohibited by the Student Code of Conduct, and which interferes with the instructional process, and/or adversely affects teachers, other School board staff, students, families, and others involved in the education of students.

Consequences for violations of the Student Code of Conduct apply to students engaged in virtual instruction.

Regardless of the model of instruction, student conduct is governed at all times by La. R.S. 17:416 and the Student Code of Conduct. Conduct that is unacceptable in the physical classroom is, under most circumstances, equally unacceptable in the virtual classroom. While students and parents normally have an expectation of privacy in their home, conduct that occurs in front of a camera and in view of peers and teachers in the virtual classroom may subject students to disciplinary action.

The context in which student behavior occurs is important, however, and will be taken into consideration by School and District administrators in determining whether there has been a violation of the Code of Conduct, the severity of the infraction, and the appropriate penalty, if any, under the circumstances.

## Privacy and the Virtual Classroom

Students and parents, typically, have a reasonable expectation of privacy with regard to what takes place in their home outside of the view of teachers and peers in the virtual classroom. In order to ensure that students and teachers are able to work and learn in a safe and orderly virtual environment, it is imperative that students have a quiet, well-lit "classroom" space – free, to the extent possible, from toys, images, messages, personal property, or other items that may distract from teaching and learning or that may subject the student to disciplinary action if possessed on school busses, in the regular classroom, or on school property.

Students should be cautioned that the virtual classroom is for instruction and for engaging with peers and teachers for educational purposes. Students must not handle or display items, toys, messages, images, or personal property or engage in conduct unrelated to the lessons taking place. Students who engage in conduct in the virtual classroom that violates the Student Code of Conduct, and this Virtual Discipline Policy may be subject to discipline in accordance with the Student Code of Conduct and this Policy.

School and/or district officials may be required, as mandatory reporters, to alert local law enforcement and/or the Department of Children and Family Services if they observe conduct, messages, images, or objects that raise legitimate concern for the safety and well-being of students in the virtual classroom. This may include students handling weapons in the virtual classroom, even if it is subsequently learned that the weapon is a toy or facsimile, as it is not always possible to determine remotely whether the weapon is real or not.

## **Conduct in the Virtual Classroom**

Students are responsible for all content posted through their online account. Students are prohibited from sharing their online account username or password or using the username or password of another student.

Students will follow virtual classroom rules and expectations set by their teacher.

The following is a non-exclusive list of behaviors that are prohibited in the virtual classroom and that may result in disciplinary action in accordance with the Student Code of Conduct:

- Antagonistic, harassing, or discriminatory language of any kind with regard to race, color, religion, sex, gender, intelligence, age, orientation, disability, socioeconomic status or any other legally protected characteristic or activity
- Bullying and/or cyberbullying
- Use of obscene, degrading or profane language (gestures, written, verbal, pictures, drawings, audio, video)
- Displaying pornography, nudity or images of nudity
- Committing lewd or sexual acts
- Handling or displaying weapons, including toy or facsimile weapons\*
- Any criminal or other illegal activity encouraging the unlawful use, possession, manufacture or distribution of tobacco, drugs or alcohol\*
- Illegal posting, distribution, upload or download of copyrighted work of any kind
- Sharing assignments, questions/answers, or any other action that would violate any expectations or rules relative to academic honesty
- Posting personally identifiable information in any format other than via private message
- Indecent dress or disrobing
- Interference with the instructional audio or video
- Use or display of illegal drugs, alcohol, tobacco or tobacco products, or vaping devices\*
- Violations of the Board's/School's Acceptable Use Policy or Device Contract

## **Consequences of Inappropriate Online Conduct**

Parents and students must be aware that conduct that is unacceptable and disruptive in the regular classroom environment is, typically, unacceptable in the virtual classroom. The School Board recognizes, however, that virtual learning is a new experience for students and families, and that the context in which student conduct occurs must be taken into account in determining the appropriate penalty, if any, imposed for violations of the Student Code of Conduct in the virtual classroom.

Student conduct that occurs in the virtual classroom may be subject to progressive discipline which, depending on the seriousness of the conduct at issue, will include an initial verbal warning and consultation with the student's parent or guardian prior to any formal disciplinary action. The seriousness of the conduct at issue will dictate the actions of administrators and the nature of the penalty ultimately imposed. For example, a student may be subject to a severe penalty, even for a first offense, depending on the seriousness of the conduct at issue.

Some factors that administrators will take into account in determining the penalty to be imposed, if any, for conduct that occurs in the virtual classroom will include:

- Age of the student
- Whether the conduct disrupted learning in the virtual classroom
- Whether the conduct was violent or threatening in any way
- Whether the conduct was illegal
- Whether the conduct interfered with the rights of teachers and/or students to work and learn in a safe and orderly environment free from inappropriate images, messages, gestures, language or behavior
- Whether the student has committed prohibited conduct in the past
- Whether the student has received prior warnings or discipline for similar conduct



\*Conduct in the virtual classroom related to the display or handling of weapons or drugs, or other conduct that raises legitimate concerns about the safety and welfare of a student, must be reported immediately to the School Principal and/or School Resource Officer in order to assess whether the matter must be reported to local law enforcement and/or the Department of Children and Family Services.

### **Student Code of Conduct, Appeal of Suspension**

The provisions of the Student Code of Conduct with respect to Appeal of Suspension are hereby amended so as to add the following:

- The parent of a pupil who has been recommended for expulsion, but with respect to whom the recommendation for expulsion has been reduced to a suspension, has the right to request review by the School Board, or appeal to the parish district court, as appropriate, in accordance with La. R.S. 17:416.

The provisions related to mandatory recommendation for expulsion shall not be applied to virtual instruction received by a student in the student's home.

**Calcasieu Parish School Board  
Acceptable/Responsible Use Policy for Internet and District Network Resources**

Guidelines below are provided so that students and parents are aware of the responsibility's students accept when they use District-owned devices, software, and email on the CPSB Network. In general, this requires efficient, ethical, and legal utilization of all technology resources.

*Terms and Conditions* in a user's agreement are provided so that Internet users are aware of the responsibilities they will assume when using this Calcasieu Parish School Board (CPSB) resource. Responsibilities include efficient, ethical, and legal utilization of the network resources. All users, including students, employees, or any other users of School Board computers, hardware, and Board network shall abide by all policies of the School Board and any applicable administrative regulations and procedures.

Each user shall sign an *Internet and District Network Resources Contract* which shall be legally binding and indicates that he/she has read the *Terms and Conditions* carefully and agrees to abide by them.

The School Board shall incorporate the use of computer-related technology, or the use of Internet service provider technology designed to block access or exposure to any harmful materials or information, such as sites that contain obscene, pornographic, pervasively vulgar, excessively violent, or sexually harassing information or material. However, no filtering system is capable of blocking 100% of the inappropriate material available on the internet.

Age and grade appropriate classroom instruction shall be provided regarding Internet. Such instruction shall include appropriate online behavior, responsibly interacting with other individuals on CPSB approved resources and software and cyberbullying awareness and response, as well as areas of concern as authorized in state and federal law.

In addition, the School Board shall develop and distribute age and grade appropriate information to each student regarding Internet and online content that is a threat to school safety. The information may include the following:

- Instruction on how to detect potential threats to school safety exhibited online, including posting on any social media platform.
- Visual examples of possible threats.
- The process for reporting potential threats, which shall be in accordance with the procedures referenced in policy *EBBB, School and Student Safety*.

Such information shall be either distributed to or explained to students and school personnel at the beginning of each school year and shall be posted on an easily accessible page of the School Board's website and the website of each school.

If information reported to a school is deemed a potential threat to school safety, the school shall present the written form and any further evidence to local law enforcement.

## **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. CPSB home pages will use CPSB phone numbers and cpsb.org e-mail addresses. Personal photos and work can be published if the parent has not opted out.

- 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.
- C. It is expected that all students will be appropriately supervised and monitored during any online activities to ensure proper use.

## **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 destroy data by spreading computer viruses or by any other means.
- C. Users will not engage in any illegal acts, such as selling drugs, 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").
- E. Users will not use CPSB's technology resources to participate in cyberbullying. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can also include sharing personal or private information about someone else causing embarrassment or humiliation.

## **3. Security**

- A. Users shall be responsible for maintaining the confidentiality of passwords. Under no condition should the student give his/her password to others nor post the password in written form to be viewed by others. Likewise, using another person's password to gain access is not permitted.
- B. Users are responsible for their individual accounts and should take 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.
- C. Users will log off or lock their personal accounts when away from the computer for more than a few moments to prevent unauthorized access.
- D. 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.
- E. Users may not remove, disable, or replace the district antivirus software solution for any reason.
- F. Users will only use memory storage devices (i.e., disks, CDs, pen drives, etc.) that have been scanned and found to be free of viruses.
- G. Users will not download and install unnecessary programs from the Internet since most of these installs "spyware/malware" on the computer and hinders the performance of the computer (i.e., Toolbar helpers, e-mail add-ons, screen savers, search engine assistants, pop-up blockers, etc.).
- H. Users should be aware that the CPSB network, Internet use and system e-mail is maintained and regularly monitored for inappropriate use. If any misuse is detected by the staff, appropriate action will be taken against the person or people involved.

## **4. Network**

- A. All devices are to be set up and maintained by CPSB for network administration, management, and security. Removing a device from the CPSB management 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. Network bandwidth is a limited resource of which must be conserved to serve all the network needs of the district. Users must understand that listening to online radio stations, viewing non-educational streaming video sites, and downloading exceptionally large files, etc. will be considered a misuse of this limited resource.
- C. Important information regarding CPSB technology and other bulletins will be sent out to all employees from time to time during the year addressed from the e-mail account "noreply@cpsb.org." It is the responsibility of all employees to open and read all e-mails 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 Language/Content**

- A. Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, unprofessional, or disrespectful language. This includes personal attacks or harassment of another person.
- B. Users will not circumvent district content filters using any means to access inappropriate content as listed above.

## **6. Resource Limits**

- A. Users will use e-mail, Internet, and network resources only for educational and professional development activities only.
- B. Users will not use district e-mail to mass e-mail and "spam" any users (internal and external) with unauthorized communications or solicitations.

## **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. 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.
- C. 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. User activity and files residing on the CPSB's technology resources will be treated as district property subject to control, inspection, and/or search by School Board personnel.
- 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.

## **DISCLAIMER**

The School Board's system is provided on an "as is, as available" basis. The School Board does not make any warranties, whether expressed or implied, including, without limitation, those of fitness for a particular purpose with respect to any services provided by the system and any information or software contained therein. The School Board uses a variety of vendor-supplied hardware and software. Therefore, the School Board does not guarantee that the functions or services performed by, or that the information or software contained on the system will meet the user's requirements. Neither does the School Board warrant that the system will be uninterrupted or error-free, nor that defects will be corrected. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third-party individuals in the system are those of the providers and not necessarily the School Board.

The School Board will cooperate fully with local, state, or federal officials in any investigation concerning or relating to misuse of the School Board's computer systems and networks.

# Student Internet and District Network Resources Contract

Please sign and return this form to your assigned teacher

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Student ID# \_\_\_\_\_

STUDENT CONTRACT AGREEMENT AND APPLICATION FOR CALCASIEU PARISH SCHOOL BOARD INTERNET AND DISTRICT NETWORK ACCESS Directions: After reading the Calcasieu Parish School Board Internet and District Network Resources Terms and Conditions, please read and fill out the appropriate portions of the following contract completely and legibly. The signature of a parent or guardian on the Parent Contract is also required. I have read the Calcasieu Parish School Board Internet and District Network Resources Terms and Conditions. I understand and will abide by the stated Terms and Conditions. I further understand that violation of the Terms and Conditions is unethical and illegal. Should I commit any violation, my access privileges may be revoked and/or school disciplinary action or other appropriate action may be taken.

User Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Internet and District Network Resources Contract As the parent or guardian of this student, I have read the Terms and Conditions of the Acceptable Use Policy. I understand that this access is designed for educational purposes and Calcasieu Parish School Board has taken available precautions to monitor safe and appropriate student access. However, I also recognize it is impossible for Calcasieu Parish School System to restrict access to all controversial materials. I will not hold the Calcasieu Parish School System responsible for materials acquired on the network. I understand that my child will be held responsible for any disregard of the Acceptable Use Policy. I hereby give permission for my child to have school use of the Internet and District Network Resources.

Domiciliary Parent or Guardian (please print): \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Daytime Phone: \_\_\_\_\_ Evening Phone: \_\_\_\_\_

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# ACT No. 745

## HOUSE BILL NO. 1133 Regular Session, 2008

BY REPRESENTATIVES: CARMODY, CARTER, CHANDLER, CHANEY, DIXON, EDWARDS, FANNIN, GISCLAIR, HARDY, HAZEL, HOFFMANN, MICHAEL JACKSON, POPE, SIMON, JANE SMITH, PATRICIA SMITH, AND TRAHAN

AN ACT to amend and reenact R.S. 17:233 and to enact R.S. 17:233, relative to school attendance; to provide for the circumstances under which a student shall be considered habitually absent or tardy; to require a student's parent or legal guardian to enforce school attendance; to impose penalties upon the parents or legal guardians of students in certain grades who are habitually absent or tardy; to provide for definitions; and to provide for related matters.

Be it enacted by the Legislature of Louisiana: Section 1. R.S. 17:233(B)(1) is hereby amended and reenacted and R.S. 17:233(C) is hereby enacted to read as follows:

Cases of habitual absence and/or or tardiness referred to juvenile or family court

### **B. (1)**

- (a) A student shall be considered habitually absent or habitually tardy when either condition continues to exist after all reasonable efforts by any school personnel, truancy officer, or other law enforcement personnel have failed to correct the condition after the fifth unexcused absence or fifth unexcused occurrence of being tardy within any school semester.
- (b) The parent or legal guardian of a student shall enforce the attendance of the student at the school to which the student is assigned.
- (c) The principal of the school, or his designee, shall notify the parent or legal guardian in writing upon a student's third unexcused absence or unexcused occurrence of being tardy, and shall hold a conference with such student's parent or legal guardian. The student's parent or legal guardian shall sign a receipt for such notification.
- (d) The parent or legal guardian of any student in kindergarten through grade eight who is considered habitually absent or habitually tardy pursuant to the provisions of this Section shall be in violation of the provisions of Subparagraph (b) of this Paragraph and shall be punished as follows:
  - (i) A first offense shall be punishable by a fine of not more than fifty dollars or the performance of not less than twenty-five hours of community service.
  - (ii) Any subsequent offense shall be punishable in accordance with R.S.15 17:221(A) (2)

C. For purposes of the Section the term "tardy" shall include but not be limited to leaving or checking out of school unexcused prior to the regularly scheduled dismissal time at the end of the school day but shall not include reporting late to class when transferring from one class to another during the school day.







## 2023-2024 - 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 School Board's 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.

Parents/Guardians, please acknowledge that you have read and understand the Student Code of Conduct and have read and understand the Addendum to the Calcasieu Parish School Board's Student Code of Conduct. Also, that you understand that your child will be held accountable for complying with these discipline rules and may be subject to disciplinary action in accordance with the Student Code of Conduct for violations thereof.

**\*\*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 following::	Parent Initials:	Student Initials:
<i>Calcasieu Parish School Board's Student Code of Conduct.....</i>	_____	_____
<i>Addendum to Student Code of Conduct Addressing Virtual Student Discipline) .....</i>	_____	_____
<i>Calcasieu Parish School Board's Use of Electronic Device Policy .....</i>	_____	_____
<i>LA Department of Ed Rules for School Bus Riders Bulletin 1191 .....</i>	_____	_____
<i>Acceptable/Responsible Use Policy for Internet and District Network Resources.....</i>	_____	_____
<i>ACT No. 745 Letter Relative to School Attendance.....</i>	_____	_____

Print Student's Name	Student's Signature	Date
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Print Parent/Guardian's Name	Parent/Guardian's Signature	Date
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## Consent Regarding Payment from Medicaid Benefits for Nursing Services

The Louisiana department of Health and Hospital (DHH) Medicaid program allows school districts to request reimbursement for costs associated with provision of state mandated medical services. These services include vision and hearing screening and nursing consultations.

### PARENTAL CONSENT TO SEEK MEDICAID REIMBURSEMENT

I, \_\_\_\_\_, hereby authorize Calcasieu Parish School Board to seek reimbursement for Medicaid-covered health services provided to my child if my child is eligible to receive Medicaid benefits at the time of the service. I understand that this access may not result in any decrease in available lifetime coverage, may not result in any cost to me or my family, may not increase any premiums or lead to the discontinuation of my child's benefits or insurance, and may not create any risk of loss of my child's eligibility for home and community-based waivers based on total health related expenditures.

I understand that my refusal to allow access to the Medicaid benefits does not relieve the school system of its responsibility to ensure that all mandated nursing services are provided at no cost to me.

Student's Full Name (Please Print) \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Relationship to Student

\_\_\_\_\_  
Date

**PLEASE COMPLETE AND RETURN TO YOUR STUDENT'S SCHOOL  
EACH STUDENT IS REQUIRED TO HAVE A COMPLETED FORM ON FILE**

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# Parental Information

## Federal Programs Information For Parents of Calcasieu Parish Students

**Information also available at:**

<http://www.cpsb.org>

Click: Parents/Students

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 ESSA. Also, under the Parent/Student tab, information may be found under Departments by going to Federal Programs

### **ESSA 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 a 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 Learners (EL) students, or if they will be taught for four or more consecutive weeks by a teacher who has not yet met requirements for a standard certificate as defined by ESSA.

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

If the Calcasieu Parish School Board 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](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 ENGAGEMENT POLICY**  
**CALCASIEU PARISH SCHOOL BOARD (CPSB)**  
**2023/2024**

***BE ENGAGED.*** Louisiana believes that children are our highest priority; families are our partners; educators are valued professionals; graduates must be ready; equity matters; choice expands opportunities; schools are invaluable to communities; and our future is bright!

The Calcasieu Parish School Board recognizes the importance of the school and home working together as partners in the education of each child. The Calcasieu Parish Title I Parent/Family Policy encourages the engagement 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 *Every Student Succeeds Act (ESSA) of 2015*.

*Title I* is a major provision of the *Every Student Succeeds Act (ESSA) of 2015*. *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 engagement in the CPSB Title I Schools.

**PART 1. Division Practices and Expectations**

CPSB will put into operation programs, activities and procedures for the engagement of parents/families to support the success of ALL students.

CPSB 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)**.

CPSB Title I Coordinators will work with the served schools to ensure that the required school-level family engagement policies meet the requirements of the law and that each policy will include a school-family compact.

CPSB 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.

CPSB 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.

CPSB will engage the Title I families in decisions about how the one percent of Title I, Part A funds reserved for family engagement, will be spent.

CPSB supports and agrees with the statutory definition of parent/family engagement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

*CPSB family engagement is an empowering partnership among families, educators, practitioners and the community with shared responsibility for the personal success of children and youth.*

- *An Empowering Partnership means that families, educators, practitioners, and the community cultivate and sustain relationships that are active, equitable and respectful to support the learning and social-emotional growth of children and youth.*
- *Shared Responsibility means that families, educators, practitioners, and the community collaborate and communicate to promote positive educational outcomes for children and youth.*
- *The Personal Success of children and youth means the accomplishment of their desired visions and goals.*

## **PART 2. Implementation of CPSB Title I Family Engagement Components**

CPSB will engage 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 engagement.

CPSB Title I specialists will provide technical assistance and other necessary support to assist the schools in developing and implementing effective family engagement policies and activities by participating in the development of the **One Year Action Plan** as a component of the school wide plan (Balance Score Card), and other events at the served schools in order to improve academic achievement.

CPSB Title I program at the district and school levels will coordinate and integrate, as necessary, family engagement activities, workshops and meetings with the following programs: Head Start, Pre-K, World Languages, PIE (Partners in Education), Special Education, and Adult Education.

CPSB Title I schools will provide multiple opportunities/activities for family members of participating students.

- Family/Community events/activities can be offered in a virtual and/or drive through format. This could include School Messenger, Remind, Facebook, Twitter, ZOOM and Microsoft TEAMS.

CPSB Title I schools will ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in a format/language (upon request) and, to the extent practicable, for parents to understand. Such items may include, meeting/workshop notices, newsletters, phone calls, notes home from the teacher(s), community resources, parent brochures, spring survey, etc.



Interpreters and Translators will be used to assist family members at various parent/school activities as needed.

CPSB Title I schools will notify families of children attending Title I schools identified for school improvement by sending a letter to the families stating the reason for the identification and how parents can become engaged.

CPSB Title I schools will notify families when students are taught by a teacher who is not fully certified under ESSA for four or more consecutive weeks by sending a letter to the families.

Family members may reference, for further information, the entire law in Section 1118 of the *Every Student Succeeds Act (ESSA)*, Title I, Part, *Improving the Academic Achievement of the Disadvantaged* at [www.ed.gov/programs/titleiparta/parentinvguid.doc](http://www.ed.gov/programs/titleiparta/parentinvguid.doc).

### **PART 3. ADOPTION**

This District-wide Family Engagement 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 emails at the district and school level.

This policy was adopted by Calcasieu Parish School Board Title I ATP on March 22, 2023.

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, Coordinator Family Engagement

*March 22, 2023*

Date

## 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 Board 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 on the basis of sex in education programs or activities which receive Federal financial assistance.**

It is the policy of the Calcasieu Parish School Board, in compliance with the requirements of Title IX, to maintain a learning environment that is free from prohibited sexual discrimination or sexual harassment. CPSB does not discriminate on the basis of sex in its educational programs or activities. Title IX additionally prohibits such discrimination in admission and employment. All forms of unlawful sex discrimination on the part of an employee-to-employee, employee-to-student, student-to-student, or 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 be directed to the Title IX Coordinator, Dr. Felicia Coleman, 600 S. Shattuck St., Lake Charles, LA 70601, Ph: 337-217-4300, Ext 3618 email: felicia.coleman@cpsb.org or the Assistant Secretary for Civil Rights of the U.S. Department of Education, Office for Civil Rights, Department of Education, 400 Maryland Ave., SW, Washington, DC 20202-1100, Email: ocr@ed.gov, 1-800-421-3481.

## **McKinney-Vento Homeless**

*Education of Children and Youth in Homeless Situations*

The CPSB Policy supports the McKinney-Vento Homeless Act by removing barriers to enable students to enroll in school. 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 Migrant children living in "Homeless" situations. All school fees are waived. Each school has a person who is trained to assist a family/student throughout the school year. A **Dispute Resolution Form** and procedures are available by contacting the Homeless Liaison Office.

## **DCFS Foster Care**

Foster Care Parents will provide DCFS Foster Care Placement Forms to the assigned schools.

## **Migrant Education:**

Please complete: Louisiana Migrant Education Family Search Form and return it to your school. You can obtain the form in Spanish and Vietnamese at the following link:

<https://louisianamigrantidr.com/documents.php>

**Ruth Robertson, District McKinney-Vento Homeless Liaison, Point of Contact DCFS and Migrant Education**

2423 6<sup>th</sup> Street Lake Charles, LA

Phone: 337.217.4170 Ext. 2408 Fax: 337.217.4173 Email: [ruth.robertson@cpsb.org](mailto:ruth.robertson@cpsb.org)

Email: [federalprogramsrosteet@cpsb.org](mailto:federalprogramsrosteet@cpsb.org)

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# Louisiana Student Residency Questionnaire Form

(Form Must Be Included in School Enrollment Packet)

**MV**  
**FORM-A**

Date: \_\_\_\_\_ LEA: Calcasieu School Name: \_\_\_\_\_  
Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Gender: Male / Female  
Address: \_\_\_\_\_ Telephone Number: \_\_\_\_\_  
Last School Attended: \_\_\_\_\_ Current Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
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 IX, Part A, 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 Did the student receive McKinney Vento (Homeless) Services in a previous school district?
2. ☐ 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 11 and submit form to school personnel.)
3. ☐ YES ☐ NO Is the temporary living arrangement due to loss of housing or economic hardship?
4. ☐ YES ☐ NO Does the student have a disability or receive any special education-related services? (Check one)
5. Where is the student currently living? (Check all that apply.)

- ☐ In an emergency/transitional shelter.

☐ 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: \_\_\_\_\_

6. ☐ YES ☐ NO Does the student exhibit any behaviors that may interfere with his or her academic performance?
7. Would you like assistance with uniforms, student records, school supplies, transportation, other?  
(Describe): \_\_\_\_\_
8. ☐ YES ☐ NO Foster Care – Is under DCFS Foster Care Program
9. ☐ YES ☐ NO Migrant – Have you moved at any time during the past three (3) years to seek temporary or seasonal work in agriculture (including Poultry processing, dairy, nursery, and timber) or fishing?
10. ☐ YES ☐ NO Does the student have siblings (brothers or sisters)? Note: Use back of page if more space is needed.  
Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ DOB \_\_\_\_\_  
Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ DOB \_\_\_\_\_  
Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ DOB \_\_\_\_\_
11. The undersigned certifies that the information provided above is accurate. In compliance with Act 837, I give permission to the CPSB McKinney-Vento Staff to disclose my student's personal information to JCampus/EdLink and release my student's name, classification, picture, art, written work, voice, verbal statements, and contact information only as related to student achievement, accomplishment, recognition, scholarship procurement, state/national club memberships and summer camps.

Print Parent/Guardian/Adult Caring for Student's Name		Signature		Date
_____				
(Area Code) Phone Number	Street Address	City	State	Zip Code
_____				
Print School Contact Name	Title	Signature	Date	
_____				

Homeless Liaison Use Only - Check All that Apply:

☐ Sheltered ☐ Doubled-Up ☐ Unsheltered/FEMA/Substandard ☐ Hotel/Motel

Unaccompanied Youth: ☐ YES ☐ NO

School Use Only: ☐ Free or Reduced-Price Meals Form submitted/signed

☐ Copy Placed in Student's Cumulative Record

Email: [federalprogramsrosteet@cpsb.org](mailto:federalprogramsrosteet@cpsb.org)

Revised 05/2023



(El formulario se debe incluir en el Paquete de inscripción escolar)

Fecha: \_\_\_\_\_ LEA: \_\_\_\_\_ Nombre de la escuela: \_\_\_\_\_  
Nombre del estudiante: \_\_\_\_\_ No. de ID: \_\_\_\_\_ Género: Hombre/Mujer  
Dirección: \_\_\_\_\_ Número de teléfono: \_\_\_\_\_  
Última escuela a la que asistió: \_\_\_\_\_ Grado actual: \_\_\_\_\_ Fecha de nacimiento: \_\_\_\_\_  
Padre/Tutor/Cuidador del estudiante: \_\_\_\_\_ Relación: \_\_\_\_\_

*Descargo de responsabilidad: Este cuestionario tiene la finalidad de abordar la Ley McKinney-Vento. Su hijo puede ser elegido para servicios educativos adicionales a través del Título I Parte A, Título I Parte C Inmigrante, Ley para la Educación de Individuos con Discapacidades (IDEA, por sus siglas en inglés) y/o Título IX, Parte A, Ley Federal McKinney-Vento de Asistencia, 42 U.S.C.11435. La elegibilidad se puede determinar completando este cuestionario. Es ilegal hacer declaraciones falsas a sabiendas en este formulario. Si es elegible, los estudiantes se deben inscribir de inmediato de acuerdo con el Boletín 741, sección 341.*

1. ☐ SÍ ☐ NO ¿Es la dirección del estudiante un arreglo de vivienda temporal? (Nota: Si esta es un arreglo de vivienda permanente o si la familia es propietaria o renta su hogar, firme bajo el artículo 9 y envíe el formulario al personal de la escuela).
2. ☐ SÍ ☐ NO ¿Se debe el arreglo de vivienda temporal a la pérdida de su hogar o dificultades económicas?
3. ☐ SÍ ☐ NO ¿Tiene el estudiante una discapacidad o recibe algún servicio relacionado con la educación especial? (Marque uno).
4. ¿En dónde vive el estudiante ahora? (Marque todos los que apliquen).

- ☐ En un albergue de emergencia/temporal.  
☐ Temporalmente con otra familia porque no podemos pagar o encontrar una vivienda asequible.  
☐ Con un adulto que no es uno de los padres, tutor legal o solo sin un adulto.  
☐ En un vehículo de cualquier tipo, paradero de casas rodantes o campamento sin agua corriente/electricidad, edificio abandonado o viviendas de calidad inferior.  
☐ Alojamiento de emergencia (es decir, Remolque de FEMA o Asistencia de alquiler de FEMA).  
☐ En un hotel/motel. ☐ Otro, información especifique: \_\_\_\_\_

5. ☐ SÍ ☐ NO ¿Presenta el estudiante algún comportamiento que pueda interferir con su desempeño académico?
6. ¿Le gustaría recibir asistencia para los uniformes, registros del estudiante, artículos escolares, transporte, otro?  
(Describe): \_\_\_\_\_
7. ☐ SÍ ☐ NO Inmigrante: ¿Se ha cambiado en algún momento durante los últimos tres (3) años para buscar un trabajo temporal o estacional en agricultura (incluyendo, procesamiento de aves de corral, productos lácteos, viveros y madera) o la pesca?
8. ☐ SÍ ☐ NO ¿Tiene hermanos o hermanas el estudiante? Nota: Use el reverso de la página si necesita más espacio.  
 Nombre \_\_\_\_\_ Escuela \_\_\_\_\_ Grado \_\_\_\_\_ Fecha de nacimiento \_\_\_\_\_  
 Nombre \_\_\_\_\_ Escuela \_\_\_\_\_ Grado \_\_\_\_\_ Fecha de nacimiento \_\_\_\_\_  
 Nombre \_\_\_\_\_ Escuela \_\_\_\_\_ Grado \_\_\_\_\_ Fecha de nacimiento \_\_\_\_\_
9. El abajofirmante certifica que la información proporcionada anteriormente es correcta.

\_\_\_\_\_  
Escriba el nombre del Padre/Tutor/Cuidador del estudiante Firma Fecha

\_\_\_\_\_  
(Código de área) Número de teléfono Dirección Calle Ciudad Estado Código Postal

\_\_\_\_\_  
Escriba el nombre del contacto de la escuela Título Firma Fecha

Uso exclusivo de enlace para personas sin hogar — Marque todas las que correspondan:

- ☐ Protegido ☐ Compartida ☐ Sin protección/FEMA/De calidad inferior ☐ Hotel/Motel Joven sin acompañante: ☐ SÍ ☐ NO  
Uso de la escuela solamente: ☐ Formulario de alimentos gratuitos o precio reducido enviado/firmado ☐ Copia incluida en el Registro acumulativo del estudiante

03/2019



# Louisiana Migrant Education Program

## Family Search Form QR Codes

In order to better serve your children's academic needs, our program wants to identify students who may qualify to receive FREE additional educational services.



## English

### Migrant Education Family Search Form:

Scan the QR code to the left to access  
and submit the form electronically.

<https://docs.google.com/forms/d/e/1FAIpQLSdok3YeBaqbg0dyzl7f4M9XxLQaHHVuTqt9-x8wM7uLrR2wqw/viewform>



## Español

### Educación Familiar Migrante Forma de Búsqueda

Escanea el código QR de la izquierda y  
envia la forma electrónicamente.

[https://docs.google.com/forms/d/e/1FAIpQLSeC86bODgDH4qaUOx2VkZfzQ1ckSQurr\\_W-5RZsFF9B70hCKg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSeC86bODgDH4qaUOx2VkZfzQ1ckSQurr_W-5RZsFF9B70hCKg/viewform)



## Tiếng Việt

### Biểu mẫu tìm kiếm gia đình giáo dục di cư:

Quét mã QR bên trái để truy cập  
và gửi biểu mẫu điện tử.

<https://docs.google.com/forms/d/e/1FAIpQLSeDwniyBKTe9RyMlefzC0ihY0BdhalRgpbbyBu6yzJD1pulFOw/viewform>

## **FEDERAL PROGRAMS REQUIRED PARENTAL INFORMATION**

I have read and understand the documents listed below in the student's CPSB Code of Conduct Handbook regarding Federal Programs. My signature on the CPSB Student Code of Conduct Acknowledgement Page indicates that 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 Family Engagement Policy
- Act 909
- Title IX Information
- McKinney-Vento Homeless Information
- DCFS Foster Care Contact
- McKinney-Vento Louisiana Student Residency Questionnaire Form



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*(Back Cover Sheet)*