



# Student Code of Conduct 2018-2019

Jeremy Couvillion  
Superintendent

**ASSUMPTION PARISH SCHOOL BOARD**  
**4901 HIGHWAY 308**  
**NAPOLEONVILLE, LOUISIANA 70390**  
**PHONE: (985) 369-7251 FAX: (985) 369-2530**  
*http://www.assumptionschools.com*

Jeremy Couvillion  
 Superintendent of Schools

**School Board Members**

Honoray Lewis (President).....	Ward 1
Lee Meyer, Jr .....	Ward 2
Andrea Barras .....	Ward 3
Electa Fletcher-Mickens.....	Ward 4
Crystal Talbot .....	Ward 5
Daniel Washington (Vice-President).....	Ward 6
John Beck.....	Ward 7
Jessica Ourso.....	Ward 8
Doris Dugas .....	Ward 9

**District Contacts**

Cindy Blanchard.....	Pipe Line Specialist
Damian Buggage.....	Director of Curriculum/ Instruction
	Pupil Appraisal
	Child Nutrition
	ESL Services
Shannon Clement.....	Human Resources Director
	Facilities and Grounds Director
Rachel Dugas.....	Headstart Coordinator
Lisa Links.....	District Testing Specialist/Data Support
Shawn Preston.....	Transportation Supervisor
	Student Services/CTE Supervisor
Anya Randle.....	Business Services Director
Sharon Steib.....	Pupil Appraisal Coordinator
	504 Coordinator
	Special Education Coordinator
Jessica Thibodeaux.....	K/12 Curriculum/Instruction Supervisor
Misty Woods.....	Child Nutrition Supervisor



**ASSUMPTION PARISH SCHOOL BOARD  
PARENT'S ANNUAL STATEMENT OF COMPLIANCE  
August 8, 2018**

Dear Parent(s) Guardian:

Please remove this page and return to your child's school so the school will have a record that you have received and reviewed this Handbook, especially to do the following:

- ensure your child follows school and classroom rules,
- assure your child's attendance at school,
- ensure your child's arrival at school on time each day,
- ensure your child completes all assigned homework,
- and that you attend all required parent/teacher/principal conferences

**If you have any questions, please contact your child's school.**

**Internet Use Consent and Waiver**

We acknowledge that we have read the Internet Safety Policy and hereby give permission for \_\_\_\_\_ {Student's name} to participate in this Internet project. We understand that violation of this policy may result in loss of access privileges and disciplinary action may be taken against the student.

**Television Taping and Broadcast**

From time to time, students' pictures/video will be taken at school or at school activities. These pictures may be broadcast or used in print, TV, or social media for public viewing. **If any parent/guardian does not agree to the use of their child's pictures in this manner, please express any objections, in writing, in a separate letter to the principal.**

We hereby acknowledge that we have read the Student Code of Conduct, School's Student Handbook, Internet Safety Policy, and Television Taping and Broadcasting notice. We agree that the student shall be accountable for the rules and regulations in this Handbook.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Student's Signature

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

Grade: \_\_\_\_\_

**RETURN TO HOMEROOM TEACHER BY FRIDAY, AUGUST 10, 2018**

(PLEASE CUT ALONG THIS LINE)

# TABLE OF CONTENTS

Page

Assumption Parish School Board Members and Central Office Staff.....	i
PARENT’S ANNUAL STATEMENT OF COMPLIANCE.....	ii
Table of Contents.....	iii
Student Progress Center.....	iv
Attendance Policy.....	1
Suspension Policy.....	3
Corrective Strategies.....	5
Infractions.....	6
Student Searches and Student Alcohol, Drug Use and Drug Testing .....	15
Truancy Procedures.....	16
Student Groom and Dress Policy.....	16
Video Monitoring of School Board Property.....	17
Honor Classifications.....	17
McKinney-Vento Homeless Act.....	18
Family and Community Engagement in Education.....	18
Essa Parent Notification.....	21
Classroom Visitation Policy and Guidelines.....	22
Parental Rights/Students Rights of Privacy.....	23
Family Educational Rights and Privacy Act of 1974.....	23
Directory Information.....	24
Uniform Procedures for Grievance of Discrimination or Harassment.....	24
Internet Safety Policy.....	25
Child Nutrition Program General Policies.....	27
Glossary of Terms.....	29
Incidents Used on La. Department of Education School Behavior Report.....	32
Teacher Bill Rights.....	35
Student Records, Privacy.....	35
Early Resolution and Due Process.....	37

# Assumption Parish School Board

Introduces

## A Powerful Connection for Parents!

### The Student Progress Center



The Assumption Parish School Board is pleased to provide an Internet-based resource for parents and guardians of Assumption Parish public school students. This web site is integrated with our Student Information System to help a parent or guardian keep track of their child's school records from any computer connected to the Internet anytime during the school year.

You'll be able to check in anytime to view:

- Your child's attendance information.
- Your child's discipline record.
- Your child's grades.
- Your child's transcript information.

Your child's information can ONLY be seen by you once you've set up an account with your child's school. Look for more information about The Student Progress Center sent home from your child's school once school begins, or simply call the school for more information.

\*Those who set up Student Progress Center accounts last school year DO NOT need to sign up again.

<https://assumption.edgear.net/progress/>

ASPB



Working with you because we care about your child's future too!

# ASSUMPTION PARISH 2018 – 2019 STUDENT CODE OF CONDUCT

## ATTENDANCE POLICY

### ALL STUDENTS ARE EXPECTED TO BE IN ATTENDANCE EVERY SCHOOL DAY SCHEDULED BY THE ASSUMPTION PARISH SCHOOL BOARD.

The School Board shall have authority and responsibility for the assignment, placement, transfer, and continued education of all students attending schools within its jurisdiction. The School Board shall require a student to attend the appropriate school as determined by the residence (domicile) of the student or the parent, legal guardian, or provisional custodian, or if he/she is eighteen years old or has been emancipated by a court order, by the student's own domicile. The Board reserves however, the authority and responsibility to assign and/or transfer a student to any of the public schools within its jurisdiction, if circumstances warrant. The parent or legal guardian of a pupil may file in writing to the Board an objection to the assignment of the pupil. In this case, the Board shall review the assignment and investigate the circumstances in order to render a decision.

**Educational custody** will no longer be recognized for students living outside of Assumption Parish. Parents will be given an opportunity to appeal. The Principal of the destination school, along with the Director of Student Services will hear the appeal of those wishing to attend Assumption Parish Schools. They will determine if hardship, court appointed guardianship, or temporary legal remedy would justify an appeal.

Students living in Assumption Parish who wish to attend a school in another attendance zone within the parish shall go through the same appeal process. The committee will consist of the Director of Student Services, the Principal of the originating school, and the Principal of the destination school.

**Note: Educational custody will not be granted to students with extensive or severe discipline issues.**

### Attendance Requirements (K-12)

According to the Louisiana State Board of Elementary and Secondary Education, in order to be eligible to receive credit for courses taken, **elementary** students shall be in attendance a minimum of 161 days a school year.

In order to be eligible to receive grades and the appropriate credit for courses taken, **secondary** students shall be in attendance a minimum of 82 days for half unit courses or **164** days a school year for whole unit courses. **To receive Carnegie credit for a course, students must be present 94% of the required time.**

Exceptions can be made only in the event of extended personal illness as verified by a physician, nurse practitioner or other extenuating circumstances as approved by the Director of Student Services, after consultation with the Principal.

### Appeal Absences

When a student exceeds the maximum number of absences allowed, including excused and unexcused absences, the parents or student may make a formal appeal to the principal if they feel any of the absences are because of extenuating circumstances. If they feel that the decision is unfavorable, they shall appeal to the Superintendent or his/her designee. After a review by the Superintendent or his/her designee, a decision shall be made and communicated to the parents or legal guardian by letter.

### Student Attendance

1. Parent or legal guardian must enforce attendance of student.
2. The principal or designee shall notify the parent or legal guardian in writing upon a student's **third** unexcused absence or unexcused *tardy*. This provision is applicable to all students, grades K-12.
3. After notification, which the parents/legal guardian must acknowledge by signing the notification and returning to school officials, a *conference* shall be held with the parent/legal guardian by the principal or his/her designee.
4. Penalties have been reinforced by Act 745 so that in grades 1-8, the parent/legal guardian of a student considered habitually absent or tardy may be fined up to \$50 or not less the twenty-five (25) hours of community service on the first offense, and fined \$250 or imprisoned not more than thirty (30) days for any subsequent offense. For grades 9-12, the penalty, is a fine of \$250 or imprisonment for up to thirty (30) days.
5. The Act defines *tardy*, for truancy purposes, to include leaving or checking out of school unexcused before regular dismissal time, but does **not** include *reporting late to class when transferring from one class to another during the school day*. *Tardy* includes reporting late to school in the morning.

NOTE: ABSENCES MUST BE RECORDED FOR EVERY CLASS PERIOD IN DEPARTMENTALIZED SITUATIONS BECAUSE THE ABOVE PROCEDURES APPLY TO EVERY SUBJECT TAKEN BY A STUDENT.

### Absentee/Failure Procedures

(1) Handwritten excuses are required and will allow students to make up missed work. The absence will be counted as **unexcused**. (2) Excuses from doctors, nurse practitioners, dentists, the judicial system, and deaths in the family will count as **excused**. (3) The parent will be notified by mail when a student's absences exceed the allowable number. The parent will have the right to appeal this decision by contacting the Office of Student Services. After receiving the notification, the parent

will have five days to make an appointment. **(4)** The student must be present with the parent(s) for the appeal. **(5)** Students must wear school uniform. **(6)** According to state policy, students not complying with the state regulations concerning the attendance requirements will not receive credit for the school year.

### **Automatic Failure/Make-up work**

Any **elementary student** not in attendance **161** days, in any class or subject, automatically fails that class or subject for the year due to insufficient attendance. Any **secondary student** not in attendance **164** days for whole units or 82 days for half units, in any class or subject, automatically fails that class or subject for the session due to insufficient attendance.

The student and parent shall accept responsibility for any absence. When a student returns to school after being absent, he/she has up to three (3) days to submit an official or handwritten excuse to make up work. Also, he/she has up to three (3) days, or a number of days equal to the number of days of consecutive absences, whichever is greater, following his/her return to class, to make up his/her work. A maximum of ten (10) school days will be allowed to make up work. Failure to make up work will result in failing marks for missed assignments/assessments given during the absence.

Students in danger of failing due to excessive absences may be allowed to make up missed time in class sessions held outside the regular class time. The make-up sessions must be completed before the end of the current semester and all other applicable policies must also be met.

The only exception to the attendance regulation shall be delineated extenuating circumstances that are verified by the Director of Student Services.

### **Extenuating Circumstances**

Extended personal, physical, or emotional illness as verified by a physician or dentist or nurse practitioner.

Extended hospital stay as verified by a physician or dentist or nurse practitioner.

Extended recuperation period from an accident as verified by a physician or dentist or nurse practitioner.

Extended contagious disease within a family as verified by a physician or dentist or nurse practitioner.

**Observance of special and recognized holidays of the student's own faith.**

Death in the family – not to exceed one week.

Natural catastrophe and/or disaster.

Authorized court appointments, etc.

**Prior school system approved travel for education (verified by the principal).**

For any other extenuating circumstances, parents must make a formal appeal in accordance with the due process procedure.

Students who are verified as meeting extenuating circumstances and are therefore eligible to receive grades shall not receive those grades if they are unable to complete make-up work or pass the course.

### **Absences Due to School Approved Activities**

Students participating in school-approved activities, which necessitate their being away from school, shall be considered to be present and shall be given the opportunity to make up work. (Any work missed shall be made up to receive credit.)

### **Types of Absences**

The days absent for K-12 school students shall include temporarily excused absences, unexcused absences and suspensions.

#### **1. Temporarily Excused Absences**

Students shall be considered temporarily excused from school for personal illness, serious illness in the family, death in the family (not to exceed one week), court appointments or for recognized religious holidays of the student's own faith and shall be given the opportunity to make up work.

***NOTE: When a student misses school because of temporarily excused absences, the student is recorded absent regardless of the written excuse. The excuse does not delete an absence. It merely provides the students an opportunity to makeup work missed during the absence so the student does not receive an "F" all worked missed. The student must meet the minimum attendance requirement or failure will be the ultimate result.***

#### **2. Unexcused Absences**

Students shall not be excused for any absences other than those listed. Students shall not be excused from school to work on any job including agriculture and domestic services, even in their own homes or their own parents' or tutors' home.

#### **3. Absences Due to Suspensions**

Students missing school as a result of out-of-school suspension shall be counted as absent.



4. Homebound Instruction

Homebound instructional services are designed to support regular or special education students, who as a result of health care treatment, physical illness, accident, or the treatment thereof, are temporarily unable to attend school. Services are provided in the home environment by a certified teacher. Services should begin on the **eleventh** school day following an absence of more than (10) consecutive school days for a qualifying illness. Homebound should be used as a last resort after all other options and/or alternative schedules (i.e., half days, work packets) have been exhausted. Students may qualify for homebound services when enrolled in the Assumption Parish School System with a written request for services from the attending medical physician. **These forms are available from the Director of Student Services at the Central Office.** Students may be provided four (4) hours per week, unless the student's physical needs require less, and cover at least the core academic subjects. The student shall also be referred to the SBLC to determine if Section 504 services are needed.

**Regular Students Leaving School Early**

For any regular student leaving school during the school day, the following absentee regulations will apply:

1. A student enrolled in the ninth through twelfth grade is recorded as absent for any classes missed.
2. A student enrolled in Kindergarten through 8th grade is not penalized for any absence of one hour or less. A student who is absent for more than one hour but less than four hours is assessed a half-day absence. A student who is absent for four hours or more is assessed a whole day absent. Any hours referred to in the above statement are instructional hours not inclusive of recess or lunch breaks.

**DISCIPLINE**

Student discipline is the combined responsibility of the student, the parents, and the school. Even though the ultimate responsibility for student's conduct rests with the student and his parents, discipline is a part of the daily responsibility of school personnel. Individual schools may develop discipline plans for students. With regard to discipline issues pertaining to qualified disabled students in parish public school, the Assumption Parish School Board shall follow federal and state laws and regulations.

The school's School-wide Positive Behavior Support or School Master Discipline Plan, developed and approved by the faculty and administration, may include policies for minor infractions. A copy of the plan will be submitted to the Office of the Director of Student Services and Child Welfare and be in accordance with parish policy.

**SUSPENSION POLICY**

**Students who are suspended will be allowed to make-up their work. It's the responsibility of the student to request their work when they return to school.**

Appropriate punishment deemed necessary by the principal may be implemented for deviant student behavior. The punishment should be reasonable, and corrective measures should help the student to become aware of a need for self-discipline.

Suspension and expulsion for minor offenses should be used only after all other means of corrective measures have been pursued and have proven to be non-effective, or when principals deem this action as appropriate under the circumstances, considering such things as number of offenses and other criteria.

Short-Term Suspension: Any denial of school attendance for a period of three (3) days or less.

Long-Term Suspension: Any denial of school attendance for a period of five (5) days but less than ten (10) days

Expulsion: Any denial of school attendance for a minimum of one semester.

**SHORT-TERM SUSPENSION PROCEDURE**

Principals must make every reasonable effort to investigate all aspects of a discipline problem. If the principal finds the offense is of the nature that demands suspension, the student should be suspended.

**Hearing:**

1. Prior to any suspension, the school principal or designee shall give the student oral and written notice of the charges against him/her. If he/she denies them, an explanation of the evidence the school has and an opportunity to present his/her side of the story should be given.
2. There need be no delay between the time notice is given and the time of the hearing. In a majority of the cases, the principal may informally discuss the alleged misconduct with the student minutes after it has occurred.

3. In cases where presence of a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the student may immediately be removed from school. In such cases, the notice and hearing should follow as soon as practical.

If the pupil is suspended, the principal shall make every effort to contact the student's parents or guardians by telephone, and inform them that the student will be removed from his/her classes and will be kept under supervision until the close of the school day or the arrival of the parents or guardians. If the parent or principal so requests, the student will be granted early dismissal to return to his/her home. In the event the student may cause a disruption of the orderly operations of the school, he/she may be removed from the school premises immediately and placed in the custody of his/her parents, guardians, or police custody. Next of kin will be allowed with written permission and a copy of a valid photo I.D.

The principal **will inform by written notice a report of the suspension to the parent/guardian and file signed receipt**, preferably on the day of the suspension, if possible, but no later than two (2) days following the decision to suspend. The report shall contain the following: Name of student, his student number if any, grade, birth date, and race; the name, address, and date of contact with parent by school authorities, the telephone number at which school authorities may be contacted for further questions, the reason for suspension, citing evidence used to determine the guilt of the student.

Additional copies shall be sent to the Superintendent via the Office of Student Services, the Guidance Office of the school, and a copy placed on file.

If the parent or guardian of the suspended student wishes to contest the suspension, the parent or guardian, within five (5) days after receipt of written notification of the suspension, may submit a written request to the Superintendent to review the matter. Upon such request, the Superintendent or his/her appointed designee shall schedule a hearing at his/her earliest convenience.

**Suspended and expelled students may not attend any Assumption Parish school functions on any campus during the designated period.**

## **SCHOOL BUS CONDUCT**

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

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

***A bus suspension does not necessarily mean a suspension from school.***

## **CLASSIFYING INFRACTIONS**

**Discipline incidents will be classified as Level 1, Level 2, Level 3, Level 4, and Level 5 infractions.**

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

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

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

**Level 4 Infractions** - Discipline incidents that significantly interfere with others' safety and learning, are of a threatening or harmful nature, and/or are legal violations and warrant administrative interventions. Committing a Level 4 infraction does NOT necessarily result in an out-of-school removal but could result in an out-of-school suspension if administration deems appropriate.

**Level 5 Infractions** – Discipline incidents that require immediate response from administration, crisis team, its entire staff, and/or community support. Committing a Level 5 infraction may cause the student to be recommended for an Expulsion Hearing.

## CORRECTIVE STRATEGIES: ALTERNATIVES TO SUSPENSION AND EXPULSION

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

In the effort to fully implement *School-Wide Positive Behavioral Interventions and Supports, R.T.I.* and reduce the loss of instructional time due to out-of-school suspensions and expulsions, each school within the Assumption 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, also known as alternatives to suspension and expulsion, include but are not limited to:

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

## LEVEL 1 INFRACTIONS: CORRECTIVE STRATEGIES

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	LEVEL 1 INFRACTIONS	POSITIVE CORRECTIVE STRATEGIES
		<p><b><u>Level 1 Infractions</u></b> – Discipline incidents that should be managed by the teacher and do not warrant a discipline referral or administrative assistance. Any behavior that is of low level intensity, passive in nature and/or of a non-threatening manner is a Level 1 behavior. Infractions in this category will be addressed with corrective strategies that will NOT include removal from instruction (in-school suspension, isolation, or out-of-school suspension).</p>	<p>Multiple strategies may be used depending on individual student’s needs. This is not meant to be an exhaustive list.</p>
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>-Walk in hallways.</li> <li>-Stay to the right and keep moving.</li> <li>-Stay in your assigned seat.</li> <li>-Keep all objects to yourself.</li> </ul>	<p><b><u>Bus Violation</u></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.</p> <p><b><u>No Hall Pass</u></b> – Student is observed by an adult being out of the class and/or assigned area during instructional time without an approved hall pass.</p> <p><b><u>Throwing objects</u></b> – Tossing item(s) without intent to harm (throwing paper, spitballs, etc.).</p>	<p><b><u>First Infraction:</u></b></p> <ul style="list-style-type: none"> <li>* Reteach the behavioral expectations.</li> <li>* Provide a reflective activity (Think Sheet, Reflective writing, etc.)</li> <li>* Letter of warning (Minor Infraction form, etc)</li> </ul> <p><b><u>Repeated Infractions:</u></b></p> <ul style="list-style-type: none"> <li>* Contact parent and/or conference with parent and/or 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> </ul>
<b>Be Responsible</b>	<ul 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> </ul>	<p><b><u>Computer Abuse/Non AUP Violations (off-task)</u></b> – Student engages in inappropriate use of computer that does not violate AUP. Example: Accessing sites not assigned by teacher.</p> <p><b><u>Dress Code Violation</u></b>- Student wears clothing and/or dresses in a manner that is not consistent with the policy practiced by the school district.</p>	<ul style="list-style-type: none"> <li>* Contact parent and/or conference with parent and/or 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> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>-Follow the teacher’s directions.</li> <li>-Use positive language with teachers and peers.</li> <li>-Promptly and politely follow adult requests.</li> <li>-Ask permission before talking out or leaving assigned area.</li> <li>-Always use appropriate language.</li> </ul>	<p><b><u>Violation of Classroom Rules/Noncompliance</u></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> <p><b><u>Disrespect for Authority</u></b>- After being redirected by an adult, student continues to engage in minor disrespectful behavior such as “eye-rolling,” sighing, etc.</p> <p><b><u>Profanity (Not directed at)</u></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><u>Inappropriate Communication</u></b>- Put downs or making fun of or negatively talking about a person or their family.</p> <p><b><u>Inappropriate Physical Contact</u></b> – Student engages in mild, physical contact that does not result in serious bodily harm. Example: Pushing, shoving, tripping.</p>	<ul style="list-style-type: none"> <li>* Self-charting of behavior</li> <li>* Bus – assigned seat</li> <li>* Referral to the school counselor and/or social worker</li> <li>* Referral to the Response to Intervention Team</li> <li>* Short-term removal from class</li> <li>* After-school, In-school, or Recess Detention</li> </ul> <p><b><u>After PBIS criteria is met for Level 1 infractions (not occurring within the same school day), mandatory referral to an administrator to make an assessment and determine appropriate intervention. The student’s teacher will also present documented corrective strategies to school’s administrator.</u></b></p>

## LEVEL 2 INFRACTIONS: CORRECTIVE STRATEGIES

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	LEVEL 2 INFRACTIONS	POSSIBLE CORRECTIVE STRATEGIES
<b>Be Safe</b>	<p>-Solve problems peacefully.</p> <p>-Obey all school rules.</p> <p>-Make healthy choices.</p>	<p><b>Level 2 Infractions</b> – Discipline incidents that should be managed by the teacher with possible assistance from an administrator. These infractions will be addressed with corrective strategies that will NOT include removal from school (out-of-school suspension).</p> <p><b>Bus Disturbance</b> – Student performs any behavior that interrupts the daily routine(s) of school bus operations that compromises minimally the safety of others. Examples: Throwing objects or any behavior that affects the driver’s ability to maintain control.</p> <p><b>Campus Disturbance</b> – Student performs any behavior that disturbs or interrupts the daily routine(s) of school operations that interrupts more than the students in a single classroom. Examples: Loud noises, actions that draw a crowd, etc.</p> <p><b>Traffic Violation</b>- Student violates any state or federal regulation as it relates to traffic laws.</p> <p><b>Initiating or Instigating a Fight</b> – Prompting, encouraging, or attempting to bring about a fight (<b>that does not occur</b>) through one’s words or actions.</p> <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 the academic school day.</p> <p><b>Possession of Tobacco/Lighter/Electronic Smoking Device</b> – Student possesses tobacco products on school grounds, at school-sponsored events, and/or when using school district transportation.</p> <p>***Administrators may move violation of this offense to Level 4 if the safety of others is compromised.</p> <p><b>Any undefined infraction that the administrator deems to be similar in severity to other Level 2 Infractions.</b></p>	<p>Multiple strategies may be used depending on individual student’s needs. This is not meant to be an exhaustive list.</p> <ol style="list-style-type: none"> <li>1. Student Conference</li> <li>2. Parental Contact</li> </ol> <p><b>If the principal determines that discipline action is warranted:</b></p> <p>Implement appropriate corrective strategies:</p> <ul style="list-style-type: none"> <li>* Home/School communication system.</li> <li>* Short-term behavior reports</li> <li>* Reteach the behavior expectation</li> <li>* Meaningful reflective activity</li> <li>* Written apology</li> <li>* Loss of privileges</li> <li>* Mentoring</li> <li>* Restitution</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</li> <li>* Check-in/Check-out</li> <li>* Linkage with counseling agency</li> <li>* Conflict resolution</li> <li>* Communication and Social skills</li> <li>* Referral to school counselor or social worker</li> </ul>
<b>Be Responsible</b>	<p>-Take care of school property.</p> <p>-Ask before borrowing other people’s property.</p> <p>-Attend all classes on time.</p> <p>-Attend</p>	<p><b>Computer Abuse/Account/Access Issues</b> – Student engages in inappropriate use of computer that violates AUP. Example: User accounts and downloading issues.</p> <p><b>Electronic Telecommunications Device – Visible</b> – Student has an electronic device in visible possession, not aligned with school policy.</p> <p><b>Cutting Class</b> - Student fails to attend regular scheduled class without an excuse on days present at school.</p> <p><b>Defacing Property While at School</b> – Student</p>	<ul style="list-style-type: none"> <li>* After-school, In-school, or Recess Detention</li> <li>* Bus probation or suspension</li> <li>* Supervised work</li> <li>* Temporary removal from class</li> <li>* Schedule adjustment</li> <li>* In-school suspension</li> </ul>

	<p>school daily.</p>	<p>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, etc.</p> <p><b>Excessive Tardiness</b>- Habitual failure to be present at the beginning of the school day and/or class period prior to sounding of the tardy bell following the school’s PBIS Discipline Ladder.</p> <p><b>Leaving Class Without Permission</b> – Student leaves the classroom without permission from the teacher and it is not deemed an emergency.</p> <p><b>Missing Assigned Detention</b>- Student fails to report to assigned discipline 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>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>MANDATORY: Any student receiving his/her fourth full-day removal from instruction by either In-school suspension and/or out-of-school suspension during any given semester shall be referred by the school administrator to the school’s Response to Intervention Team to determine whether supplemental and/or intensive strategies and supports are necessary to address student’s behavior.</b></p> <p><b>NOTE: In the event a student receives his/her PBIS criteria 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.</b></p>
<p><b>Be Respectful</b></p>	<p>-Consider other people’s feelings. -Respect personal space of others -Politely follow adult requests -Keep your hands, feet, and other objects to yourself at all times.</p>	<p><b>Aggressive Inappropriate Physical Contact</b> – Student engages in aggressive physical contact. Example: Scratching</p> <p><b>Class Disturbance/Prevent Orderly Instruction-</b> Student displays behaviors that cause <b>continued</b> interruptions to instruction. Includes but not is limited to sustained loud talking, yelling or screaming, making noises, throwing objects, and/or sustained out of seat behavior. Student <b>continues</b> to violate classroom rules that have been proactively addressed by the teacher using proactive PBIS strategies but has met PBIS policy.</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>Profane/Obscene Communication (Directed At)</b> – Student uses inappropriate language as a form of disrespect toward peers.</p> <p><b>Disrespect for Authority</b> – After being redirected by an adult, student continues refusing to follow directions.</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</p>	

		<p>social norms. Example: note with profanity, pictures of inappropriate things.</p> <p><b>Threatening</b>- Student delivers disrespectful messages to peers <b>with no intent of follow-through</b>. Example: Getting mad and threatening to hurt him/her.</p> <p><b>Disobeying or Refusing to Comply with any Reasonable Request</b> – Student fails to follow adult directions or directives after more than three documented attempts by the adult to use PBIS methods such as redirecting, re-teaching and modeling behavior to gain the compliance of the student.</p> <p><b>Harassing or Intimidating Communications</b> – Use of words, gestures, photographs, drawings, or any other form of communication to intimidate or harass another student.</p> <p><b>Engaging in Mutual Displays of Affection (PDA)</b> – Students engage in inappropriate actions on the school campus such as kissing and other unacceptable behaviors.</p>	
--	--	---	--

### LEVEL 3 INFRACTIONS: CORRECTIVE STRATEGIES

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	LEVEL 3 INFRACTIONS	POSSIBLE CORRECTIVE STRATEGIES
<p><b>Be Safe</b></p>	<p>-Solve Problems peacefully            -Obey all school rules            -Stay tobacco free            -Make healthy choices</p>	<p><b>Level 3 Infractions</b> – Discipline incidents that significantly interfere with others’ safety and learning, are of a threatening or harmful nature and/or legal violations and warrant administrative interventions. Committing a Level 3 infraction does NOT result in an out of school removal on the first violation as school administrators shall attempt to utilize other corrective actions as deemed appropriate on a case by case basis.</p> <p><b>Bus Disturbance</b>- Student performs any behavior that compromises the safety of others. Examples: Throwing objects that hit the bus driver or any behavior that affects the driver’s ability to maintain control and could require the bus driver to stop the bus.</p> <p><b>Uses, Distributes, or Sells Tobacco Products/Lighter/Electronic Smoking Device</b>- Student uses, distributes, or sells tobacco products/electronic smoking devices/vaps on school grounds, at school-sponsored events, and/or when using school district transportation.</p> <p><b>Possesses or Using Nonprescription or Non-Controlled Substance</b> – Student is in possession of or using a substance or engaging in conduct related to sniffing/huffing of substance.</p> <p><b>Any undefined infraction that the administrator deems to be similar in severity to other Level 3 infractions.</b></p>	<p>Multiple strategies may be used depending on individual student’s needs. This is not meant to be an exhaustive list.</p> <p><b>For Level 3 infractions the following must be implemented:</b></p> <ul style="list-style-type: none"> <li>-MANDATORY investigation of infraction.</li> <li>-MANDATORY parent contact to inform parent of accusation and status of investigation. Parent be given the option to attend the student conference after investigation is complete.</li> <li>-MANDATORY student conference.</li> </ul> <p><b>If the principal determines that discipline action is warranted:</b></p> <ul style="list-style-type: none"> <li>Implement appropriate corrective strategies.</li> <li>* Create home/school communication system</li> <li>* Re-teach the behavior</li> </ul>

<p><b>Be Responsible</b></p>	<p>-Take care of school property -Ask before borrowing other people's property -Use computers responsibly -Keep cell phones stowed away during the school day</p>	<p><b>Computer Abuse (Illegal Accessing Activity)</b> – Student engages in inappropriate use of computer that violates AUP. Example: User uses an APSB domain to try to access inappropriate sites, materials, etc. <b>Stealing</b>- Student is found to be in possession of having passed on, and/or to be responsible for removing someone else's property without the property owner's permission. Administration should require restitution activity and participation in remediation for stealing. If student or parent refuses then administrator may take additional actions. <b>Vandalism</b>- Student participates in a deliberate, willful, and substantial destruction of school and/or personal property on school ground 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. <b>Leaving campus without Permission</b>- Student leaves the school campus on a regular school day without permission from an administrator.</p>	<p>expectations * In-school Suspension * Meaningful reflective activity * Loss of privilege * 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 removal from classroom * After-school, In-school, or Recess Detention * Bus suspension * Temporary classroom change * Schedule adjustment</p>
<p><b>Be Respectful</b></p>	<p>-Consider other people's feelings -Respect personal space of others -Politely follow adult requests -Keep your hands, feet, and other objects to yourself at all times.</p>	<p><b>Harassment (other than sexual/inappropriate Communication to Peers)</b>- Student repeatedly delivers disrespectful message (verbal or gestural) to another person. Disrespectful messages may include comments based on race, religion, age, gender, and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities, or personal/family matters. <b>Continued Open Defiance Toward Authority</b>- Student refuses to follow directions and continues to be openly defiant toward authority. If student continues to refuse then administrator may take additional actions if necessary. <b>Repetitive Profane/Obscene Communication (Directed At)</b> – Student continues to use inappropriate language as a form of intentional disrespect toward peers.</p>	<p><b>Level 3 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> An administrator must present documented prevention and intervention strategies that have been implemented after each infraction following the discipline ladder.</p>



## LEVEL 4 INFRACTIONS: CORRECTIVE STRATEGIES

DISTRICT-WIDE BEHAVIORAL EXPECTATIONS	EXAMPLES OF EXPECTED BEHAVIORS	<p style="text-align: center;"><b>LEVEL 4 INFRACTIONS</b></p> <p><b>Level 4 Infractions</b> – Discipline incidents that significantly interfere with others’ safety and learning, are of a threatening or harmful nature and/or legal violations and warrant administrative interventions. Committing a Level 4 infraction does NOT necessarily result in an out-of-school suspension but could result in an OSS if administration deems necessary.</p>	<p><b>POSSIBLE CORRECTIVE STRATEGIES</b></p> <p>Multiple strategies may be used depending on individual student’s needs. This is not meant to be an exhaustive list.</p>
<p><b>Be Safe</b></p>	<ul style="list-style-type: none"> <li>-Solve problems peacefully</li> <li>-Obey all school rules</li> <li>-Stay tobacco free</li> <li>-Make healthy choices</li> </ul>	<p><b>Campus Disturbance-</b> Student performs any behavior that interrupts the daily routine(s) of school operations that compromise the safety of others and interrupts more than the students in a single classroom. Examples: False fire alarm, making bomb threats, igniting stink/smoke bombs, etc.</p> <p><b>Initiating or Instigating a Fight-</b> A physical altercation occurred as a result of the student’s words or actions.</p> <p><b>Fighting (Zero Tolerance)-</b>Involvement in acts involving serious physical contact where injury may occur.</p> <p><b>Illegal Activity-</b>Student performs any unlawful act under State of Federal law not otherwise described in Code of Conduct.</p> <p><b>Object Used as a Weapon-</b>Student uses any foreign object as a weapon toward others with the intent of causing bodily harm or injury. Examples: Mace, taser, etc.</p> <p><b>Throwing Objects that can Injure-</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 injury or harm.</p> <p><b>Participation in Gangs/Cults-</b>Student participates in activities related to gangs/cults on school campus or school sponsored activities.</p> <p><b>Any undefined infraction that the administrator deems to be similar in severity to other Level 4 infractions.</b></p>	<p><b>For Level 4 infractions the following must be implemented:</b></p> <ul style="list-style-type: none"> <li>-<b>MANDATORY</b> investigation of infraction.</li> <li>-<b>MANDATORY</b> parent contact to inform parent of accusation and status of investigation. Parent be given the option to attend the student conference after investigation is complete.</li> <li>-<b>MANDATORY</b> student conference.</li> </ul> <p><b>If the principal determines that discipline action is warranted:</b></p> <p>Implement appropriate corrective strategies.</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</li> <li>* Meaningful reflective activity</li> <li>* Loss of privilege</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> </ul>
<p><b>Be Responsible</b></p>	<ul style="list-style-type: none"> <li>- Take care of school property</li> <li>-Ask before borrowing other people’s property</li> <li>-Use computers responsibly</li> </ul>	<p><b>Computer Abuse (Illegal Activity)-</b>Student engages inappropriate use of computer that violates AUP. Example: User uses APSB domain to engage in illegal activity.</p> <p><b>Cell Phone/Electronic Devices Use/Turned Out-</b> Student engages in the unauthorized use of cell phone, pager,</p>	<ul style="list-style-type: none"> <li>*Check in/Check out</li> <li>* Linkage with a counseling agency</li> <li>* Mentoring</li> </ul>

	-Keep cell phones stowed away during school day	music/video players, camera and/or other electronic devices not aligned with school policy.	* Temporary removal from classroom * After-school, In-school, or Recess Detention * Bus suspension * Temporary classroom change * Schedule adjustment * Suspension for Level 4 at the discretion of the principal taking into consideration the results of the school-level investigation. An administrator must present documented prevention and intervention strategies that have been implemented after each infraction following the discipline ladder
<b>Be Respectful</b>	-Consider other people’s feelings -Respect personal space of others -Politely follow adult requests -Keep your hands, feet, and other objects to yourself at all times.	<p><b>Bullying-</b> Bullying is defined as a <b>pattern</b> of obscene gestures, written or electronic 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>Habitually Violates School Rules-</b> Student continues to violate school rules after receiving more that the PBIS criteria for Level 3 infractions. Examples: Repeated class disturbances, repeated violation of class rules.</p> <p><b>Inflict Bodily Injury-</b> Involvement in any form of physical aggression that results in bodily harm or injury to another person.</p> <p><b>Sexual Harassment</b> – Student engages in unwanted or unwelcomed verbal, written, or physical conduct of a sexual nature that results in the creation of a hostile educational environment that impedes the ability of another student or students to participate in or benefit from the educational program. Example: Spreading sexual rumors, pressuring others for dates or unwanted sexual activity, teasing of a sexual nature, unwanted sexual remarks or jokes, and/or unwelcomed touching or grabbing.</p> <p><b>Threatening/Intimidation/Hazing-</b> Student delivers disrespectful and/or intimidating messages (verbal, gestural, or written) that convey the intent to carry out such threat or harm as well as the knowledge and capacity to do so.</p> <p><b>Harassment (other than sexual)/Intimidation or Inappropriate Communication to an Adult-</b> Student repeatedly delivers disrespectful messages (words, gestures, photographs, drawings or any other form of communication) to an 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>Unfounded Charges Against Authority-</b> Student accuses any staff member of any</p>	<p>In addition to the Steps for Level 4 infractions the following must also be followed:</p> <p><b>MANDATORY</b> Any student receiving his/her 4<sup>th</sup> full-day removal from instruction by either ISS and/or OSS during any given semester shall be referred by the school administrator to the School’s Response to Intervention Team to determine whether Supplemental and/or intensive Intervention strategies and supports are necessary to address student’s behavior.</p> <p><b>MANDATORY</b> Any student receiving IDEA services that receives a full-day removal from instruction by either ISS and/or OSS during any given semester will have revisions made to his/her Functional Behavior Assessment, Behavioral Intervention Plan, and/or individual Education Program.</p>

		<p>act that is unlawful and/or a violation of school policy that is determined to be unfounded and not supported by evidence.</p> <p><b><u>Profanity in Communication with Staff-</u></b> Student uses profanity in direct communication with staff but is not directly threatening or intimidating staff.</p> <p><b><u>Engaging in Retaliation Against School Employee-</u></b> Student engages in retaliation act(s) against any school employee on or off campus.</p>	
--	--	--	--

**LEVEL 5 INFRACTIONS: CORRECTIVE STRATEGIES**

<b>DISTRICT-WIDE BEHAVIORAL EXPECTATIONS</b>	<b>EXAMPLES OF EXPECTED BEHAVIORS</b>	<b>LEVEL 5 INFRACTIONS</b> <b><u>Level 5 Infractions</u></b> – Discipline incidents that require immediate response from administration, crisis team, its entire staff, and/or community support.	<b>POSSIBLE CORRECTIVE STRATEGIES</b> Multiple strategies may be used depending on individual student’s needs. This is not meant to be an exhaustive list.
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>-Ask for help if you are not safe</li> <li>-Refrain from accepting alcohol and drugs and report alcohol and drugs to appropriate staff or administrator</li> </ul>	<p><b><u>Alcohol Possession and/or Use-</u></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><u>Drugs (Use, possession and/or distribution-</u></b> Student is found to possess, use, cultivate, manufacture, distribute, or purchase any illegal drug, narcotic, controlled substance, or substance to be an illegal drug, narcotic, or controlled substance.</p> <p><b><u>Group and/or Gang Fights-</u></b> Students participate in a two or more on one fight with another student or group of students participate in fight</p> <p><b><u>Participation in Gang-Related Activity-</u></b> Students participate in activities related to gangs/cults on school campus or school sponsored activities</p> <p><b><u>Any other undefined infraction that the administrator deems to be similar in severity to other Level 5 infractions.</u></b></p>	<p><b><u>For Level 5 infractions the following must be implemented (First Offense):</u></b></p> <ul style="list-style-type: none"> <li>-<b>MANDATORY</b> investigation of infraction.</li> <li>-<b>MANDATORY</b> parent contact to inform parent of accusation and status of investigation. Parent will be given the option to attend the student conference after investigation is complete.</li> <li>-<b>MANDATORY</b> student conference.</li> </ul> <p><b>If the principal determines that discipline action is warranted:</b></p> <p><b>MANDATORY</b> school level conference with student, parent, principal or designee and staff member(s) involved.</p>
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>-Be cooperative in the event of an emergency</li> <li>-Follow school safety plan</li> <li>-Never bring weapons to school</li> </ul>	<p><b><u>Explosives/Incendiary Device-</u></b> Student is in possession of substances/objects that are readily capable of causing bodily harm or injury (firecrackers, gasoline, lighter fluid, homemade explosives, etc.)</p> <p><b><u>Possessing a Knife-</u></b> Student possesses any form of knife and/or blade device.</p> <p><b><u>Possessing a Weapon Prohibited by Federal Law-</u></b> any firearm (real or</p>	<p><b>MANDATORY</b> referral to law enforcement.</p> <p><b><u>Implement other appropriate corrective strategies:</u></b></p>

		<p>otherwise), ammunition, explosive device, knife, or other object that can place a person in a 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 other personal storage space.</p> <p><b><u>Vandalism</u></b> – any act that could result in a felony.</p>	<ul style="list-style-type: none"> <li>* Re-teach the behavior expectations</li> <li>* Loss of privilege</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>* Social Skills group – If appropriate/available</li> <li>*Linkage with a counseling agency</li> </ul>
<p><b>Be Respectful</b></p>	<ul style="list-style-type: none"> <li>-Attempt to solve problems in a non-confrontational manner</li> <li>-Be cooperative in the event of an emergency</li> </ul>	<p><b><u>Serious Bodily Injury</u></b>- Student inflicts serious bodily harm on another person that requires law enforcement and/or medical intervention(s).</p> <p><b><u>Battery of a Staff or Faculty Member</u></b>- A sever and unprovoked act of physical aggression against a faculty/staff member with a reasonable intent to harm. Example: Punching a teacher.</p> <p><b><u>Assault of a Staff or Faculty Member</u></b>- Attempt to commit on a school teacher a battery or the intentional placing of a school teacher on reasonable apprehension of receiving battery or making statements threatening physical harm to a school teacher which may include using <b>Profane or Obscene Language to an Adult with intent to directly threaten or intimidate the adult.</b></p> <p><b><u>Public Indecency, Lewdness, or Exposure</u></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. that results in the creation of a hostile educational environment that impedes the ability of others to participate in or benefit from the educational program.</p> <p><b><u>Sexual Acts on Campus</u></b>- Student engages or attempts to engage in behavior of a sexual nature on campus or school-sponsored or related events including district transportation.</p> <p><b><u>Continuous Sexual Harassment</u></b>-Student continues, even after previous attempts to stop the behavior, to engage in unwanted or unwelcomed verbal, written, or physical conduct of sexual nature that results in the creation of a hostile educational environment that impedes the ability of another student or students to participate in or benefit from the educational program.</p>	<p>Suspension and/or recommendation for expulsion at the discretion of the principal taking into consideration the results of the school-level investigation and any other unique circumstances – <b>some Level 5 infractions require school administrators to request expulsion hearing based on APSB Policies:</b></p> <ul style="list-style-type: none"> <li>Drugs (Use possession and/or distribution), Group and/or Gang fights, Explosives/Incendiary Device, Possessing a Weapon Prohibited by Federal Law.</li> </ul> <p><b>Assault &amp; Battery Offenses require:</b></p> <ul style="list-style-type: none"> <li>-Immediately remove the student from the school premises without complying with suspension procedures.</li> <li>-Immediately suspend student from school. Note: After the student is removed and suspended, the usual notifications and procedures shall follow “as soon as practicable.”</li> </ul>

**Note: All schools have a detailed SWPBS (School-wide Positive Behavior Support Plan) a copy is available at the schoolsite and central office.**

**Louisiana Law provides** that suspensions also include bus suspensions and/or alternatives to suspension. All disciplinary regulations apply to school grounds, school functions, and/or as otherwise noted.

Other offenses established by written regulations of the School Board or adopted by the principal of a particular school and approved by the Superintendent of Schools shall be punished in accordance with the punishment set forth in such regulations.

*LA R.S. 17:416 states that it is now mandatory that a student's parent, tutor, or legal guardian be notified of a counseling session prior to suspension or expulsion of the student, if such offense does not require an immediate suspension. If the parent, tutor, or legal guardian fails to attend the required conference, the child shall be removed or suspended. A letter shall be sent to the parent, tutor, or legal guardian stating the reason for suspension, expulsion or require a parent, teacher, and principal conference prior to the child reentering the school. The **Truancy** laws shall become effective within **five** days of receipt of the certified letter.*

LA REVISED STATUE 17:416

1. Incurrible student, 19 years old, with less than 15 credits
2. Incurrible, 18 years old, with less than 10 credits
3. Incurrible, 17 years old with less than 5 credits

## STUDENT SEARCHES

All school bags, automobiles, personal effects, desks, or lockers utilized by any student is subject to be searched at any time by a teacher, principal, administrator, or school resource officer employed by the Parish School Board having a reasonable belief that it may contain items prohibited by law. (See Assumption Parish School Board Policy JCAB).

### DRIVING IS A PRIVILEGE

Act 732 of the 2003 Legislative Session provides for the suspension of driving privileges of a student who is expelled or suspended from school for ten or more consecutive school days for committing certain infractions: the sale or possession of drugs, alcohol, or any other illegal substance, the possession of a firearm, or an infraction involving assault or battery on a member of the school faculty or staff. In accordance with R.S.17:416.1 (1), a principal at a public or private school must notify the Department of Public Safety and corrections, Office of Motor Vehicles, or any student between the ages of fourteen and eighteen who has been subjected to disciplinary action as provided in Paragraph (2) of this Subsection. The Office of Motor Vehicles will process the request for suspensive action in accordance with R.S.32:431. The student may appeal this process and they may also request a hardship license.

## STUDENT ALCOHOL, DRUG USE, AND DRUG TESTING

The Board directs that each student shall be specifically prohibited from being under the influence of, bringing on, consuming, or having in his/her possession on a school bus, on school premises, or at a school function away from the school, any alcoholic beverages, intoxicating liquors, narcotic drugs, marijuana or controlled substances as defined by state statutes, unless dispensed by a licensed physician as allowed by law. The Superintendent shall be responsible for maintaining appropriate procedures for detection of alcohol or any controlled substances. Any student found in violation of the above shall be suspended and/or expelled as may be determined by the principal and/or Superintendent.

Any violation of criminal laws, state or federal, committed on school property shall be prosecuted as provided by law. School officials, teachers and/or other Board employees shall report all violators to the principal, who in turn, shall notify the proper law enforcement agency and shall cooperate with the prosecuting attorney's office in the prosecution of the charges. The principal shall immediately notify the parents or guardian, by telephone, of any student found in violation of this policy. If the parents or guardian cannot be reached by phone, the principal shall then notify them of action by sending a letter within 24 hours. Care shall be given to afford due process to all students.

## TRUANCY PROCEDURES

Issues regarding truancy will be coordinated with the Juvenile Judge, the District Attorney and the Sheriff's Office. This does not preclude sending a School Resource Officer (SRO) when a child is truant even for one day.

1. The school will contact the parent in writing when a student has 3 unexcused tardies or absences. A copy of the letter will be given to the child and a signed copy retained at the school. The student will be counseled on the importance of school attendance.
2. A school-initiated letter will be sent home from the Juvenile Judge after 5 unexcused absences/tardies.
3. When a student is habitually tardy or absent (5) five times, the schools will refer him/her to the Director of Student Services, who will make a referral to the District Attorney's Office for Truancy.

Juvenile Judge, **Jessie M. LeBlanc** will implement a Pre-Trial Intervention Program to handle Truancy. The Judge's contact person will be **Mrs. Mia Clement at (985) 369-8001 or mrouse@23rdjdc.org**. More information will be available in the future.

## STUDENT GROOM AND DRESS POLICY

### *UNIFORM POLICY FOR 2018-2019 SCHOOL YEAR*

- ALL STUDENTS, K-12, WILL WEAR THE DESIGNATED SCHOOL UNIFORM CLOTHING AS OUTLINED IN THE UNIFORM POLICY.
- ALL ITEMS OF CLOTHING MUST BE WORN AS INTENDED BY DESIGN AND EXPECTATION.
- FURTHER RULES AND REGULATIONS CONCERNING GROOMING, MODESTY OR DRESS MAY BE SPECIFIED FOR SPECIAL EVENTS, ACTIVITIES OR FIELD TRIPS.
- THE PRINCIPAL WILL MAKE THE FINAL DECISION AS TO WHETHER A STUDENT'S DRESS OR APPEARANCE IS ACCEPTABLE.
- SCHOOL BAGS DO NOT HAVE TO BE MADE OF MESH OR CLEAR.
- **ALL SCHOOLS UNIFORM BOTTOMS ARE KHAKI AND THE SHIRTS ARE WHITE OR NAVY BLUE.**

#### A. GROOMING

1. Hair must be neatly trimmed and groomed at all times. Vision must not be obstructed.
2. Pencils and other ornaments are not to be worn in the hair. Metal picks are prohibited.
3. Mustaches must be neatly trimmed.
4. Goatees or beards will not be allowed in the middle schools.
5. Sideburns should be trimmed and groomed.
6. For high school, facial hair should be neatly trimmed and groomed.
7. Only a reasonable amount of make-up may be used for the face.

#### B. DRESS

1. Patches, symbols, writings, etc., which are inappropriate or border on vulgarity will not be allowed. Words that advertise alcohol, tobacco products, drugs, or other controlled substances, are prohibited.
2. **NO HEADWEAR (caps, etc.) AT SCHOOL. No caps and/or hats on campus (stocking caps are allowed in cold weather).**
3. Dark glasses will not be allowed on the school grounds unless prescribed by a doctor.

#### C. SHIRTS/BLOUSES

1. Shirts/blouses will be navy or white for KN through 12<sup>th</sup> grade. A colored school approved polo style shirt for each site will be added to the original white and navy. These shirts will be sold by the school only.
2. A plain-collared knit, **oxford** or broadcloth shirt/blouse or polo/golf type shirt/blouse or polo/golf shirt is required. Only the top button can be unbuttoned.
3. Shirts in middle and high school should be **polo or oxford style** (2-3 buttons max) is required. Only the top button can be unbuttoned.
4. A pocket on sleeves or decorative lace on shirts/blouses is not allowed.
5. Shirts/blouses should not be too tight or low-cut.
6. Any shirt worn under the school uniform shall be a **solid-colored** undershirt or turtleneck. All shirts must be tucked in at all times.
7. ID Cards are considered as part of the student uniform and shall be visible at all times. They should be worn with the provided clip or school-approved safety lanyard on the collar of the uniform shirt IN MIDDLE AND HIGH SCHOOL. They are the property of the Assumption Parish School Board and shall not be defaced in any manner.

#### D. JACKETS

1. Jackets, sweaters, vests, sweatshirts must be worn on top of the uniform shirt with the collar visible.
2. School approved means the principal has given approval.
3. NO HOODS SHOULD BE WORN IN ANY BUILDING.

#### E. PANTS/SKIRTS/SHORTS/SKORTS/CAPRIES

1. The uniform shall consist of khaki pants, skirts, capris, or shorts/skort (cotton or cotton blend). Pants, capris and shorts must be the traditional uniform style-no jeans or jean type pants, no baggy or over-sized clothes, no pockets on lower legs, and no sagging pants are allowed. Cargo, as well as tapered or bell-bottom, cut or slit cuffs are not allowed.
2. Jumpers are allowed.
3. Shorts, skirts, jumpers, capris, and skorts must have a finished hem shall be 7" inseam or 4" above the knee.
4. All pants, shorts, skirts, capris and skorts must be worn near the waistline with the shirt tucked in.
5. If pants, etc. have belt loops, a belt must be worn. Belt buckles should not be ornate.

#### F. SOCKS/SHOES

1. Regular tennis shoes are preferred.
2. Solid Matching socks shall be visible (not above the knee). Leggings should also be solid in color and pattern.
3. Shoes shall be entirely closed with hard soles.
4. Shoes must be tied or strapped as intended by design and expectation.
5. Slippers, sandals, flip-flops, beach shoes, cleats, mules, slides, lighted shoes, mesh, etc. are not acceptable.

#### G. JEWELRY

1. Stud earrings (one pair) may be worn by all students (no dangling or loops).
2. Ornate or cumbersome jewelry is not permitted.
3. Jewelry requiring body piercing, such as nose rings, cheek rings, tongue rings, etc., is not permitted.
4. Chains and necklaces are not allowed due to safety issues.

#### I. SPIRIT/ACTIVITY DRESS-UP DAYS

1. The designation of activity/spirit days is left up to the principal. Students must, however, adhere to all other aspects of the uniform policy.
2. Students belonging to school-sponsored clubs or organizations may be given permission by the principal to wear approved organizational attire for specific activity days. Students not participating shall wear the school uniform.

**\*\*Extenuating circumstances concerning cost or students with special needs will be addressed on a case-by-case basis. Parents should express these needs in writing to the school principal.**

#### **VIDEO MONITORING OF SCHOOL BOARD PROPERTY (October 17, 2007)**

The Assumption Parish School Board has installed video and audio cameras on School Board property, buildings, or facilities and/or vehicles in an effort to insure the health, safety, and welfare of all staff, students, and visitors to the school, and to safeguard Board facilities and equipment.

Recordings are confidential, and may only be viewed by the Superintendent and/or his/her designee. In the event a video recording reveals activity the Superintendent believes violates Board policies or state or federal law, the

Superintendent may turn over such video recordings to applicable law enforcement authorities. If an individual(s) on such video recordings are students of the district, they shall be subject to appropriate disciplinary action.

#### **HONOR CLASSIFICATIONS**

The Honor Classifications for each nine (9) week grading period are recognized at the Second grade level and above while First Grade will be recognized in the 3<sup>rd</sup> and 4<sup>th</sup> Nine Weeks, consisting of the following three lists:

Superintendent's List: 4.0 Grade Point Average (Perfect Average)

Principal's List: 3.6 – 3.99 Grade Point Average (No grade lower than a B in any subject)

Honor's List: 3.0 – 3.59 Grade Point Average (No grade lower than a B in any subject)

To qualify for the Honor Classifications the following must be considered:

No grades lower than a B in any subject.

High School: Students must address at least three (3) subjects

Middle Schools: Students must address three (3) of the following subjects to be considered: Reading, Math, Language Arts, Social Studies or Science.

Primary Schools: Students must be in the Second grade or above (First Grade – 3<sup>rd</sup> and 4<sup>th</sup> 9 weeks) and address the following subjects to be considered: (English Language Arts and Math)

(S, N, U in handwriting will not be used as criteria in determining Honor classification.)

## ACADEMIC AWARDS (Revised June 2008)

All schools shall honor or recognize students that meet the requirements for Honor Classifications (Superintendent's List, Principal's List, and Honor's List)

All schools shall follow parish-wide guidelines for Superintendent's List, Principal's List, and Honor's List)

All schools shall issue a certificate to each student with academic success (B or better average) each nine weeks.

### Annual Program

The end of the year academic awards shall be determined by an average of the grades from each of the four nine weeks. Students eligible have earned grades no lower than a C.

All students shall be recognized during each school's annual Awards Day Program that meet the requirements for Honor's Classification (Superintendent's List, Principal's List, and Honor's List).

### Perfect Attendance

Students(s) with perfect attendance for the current school year and/or previous years at said level shall be recognized.

### Special Awards

Each school as warranted may give special awards.

## MCKINNEY-VENTO HOMELESS ACT

Under the McKinney-Vento Act of 2001 and amended by ESSA in 2016, the Assumption Parish School System protects and assures the rights of homeless children and youths who lack a fixed, regular and adequate nighttime residence that includes:

- Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
  - Living in hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
  - Living in emergency or transitional shelters; or are abandoned in hospitals.
  - Having primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
  - Children and youths living in cars, parks, or public places, abandoned buildings, substandard housing, bus or train stations, or similar settings.
  - Migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965, as amended), who qualify as homeless because they are living in circumstances described in this definition.
- \*\*\*\*\*Enroll and enrollment include attending classes and participating fully in school activities
- \*\*\*\*\*Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian.

If you are or know someone experiencing any of these homeless/transitional situations, please contact Mrs. Kennitra Johnson, LMSW, Assumption Parish School Board, McKinney-Vento Specialist at (985) 369-7251 Ext. 5113 or [kjohnson@assumptionschools.com](mailto:kjohnson@assumptionschools.com).

## FAMILY AND COMMUNITY ENGAGEMENT IN EDUCATION See Assumption Parish School Board Policy IFD, 3/19/2003

Revised 04/20/2017

The Assumption Parish School Board recognizes that family and community engagement must be a priority of the Board for children to learn and achieve academic success. Parents and families provide the primary educational environment for children; consequently, parents are vital and necessary partners with the Board throughout their children's elementary and secondary school careers. The term *parent/family* shall refer to any caregiver who assumes responsibility for nurturing and caring for children, and includes parents, grandparents, aunts, uncles, foster parents, stepparents, and others. The concept of *family and community engagement* shall include programs, services, and/or activities on the school site, as well as contributions of parents outside the normal school setting.

It shall be the policy of the School Board and each public school in Assumption Parish, in collaboration with families, teachers, students, administrators, and other educational resources, to establish, develop, and maintain strategies and programs that are intended to enhance the engagement of families and other caregivers that reflect the needs of students, parents, and families served by the Board, in accordance with applicable state and federal laws and regulations. As part of the family and community engagement program, it shall be the responsibility of every school to create a welcoming environment, conducive to learning and supportive for comprehensive family and community engagement programs that have been developed jointly with parents/families.



## **DISTRICT LEVEL RESPONSIBILITIES**

At the district level, the School Board shall;

1. Involve parents in the joint development and amendment of the school district's plan, which includes components of the district's family and community engagement program, to be submitted to the Louisiana Department of Education. Such involvement shall involve, but not be limited to, the following:
  - a. appointing to, and interacting with, each School's Improvement Team, which is actively involved with assessing needs and addressing these needs in the school;
  - b. conducting open public workshops on major issues;
  - c. holding regular School Board meetings, with opportunities for the Board to receive public input and comments;
  - d. requiring each school to conduct an annual open house meeting;
  - e. encouraging school based parental organizations, such as PTA, PTO, TEAM, etc.
2. Provide coordination of various programs which involve parents, technical assistance, and other support necessary to assist every public school in Assumption Parish in planning and implementing effective family and community engagement programs and strategies.
3. Coordinate and integrate Family and Community Engagement programs with other programs that promote parental involvement.
4. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of components and strategies of the Board's family and community engagement program and assess the components and strategies; usefulness. The evaluation shall attempt to identify ways of improving the academic quality of the schools served by the Board including identifying barriers to greater participation by parents in educational and family and community engagement activities; particular attention shall be directed to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The School Board and each school shall use findings of such evaluation to design strategies for more effective family and community engagement, and to revise, if necessary the family and community engagement policies and procedures.
5. Distribute to families information about the Assumption Parish School District's Family and Community Engagement program, as well as provide proper notification to families about specific services or special programs, as required by state or federal law. Notification shall also include, at the start of school each year, the right of parents to request and receive timely information on the professional qualifications of their children's classroom teachers.
6. Submit with ESSA Consolidated Application plan to the Louisiana Department of Education comments of parents of participating children who are not satisfied with the components of the parental involvement program.
7. Inform and notify families and organizations of the existence of a parental information and resource center established by the state to provide training, information, and support to parents and individuals who work with parents, School Boards, and schools.

## **SCHOOL LEVEL RESPONSIBILITIES**

As part of the Family and Community Engagement program, the School Board shall encourage each public school and require those school receiving federal Title 1 funds under the jurisdiction of the Assumption Parish School Board to:

1. Convene an annual meeting, at a convenient time, to which all families of participating children shall be invited and encouraged to attend, to inform families of their school's educational programs and to explain components of the family and community engagement program, and the right of the families to be involved.
2. Offer a flexible number of meetings, services and/or activities, on or off school campuses, at various times of the day to maximize family participation, and my provide transportation, child care, appropriate refreshments, and/or home visits, as such services relate to parental involvement.
3. Involve families in an organized, ongoing, and timely way, in the planning review, and improvement of family and community engagement programs, including the planning, development, review, and improvement of the school parental involvement policy and the joint development of the school-wide Family And Community Engagement program plan.
4. Provide families, especially those of participating children in NCLB programs;
  - a. timely information about educational and family and community engagement programs;
  - b. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency level students are expected to meet;
  - c. if requested by families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
5. If the school-wide Family and Community Engagement program plan is not satisfactory to the family of participating children, submit any parent comments on the plan when the school makes the plan available to school district level personnel.

## **SHARED RESPONSIBILITIES**

As part of the Family And Community Engagement program, to build a capacity of involvement, the School Board and each public school under the jurisdiction of the Assumption Parish School Board:

1. Shall provide assistance to families of children served by the school or Board as appropriate, in understanding such topics as the state's academic content standards, state and local academic assessments, the components of the Board's Family and community engagement program, and how to monitor a child's progress and work with educators to improve the achievement of their children.
2. Shall provide materials and training to help families to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster family and community engagement.
3. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of families, in the value and utility of contributions and parents, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate parent programs and build ties between parents and the school.
4. Shall, to the extent feasible and appropriate, coordinate and integrate family and community engagement programs and activities with other outreach educational programs, such as Head Start, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
5. Shall ensure that information related to school and family and community engagement programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the families can understand.
6. May involve families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
7. May provide necessary literacy training from federal and state funds received if the Board has exhausted all other reasonably available sources of funding for such training.
8. May pay reasonable and necessary expenses associated with family and community engagement activities, including transportation, appropriate refreshments, and/or child care costs, to enable parent to participate in school-related meetings and training sessions.
9. May train families to enhance the involvement of other families.
10. May arrange school meetings, at a variety of times and places, or conduct in-home conferences between teachers or other educators who work directly with children with families who are unable to attend such conferences at school, in order to maximize family and community engagement and participation.
11. May adopt and implement model approaches to improving family and community engagement.
12. Shall recognize family activities and/or contributions outside the normal school setting that enhance student academic achievement, such as tutoring, improving attendance, and contributing and preparing school/classroom support materials and services
13. May establish a district-wide parent advisory council to provide advice on all matters related to family and community engagement in programs.
14. May develop appropriate roles for community-based organizations and businesses in family and community engagement activities.
15. Shall provide such other reasonable support for family and community engagement activities as families may request.
16. Shall provide, to the extent practicable, full opportunities for the participation of families with limited English proficiency, families with disabilities, and families of migratory children, including providing necessary information and school reports required in a format, and to the extent practicable, in a language such parents understand.

## **FAMILIES' RESPONSIBILITIES**

The School Board realizes that a child's education begins at birth. Parents and family members, as their child's primary teachers, play a vital role in the intellectual, social, and emotional growth of their children. A child's development and success is dependent on the direct support a child receives at home. In an effort to promote responsible and successful parenting skills, the Board expects parents to:

1. Make sure children attend school regularly and arrive at school on time.
2. Supervise completion of all homework assignments.
3. Assure proper hygiene and daily cleanliness of their children.
4. Make sure children are dressed properly, in accordance with the uniform or dress code.
5. Make sure that children get adequate amounts of sleep nightly.
6. Visit and discuss their child's academic progress regularly with teachers.
7. Discuss academic progress and school events regularly with their child.
8. Instill proper respect for parents, teachers, and other adults.
9. Volunteer in child's classroom, school, or related activities to the extent feasible and appropriate.
10. When feasible, attend school-sponsored programs in which their child may participate.
11. When feasible, join and be active in parent/teacher organizations.

### **Statement of Compliance**

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

### **SCHOOL-PARENT COMPACT**

Each school shall jointly develop with families a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Such compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the state's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; contributing services outside the normal school setting; and participating, as appropriate, in decisions relating to the education of their children, and positive use of extracurricular time.
2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
  - a) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
  - b) frequent reports to parents on their children's progress;
  - c) reasonable access to staff, opportunities to volunteer and participate in their child's class, and scheduled observation of classroom activities; and
  - d) parental activities and/or contributions away from the school site that enhance academic achievement.

### **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 engagement 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 qualifications through a new Teach Louisiana link- <http://www.teachlouisiana.net> on the Louisiana State Department of Education website. Click "verify Louisiana Certificate and type the teacher's name.

Parents will be notified if their child is placed in a program for English Language Learners (ELL) students, or if they will be taught for four or more consecutive weeks by a teacher who has not yet met requirements for a standard certificate as defined by ESSA.

If the Assumption Parish Title I Program is not providing services in accordance with state and federal regulations, a parent may file a complaint in accordance with *The Louisiana Handbook for School Administrators*, Bulletin 741, and Section 349, which is available online at the following website address: <http://www.doa.louisiana.gov/osr/lac/28v115/28v115.doc>. 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 be in writing and 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 a requirement of a 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.

### **OTHER PROGRAMS**

In conjunction with the district services rendered under the Board's parental involvement program, the School Board shall maintain contact and communication with social service and health agencies, faith-based institutions, and community groups to support key family and community services and issues. In particular, the Assumption Parish School Board has a strong relationship with and support from community and/or governmental organizations such as **FAMILIES IN NEED FOR SERVICES (FINS)**, **TASC (TRUANCY ASSESSMENT SERVICE CENTER)** and Parent/Teacher Organization (PTO). One of the primary goals of these groups is to support, supplement, and assist in improving involvement of parents of children in the Assumption Parish public schools.

This Assumption Parish District-wide Parental Involvement Policy has been agreed on with representative parents of children participating in Title I, Part A programs on May 11, 2011.

### **CLASSROOM VISITATION POLICY AND GUIDELINES**

The Assumption Parish School Board encourages parental participation in the educational endeavors of their children when the quality of instruction for the child is not compromised. We feel it is the parent's responsibility to participate in classroom, school, or related activities to the extent feasible and appropriate for the health, safety and welfare of his/her child. To insure that this occurs, visitors are requested to adhere to the following guidelines.

When entering the campus, report immediately to the office to sign in. The time, specific class or location, teacher, and reason should be noted.

- Secure a visitor's pass from the office and return it before leaving campus.
- Visitors should sign out after completing school visits.
- Visitations must be approved by an administrator before visiting a class. Exceptions: field day, programs, athletic events, etc.
- Visitors should not confront any child while on campus.
- Respect for confidentiality of the staff and students is essential.
- Issues of concern during school visits should immediately be reported to the school administration or Director of Student Services and Child Welfare.
- When visiting classrooms, visitors should not disrupt the instructional process. This is not the time for a discussion with the teacher or any child, even your own. Teacher conferences/visitations are by appointment only and must be scheduled through the office.
- Appropriate dress, based on the teacher dress code, and suitable for a school environment, is required to enter areas where students are located such as classrooms, cafeteria, etc.
- Reading time in K-4 is uninterrupted time.
- Other policies may be implemented at individual locations based on their needs.

*Failure to comply with these guidelines will result in the administration reporting the incident to the Director of Student Services. This could result in the visitor no longer being allowed to visit the campus.*

## **PARENTAL RIGHTS/STUDENT RIGHTS OF PRIVACY (see IFDA, February 7, 2018)**

The Assumption Parish School Board recognizes the rights of parental access to certain information regarding their children and the importance of notifying parents of children enrolled in the district's schools of these rights. At least annually at the beginning of each school year, parents of each child enrolled in the public schools of Assumption Parish shall be notified of:

- Their right to view any instructional material used in the curriculum for the student of time after the request is received.
- Their right to view any 3rd party surveys (including evaluations) before they are administered to their child, and to opt out of participation for surveys that delve into sensitive subjects identified by the *Protection of Children's Rights of the Family Educational Rights and Privacy Act* (FERPA).
- The collection or use of any personal information for the purpose of marketing the information or for selling that information, including arrangements to protect student privacy that are provided by the School Board in the event of collection, disclosure, or use and their right to opt their child out of participation.
- The administration of any non-emergency, invasive physical examination or screening that is: required as a condition of attendance; administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students; and their right to opt out of participation.
- Their rights under FERPA, including giving notice to the parent of the categories of information which the School Board has designated as *directory information* with respect to students, and allowing a reasonable period of time after such notice for the parent to inform the School Board that any or all of the information so designated should not be released without the parent's prior consent.

In addition, the School Board shall encourage each public school and require those schools receiving federal Title I funds under the jurisdiction of the Assumption Parish School Board to notify parents:

- Annually, of their right to request from the School Board information regarding the professional qualifications of the student's classroom teachers, including the following:
  - Whether their child's teacher has met state licensing criteria for the grade level and subject taught.
  - Whether their child's teacher is teaching under emergency or provisional status whereby state licensing criteria have been waived.
  - Whether the child's teacher is teaching in the field of certification of the teacher.
  - Whether the child is provided services by a paraprofessional and, if so, their qualifications.
- The achievement level and academic growth of their child on each of the state academic assessments.
- Timely notice that a student has been assigned, or has been taught for four (4) or more consecutive weeks by a teacher who does not meet state certification requirements at the grade level and subject area in which the teacher has been assigned.

### ***FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974***

The Assumption Parish School Board complies with the Family Educational Rights and Privacy Act of 1974 (FERPA), under which parents or otherwise authorized persons may inspect, review, contest the accuracy of, and control access to student educational records. Student educational records are made available within 45 days to the student's parents, eligible students (those 18 years of age or older), and school officials who have a legitimate educational interest in seeing the records. Students' educational records may be released to others only in accordance with stated legal guidelines. Complaints regarding the school district's alleged failure to comply with the Family Educational Rights and Privacy Act may be brought to the attention of the Office of the Secretary, Department of Education, Washington D.C. 20208. **The district contact is Shawn Preston, Director of Student Services at (985) 369-7251.**

### ***PARENT NOTIFICATION: LEP STUDENTS – Section 1112(g)***

Upon registering in the Assumption Parish Public School System, all students whose parents have indicated on the Home Language Survey that a language other than English is spoken in the home will be assessed by LEP teachers. Using the Language Assessment Scale. 1. Based on assessment results, parents will be informed in a manner in which they can understand of their child's eligibility in a language instructional education program. The methods of informing parents may include a written letter in the parent's native language, a phone conversation through an interpreter, or a home visit. This information include: (a) student's assessment information; (b) status of academic achievement; (c) methods of instruction to be used in the program; (d) how the program will help the child learn English; (e) how the program will meet academic achievement; (f) standards for a grade promotion and graduation; (g) specific exit requirements from the program; (h) expected rate of graduation for LEP high school students; and (1) parents right to decline such language services.(2) At the completion of each school year, parents of LEP students will be notified in one of the methods previously noted or their child's progress in the language educational program. 3. Take-home activities will be provided to parents of LEP students as a means of assisting parents in working with their child to attain English proficiency and meet challenging state academic standards. **Seclusion and Restraint Guidelines and Procedures are posted on the Assumption Parish Schools Website**

with access for all school employees and parents.

### **DIRECTORY INFORMATION**

Information classified as directory information may be disclosed from a student's record without the written consent of the parent or eligible student. *Directory information* has been designated by the School Board to include the student's name, address, telephone number, date and place of birth, grade level, major field or study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, most recent previous school attended and photograph or video. A parent or eligible student may refuse to allow the Board to designate any or all of the types of information about the student as directory information thus prohibiting its release to the public. After proper notice, a parent or eligible student shall have thirty (30) days in which to notify the School Board in writing as to which types of information about the student shall not be designated as directory information.

### **UNIFORM PROCEDURES FOR GRIEVANCES OF DISCRIMINATION OR HARASSMENT (GAE) May 2003**

**PURPOSE:** The uniform procedures are designed to facilitate a prompt and expeditious internal review and a fair and equitable resolution of grievances alleging discrimination or harassment based on race, color, ethnicity, national origin, religion, sex, age, sexual orientation or disability. The intent of these uniform procedures is to assure that, to the greatest extent possible, grievances of discrimination or harassment are resolved in a positive spirit.

**COVERAGE:** The uniform procedures cover grievances explicitly alleging discrimination or harassment based on: race, color, and national origin in violation of Title VI of the Civil Rights Act of 1964; sex in violation of Title IX of the Education Amendments of 1972; disability in violation of Section 504 of Rehabilitation Act of 1973 and Title II of the American with Disabilities Act; age in violation of Age Discrimination Act and religion and, sexual orientation. Additionally these procedures cover criteria as established in Act 1002 of the 1995 Louisiana State Legislature and contained in LRS 17:100.4 to resolve grievances due to interpretation, contract disputes and School Board policy.

**GENERAL POLICIES:** a) Claims of discrimination or harassment may be filed by an employee, student, parent, applicant for employment, and third parties involved with/in any activity associated with the Assumption Parish School System. b) Retaliation against any person for processing a grievance or participation in any way in the grievance procedure is strictly prohibited. c) Whenever possible, conferences should be scheduled during a mutually convenient time that does not conflict with regularly scheduled school programs. d) The filing of a grievance shall not be construed as reflecting unfavorably on an employee or applicant's good standing, performance, loyalty, or desirability to the Assumption Parish Public Schools. e) Personal information regarding the complainant, the respondent, and the witnesses will be protected from disclosure to the extent permitted by the investigative process and the nature of the grievance. f) If a person chooses to have representation when presenting his grievance, said person shall provide advance notice of such in writing to the Title IX/504/ADA Grievance Coordinator or his designee at least two (2) days prior to the meeting on the grievance. g) In determining whether alleged conduct, policies, procedures and practices constitutes discrimination or harassment, the Superintendent or his or her designee will consider the surrounding circumstances, the nature of the behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether discrimination constitutes a violation of Title II, Title IV, Title IX, and Section 504 requires a determination based on all of the facts and surrounding circumstances. h) Nothing in this policy shall prevent a person from reporting a grievance directly to the Superintendent. i) The time frame for filing a grievance must be within 30 days of occurrence of the alleged violation or within 30 days of becoming knowledgeable of the alleged violation. The Title IX/504/ADA Grievance Coordinator will be responsible for: Policy Updates, inform all personnel including third parties of the policies and procedures, annual review of records to identify any patterns or issues for future training, document training sessions, serve as the coordinator that implements the policy in a fair and equitable way, report violations of policy and results of annual review to the Superintendent.

### **PROCEDURES**

**Informal Grievances:** Parents, students, employees and third parties are encouraged, where possible, to attempt to resolve any grievance regarding conduct, practice, procedure, or policy on an informal basis before initiating a formal grievance. A person who seeks informal resolution of his or her grievance should present the grievance to the Title IX/504/ADA Grievance Coordinator or his designee, who shall attempt, within his/her authority, to work with the person to resolve the grievance fairly and expeditiously as indicated on *Informal Grievance Investigation Form*. (Form 1)

**Formal Grievances:** A person who is dissatisfied with the attempts to resolve his or her grievance informally, or who wishes to bypass the informal grievance procedures entirely, may also seek formal resolution of his or her grievance. The person may contact the Title IX/504/ADA Grievance Coordinator or the school principal or central office director to file a formal grievance. (*Formal Grievance Investigation Form* - Form 2 and the *Complainant Interview Form* - Form 3)

Within ten (10) working days of receiving the notification of the filing of the grievance, the Title IX/504/ADA Grievance Coordinator or his designee shall, notify the appropriate department identified in the grievance and/or the individual against whom the grievance has been filed. The respondent shall be provided an opportunity to respond to the allegations within 10 working days. (*Respondent Interview Form* - Form 4). This notification shall include a copy of the *Formal Grievance Investigation Form* (Form 2) filed with the Title IX/504/ADA Grievance Coordinator or his designee, along with a request that the department and/or individual

respond within 10 days, in writing, to the allegation contained in the grievance.

The Title IX/504/ADA Coordinator or his designee shall make a thorough investigation of the grievance. In the course of this investigation, the Title IX/504/ADA Grievance Coordinator or his designee shall contact those individuals that have been identified as witnesses having pertinent information related to the grievance. (*Witness Interview Form* - Form 5) Individuals receiving requests for further documentation must provide written responses within ten (10) working days from receipt of the requests. Individuals who are unable to prepare the requested documentation within the specified time period should file a written request for additional time with the Title IX/504/ADA Grievance Coordinator.

The results of the Title IX/504/ADA Grievance Coordinator or his designee investigation shall be reduced to a *Report of Findings* (Form 6). Within 30 days after the formal complaint the Title IX/504/Grievance Coordinator shall provide a copy to the Complainant, the Respondent and the Superintendent. If more than thirty (30) working days is required for the investigation, the Title IX/504/Grievance Coordinator shall inform the complainant & respondent, in writing, of the need for extended time and of the reason why additional time is required to complete the investigation. Such notice shall become part of the grievance file.

If the Title IX/504/ADA Grievance Coordinator or his designee finds that there is reasonable cause for believing that a violation has occurred, or that settlement is otherwise warranted, the Title IX/504/ADA Grievance Coordinator will determine ways to resolve the matter. The Title IX/504/ADA Grievance Coordinator or his designee shall, within ten (10) working days of the report of findings, obtain Superintendent approval for its recommended corrective action and will present its recommendations to the complainant and respondent within ten (10) working days after obtaining the Superintendent's approval.

If the Title IX/504/ADA Grievance Coordinator or his designee judges that there is not sufficient cause to believe that a violation occurred, and there is no basis for settlement, the Title IX/504/ADA Grievance Coordinator will give written notification of that determination to the Complainant, Respondent and to the Superintendent within 10 days of the report of findings.

If the grievant is not satisfied with the Title IX/504/ADA Grievance Coordinator or his/her designees written notification, he/she may appeal the decision, in writing, to the Superintendent within five (5) working days of receiving the report of findings. Upon receipt of the written appeal, the Superintendent shall conduct a full hearing, maintain a written transcript, and provide a copy to the School Board. At an official meeting of the Board, the School Board shall review the transcripts and determine the action necessary to resolve the grievance.

Questions regarding these procedures should be directed to the Title IX/504/ADA Grievance Coordinator, 4901 Highway 308, Napoleonville, LA 70390.

Revised: December, 1995; Revised: February, 1996

Revised: May, 2003; Ref: La. Rev. Stat. Ann. '17:100.4; Pickering v. Board of Education, 88 S. Ct. 1731 (1968).

**Notes:**

***Assumption Parish School Board Internet Safety – IFBGA/Use of Technology Resources - EFA  
Acceptable Use Policy Agreement***

Please read this document carefully before signing.

The Assumption Parish School Board is pleased to announce the establishment of internet services to students, teachers, school board members, administrators, and district staff. The internet is a global network connecting individual subscribers from all over the world. It is often referred to as the "information superhighway". The internet can be a very exciting educational tool bringing together a collective effort of information-providers: schools, governments, nonprofit groups, commercial organizations and private individuals. Research, collaborative learning and exchange of educational ideas and information are regularly pursued on the internet. Access to electronic mail, discussion groups, databases, software and other information sources, such as libraries and museums will also be provided.

The students entering the Assumption Parish School System today will graduate and live in the 21st century. The responsibility of all school districts is to prepare students to live in a rapidly changing world. Continuing advances in technology are profoundly changing the ways we access and use information. Decisions made today will have major effects on the quality and efficiency of the education delivered to students of today and tomorrow. The Assumption Parish School Board hopes to pave an educational highway to assist in providing its students with the capability to communicate with people from throughout the world. The use of the internet for educational purposes will assist in preparing students for success in life and work in the 21st Century, thus becoming life-long learners.

In its continued efforts to comply with the Children's Internet Protection Act, the Board shall adopt and enforce a policy of internet safety that incorporates the use of computer-related technology or the use of internet service provider technology designed to block or filter internet access for minors and adults to certain visual depictions, including without limitation those that are obscene, child pornographic, or harmful to minors, including without limitation sites that are excessively violent, pervasively vulgar, or sexually harassing. Sites which contain information on the manufacturing of bombs or other incendiary devices shall also be prohibited. Only

authorized persons may disable for an adult user the blocking or filtering mechanism in order to enable internet access for bona fide research or other lawful purposes, which shall include online services for legitimate scientific or educational purposes approved by the Board, or access to online services of a newspaper with a daily circulation of at least 1,000.

In addition to filtering requirements, the Board shall maintain regulations which:

- Prohibit access by minors to inappropriate matter on the internet and World Wide Web;
- Address the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, such as "Instant Messaging";
- Prohibit unauthorized access, including what is now known as "hacking";
- Prohibit unauthorized disclosure, use, and dissemination of personal information regarding minors; and
- Institutes measures designed to restrict minors' access to materials harmful to minors.

The Assumption Parish School Board believes that there are appropriate regulations to maximize effective educational use of the internet and minimize abuse of the opportunity being provided to our schools. Ethical, efficient and legal use of any network is the key to a successful linkage with the internet. The establishment of a Wide Area Network (WAN) within the district provides a means to connect each school's Local Area Network (LAN). Only computers connected to the school LAN will be provided with internet services. Sky rider Communications provides a gateway to the internet for all schools in Assumption Parish. Sky rider Communications is a privately held Louisiana-based company located in Monroe, Louisiana. Within Louisiana, they service the state with office locations in Monroe, Baton Rouge, and Deville. Sky rider Communications is a best-of-breed broadband service provider focused on the delivery of high bandwidth infrastructure to commercial, state and local governments, higher-education and K-12 markets in the state of Louisiana, Mississippi, Texas, Alabama, Arkansas, Oklahoma, and Missouri. Their services incorporate both wired and wireless solutions that seamlessly enable the delivery of applications to any one, any place, at any time.

Accordingly, use of the internet is a privilege and not a right, thus regulations for participation by anyone on the internet shall include but not be limited to the following:

1. Users must demonstrate honesty, integrity, and respect for others at all times. Appropriate manners and language shall be required.
2. No individual student shall be permitted to have an e-mail account. Only teachers and classes as a whole may be permitted to use e-mail. E-mail is not guaranteed to be private on the internet. Therefore, only appropriate teacher or class messages shall be allowed.
3. No photographs, personal addresses, personal phone numbers, or last names will be permitted in student use of the internet.
4. Illegal activities, including copyright or contract violations shall not be permitted. The internet may not be used for financial or commercial gain.
5. Threatening, profane, or abusive messages shall be forbidden.
6. No activities shall be allowed which may damage or interrupt equipment or any networking system.
7. Any attempt to alter, harm or destroy the data of another user on the internet, or any network on the internet shall be forbidden.
8. No user is permitted to upload, or create, a computer virus on the internet or any networking system.
9. Resources offered by the internet and paid for by the Board may not be willfully wasted.
10. A user shall not attempt to access any internet resources or entities not previously authorized by the teacher.
11. Invading the privacy of another user, or using their account, shall not be tolerated
12. Posting personal messages without the author's consent shall be forbidden.
13. Sending or posting anonymous messages shall be forbidden.
14. Perusing, or otherwise accessing, obscene and pornographic material, or using profanity in messages shall be forbidden.
15. Product advertising, political lobbying, or sending messages involving illegal activities shall not be permitted. Violations shall be reported to the teacher when evidence of such is encountered on the internet.
16. Any subscriptions to list servers, bulletin boards, or on-line services shall be approved by the Superintendent or his designee prior to any such usage.
17. When a security problem is detected, it shall be reported immediately to the teacher. The problem shall not be demonstrated to other users.
18. Suspension shall automatically result for a user who accesses, sends, receives, or configures electronically any profane or obscene language or pictures.
19. Assumption Parish School Board prohibits the unauthorized use to the system to purchase products or services.



Use of the internet is a privilege, and any inappropriate use may result in appropriate disciplinary action and loss of privileges to use the internet. Loss of privileges shall apply to all students, teachers, staff, and administrators who abuse the privilege of using the internet.

No one shall be permitted to use the internet unless a completed Internet / Technology Resources Acceptable Use Consent and Waiver Agreement has been submitted to the Superintendent or designee.

One other area to mention is network etiquette and privacy. You are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

1. BE POLITE. Never send, or encourage others to send, abusive messages.
2. USE APPROPRIATE LANGUAGE. Remember that you are a representative of your school and district on a non-private system. You may be alone with your computer, but what you say and how you say it can be viewed worldwide. Never swear, use vulgarities, or any other inappropriate language. Illegal activities of any kind are strictly forbidden.
3. PRIVACY. Do not reveal your home address or personal phone number or the addresses and phone numbers of students or colleagues. Students' first names only will be used. (In the event that two students in the same class have the same first name, the last initial will be included.)
4. ELECTRONIC MAIL. Electronic mail (e-mail) is not guaranteed to be private. Personnel who operate the system do have access to all mail. Messages relating to or in support of illegal activities must be reported.
5. DISRUPTIONS. Do not use the network in any way that would disrupt use of the network of others.

Teachers and administrators will be in serviced on how to use the internet and also how to use the internet in the classroom to work on projects. They will in turn help other teachers at their respective schools to do the same. Teachers will be responsible for instructing the students on acceptable use of the network and proper network etiquette.

## Child Nutrition Program General Policies:

1. If your child or children has not received a notification letter indicating their current school year status, his or her status will remain on a temporary prior year status for only thirty (30) school days. If by the end of the temporary prior year status date you have not received a notification letter, you must send in lunch money for your child or children's lunch account until you receive a notification letter.
2. All Child Nutrition Program related inquiries should be referred to the cafeteria manager or by calling the Child Nutrition Program office directly at (985) 369-8781.
3. Anyone purchasing a meal (students or staff) should report to the cafeteria, wait in line to be served and continue to the point of service (cashier). Students are not permitted to receive and deliver staff meals. Staff are not permitted to receive and deliver student meals without proper documentation.
4. All students and staff who are purchasing a meal must present their student/employee ID card to the cashier for entry of their account number into the computer. This is the Child Nutrition Program's only way of accurately accounting for all meals served. If the ID card is lost please report to the school's main office for details regarding replacement.
5. All meals leaving the serving line must be accounted for and any item over the usual menu offered for the day shall be sold as "extra servings". The "extra servings" prices shall be posted in the cafeteria.
6. Any money that remains on meal accounts will automatically rollover to the following school year. If someone is moving out of the parish or is a High School Senior, with money remaining on their meal account, they can request a refund by calling the Child Nutrition Office at (985) 369-8781. No other refunds will be granted unless approved by Central Office.
7. All money shall be collected at the point of service (cashier). PREPAYMENT IS ENCOURAGED AND NO CHARGING IS ALLOWED.

ASSUMPTION PARISH  
PRICING FOR STUDENT MEALS  
(SUBJECT TO CHANGE)

	REDUCED (Price per meal)	FULL PAYING (Price per meal)
<b>BREAKFAST</b>		
<b>Primary School</b>	\$0.30	<b>\$0.90</b>
<b>Middle &amp; High School</b>	\$0.30	<b>\$0.90</b>
<b>LUNCH</b>		
<b>Primary School</b>	\$0.40	<b>\$1.50</b>
<b>Middle &amp; High School</b>	\$0.40	<b>\$1.60</b>

ASSUMPTION PARISH SCHOOL LUNCH PRICING  
FOR STAFF AND VISITORS  
(SUBJECT TO CHANGE)

	BREAKFAST	LUNCH
<b>DISTRICT EMPLOYEES</b>	<b>\$2.25 per meal</b>	<b>\$4.25 per meal</b>
<b>AT COST</b>	<b>\$2.50 per meal</b>	<b>\$4.50 per meal</b>

Meals shall be paid for prior to or at the time of serving of students, school staff, approved visitors, etc.

1. Pricing information for meals will be published at the beginning of the school year.
2. All who receive a meal shall pay for it prior to or at the time of service; except students who are on free status. PREPAYMENT IS ENCOURAGED AND NO CHARGING IS ALLOWED.
3. A student shall be informed by the cafeteria staff and when their account is low. At this time, parent/guardian shall replenish the student's meal account with money.
4. The Collections Letter shall be printed by the cafeteria staff and issued to the student. The letter shall be issued to the student on the same day it is printed. The student shall be responsible for delivering the letter to their parent/guardian.
5. Approved visitor meals shall also be paid for at the time of service.

Principals, teachers, other school staff and all Assumption Parish School Board employees shall pay for their meal before or at the time of service.

1. All Principals, Teachers, Para-professionals and other staff members shall observe posted meal pricing information. All meals shall be paid for prior to or at the time of service.
2. School level personnel may request information from the cafeteria staff at the end of each day or month for a balance on his or her account.

The Assumption Parish Child Nutrition Program has implemented an online payment system. The website to the online payment system is [www.myschoolbucks.com](http://www.myschoolbucks.com). The link to the online payment system can also be found on the Assumption Parish School Board's website at [www.assumptionschools.com](http://www.assumptionschools.com).

## GLOSSARY OF TERMS

- 1) Abusive Language: Swearing, cursing, or using vulgar words.
- 2) Aggravated Battery: When a person intentionally or knowingly causes great bodily harm or permanent disfigurement, or uses a deadly weapon.
- 3) Alcohol: The violation of Board policy prohibiting the possession, sale, transfer, distribution or use of alcoholic beverages, including, but not limited to, beer, wine/wine coolers, and liquor.
- 4) Arson: Setting a fire on/in school property.
- 5) Assault: An intentional threat by word or act to do violence to another person, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in the other person that such violence is imminent without subjecting him or her to physical attack.
- 6) Battery: An actual and intentional touching or striking of another person against his or her will or intentionally causing bodily harm to an individual.
- 7) Body Armor: – Bullet resistant metal or other material intended to provide protection from weapons or bodily injury.
- 8) Breaking and entering/Burglary: The unlawful entry into a building or other structure or vehicle with the intent to commit a felony or theft.
- 9) Bullying:
  - a. Bullying is defined as a pattern of one or more of the following behaviors:
    - 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;
    - physical acts, including but not limited to hitting, kicking, pushing, tripping, choking, damaging personal property, or unauthorized use of personal property and
    - repeatedly and purposely shunning or excluding from activities
  - b. Behavior defined as bullying 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.
  - c. Bullying 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.
- 10) Cheating: Willful or deliberate unauthorized use of the work of another person for academic purposes, or inappropriate use of notes or other materials in the completion of an academic assignment or test.
- 11) Copying: includes copying of papers or computer disks, plagiarizing, counterfeiting, and making/using false identification.

- 12) Classroom Disruptions: See Disorderly Conduct
- 13) Computer Misuse: Inappropriate use, including but not limited to: breaking into restricted accounts or networks, modifying files without permission, illegally copying software, or entering or distributing unauthorized files (e.g. pornographic files).
- 14) Contraband: Items which are prohibited at school.
  
- 15) Cumbersome: Heavy or large items which may cause a safety problem to the wearer or create a visual or auditory distraction.
- 16) Cyber bullying: involves the use of information and communication technologies such as, e-mail, text messages, instant messaging, personal websites or blogs, and on-line personal polling websites. Technology is used to promote, deliberate, repeated, and hurtful behavior by an individual or group with the intent to harm others.
- 17) Defiance: Not following directions of staff, failure to observe rules, and openly challenging authority.
- 18) Detention: Activities, assignments, or work held before the normal school day, during non-instructional time after the normal school day, or on weekends.
- 19) Disorderly Conduct/Classroom Disruption: Any act or behavior which substantially disrupts the orderly conduct of a school function, disrupts the orderly learning environment or poses a threat to the health, safety, and/or welfare of students and/or staff.
- 20) Drugs (excluding alcohol): Violation of the Board's prohibition of the possession, sale, transfer, distribution, or use of controlled substances excluding alcohol; drugs which require a physician's prescription or the possession of which is prohibited by law, or those classified as "designer drugs." Also prohibited is the sale of any substance represented by the student to be a controlled substance; the use of any legal substance to attain a mood-altering effect; and the possession of any equipment or device for preparing or taking drugs.
- 21) Expulsion: The removal from all school settings for a period of not less than one school semester.
- 22) Fighting (Mutual altercation): To strive to overcome a person by blows with malice or intent to harm. engaging in a fistic encounter.
- 23) Firearm/Explosive: Violation of the Board's prohibition of firearms of any kind (operable, loaded, or unloaded).
- 24) Forgery: The making of a false or misleading written communication to a school staff member with either the intent to deceive the staff member or under circumstances which would be reasonably calculated to deceive the staff member.
- 25) Gambling: Any participation in games (or activities) of chance for money and/or other things of value.
- 26) Harassment/Intimidation: Using repeated unwelcome remarks to annoy, demean, or ridicule another; forcing another to do something or preventing another from doing something, by threatening, bullying, or making her/him afraid.
- 27) Hazing: Any knowing behavior, whether by commission or omission, of any student to encourage, direct, order, or participate in any activity which subjects another student to potential physical, mental, or psychological harm for the purpose of initiation or admission into, affiliation with, continued membership in, or acceptance by existing members or any organizations or extracurricular activity at a public elementary or secondary school, whether such behavior is planned or occurs on or off school property, including any school bus and school bus stop.
- 28) Homicide (killed on campus): Murder and non-negligent manslaughter, killing of one human being by another, killing a person through negligence.
- 29) In-School Suspension: The temporary removal of a student from the student's regular school program and placement in an alternative program, under the supervision of school district personnel.
- 30) Jean Material: Denim or corduroy material.
- 31) Kidnapping: The unlawful seizure, transportation, and/or detention of a person against his/her will, or of

- a minor without the consent of his/her custodial parent(s) /guardian(s) or legal guardian.
- 32) Motor Vehicle Theft: The theft or attempted theft of a motor vehicle; including, but not limited to, cars, trucks, motorcycles, and mopeds.
  - 33) Ornate: More than one earring per ear. Large, dangling, or bright objects that are distracting or noisy.
  - 34) Out-of-School Suspension: The temporary removal of a student from all classes of instruction on public school grounds and all other school-sponsored activities, except as authorized by the principal/designee, for a period not to exceed ten (10) school days, beginning at the end of the school day.
  - 35) Oversized Uniform: More than one size larger.
  - 36) Progressive Discipline: Consequences for the same repeated offense become more serious each time.
  - 37) Restitution: Restoring or paying for damaged or stolen property.
  - 38) Robbery/Extortion (Using Force): The taking, or attempting to take, anything of value under confrontational circumstances from the control, custody, or care of another person by force, or threat of force or violence, and/or putting the victim in fear.
  - 39) School Day: That portion of the day during which school is actually in session.
  - 40) Serious Breach of Conduct: Misconduct including, but not limited to, willful disobedience, open defiance of authority of a staff member, violence against persons or property, or any other act which substantially disrupts the orderly conduct of the school.
  - 41) Sex Offenses: Sexual behavior or conduct without force or threat of force and where the victim is capable of giving consent. Includes, but is not limited to, indecent exposure, obscenity, and the possession or distribution of pornographic materials.
  - 42) Sexual Battery: (Includes attempted): Any sexual act directed against another person, forcibly and/or against the person's will or not forcibly or against the person's will, where the victim is incapable of giving consent because of his/her youth or because of temporary or permanent mental incapacity.
  - 43) Sexual Harassment: Violation of Board Policy prohibiting sexual harassment. Consists of unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written, or physical contact of a sexual nature when such conduct substantially interferes with a student's academic performance or creates an intimidating, hostile, or offensive school environment. It includes, but is not limited to, verbal harassment or abuse, pressure for sexual favors or demeaning implications, unwelcome or inappropriate touching, or suggesting or demanding sexual involvement accompanied by implied or explicit threats.
  - 44) Skipping: Unexcused absence(s) from class period(s) or unexcused absence(s) for school days.
  - 45) Smoking/Tobacco: Violation of the Board's prohibition of the use, possession, distribution, and sale of tobacco products on school property, at school functions, on school buses, or at extracurricular/co-curricular activities.
  - 46) Stealing: See theft
  - 47) Straight Legged Pants: The measurement of the cuff from seam to seam is less than or equal to the measurement from seam to seam at the knee.
  - 48) Sweatshirts: Must have a ribbed collar; therefore it is impossible to have a hooded sweatshirt. Tardy: Late for school or class.
  - 49) Theft/Larceny (Personal or school property): The unlawful taking, carrying, leading, or riding away of property from the possession of another person; including, but not limited to, pocket-picking, purse-or backpack-snatching, and theft of bicycle.
  - 50) Trespassing: To enter or remain on public school property without authorization or invitation and with  
51) No lawful purpose for entry, including students under suspension or expulsion.
  - 52) Unsafe Act/Action: Any behavior which compromises the safety of any individual, including, but not limited to hitting, kicking, or slapping others.
  - 53) Vandalism: The willful and/or malicious destruction, damage, or defacement of public or private property

without the consent of the owner or the person having custody or control of it; includes graffiti.

- 54) Weapons: (Others than firearms): Prohibition of any pointed, sharp, or blunt instrument which has no legitimate educational purpose for the student at school, and items that closely resemble weapons (look-alike) or operate similarly, such as pellet guns, BB guns, and starter pistols. Also prohibited is the use as a weapon, e.g., rocks, pens, pencils.
- 55) Weapon: - (in accordance with federal statutes) means a firearm or any device which is designed to expel a projectile or any destructive device, which in turn means any explosive, incendiary, or poison gas, bomb, grenade, rocket, missile, mine or similar device (JDE).

### Incidents used on Louisiana Department of Education School Behavior Report:

Code Value	Infraction	Definition
01	<b>Willful disobedience</b>	Deliberate choice to break a rule or disobey a directive given by a person in authority
02	<b>Treats an authority with disrespect</b>	Any act which demonstrates a disregard or interference with authority or supervising personnel (e.g., talking back; use of scornful and/or mocking voice and/or gestures that exceed basic community norms for decency toward staff
03	<b>Makes an unfounded charge against authority</b>	Accusing a member of school staff of an act that is unlawful and/or a violation of school rules or policy that is determined to not be supported by evidence.
04	<b>Uses profane and/or obscene language</b>	Vulgar verbal messages, words or gestures that include swearing, name calling, or using other words in an inappropriate manner
05	<b>Is guilty of immoral or vicious practices</b>	Any act that is dangerous, aggressive, or would likely be perceived as disturbing and/or harassing, and not conforming to approved standard of social behavior and/or local community norms.
06	<b>Is guilty of conduct or habits injurious to his/her associates</b>	Any act that causes injury, damage, or pain to another.
07	<b>Uses or possesses any controlled dangerous substances governed by the Uniform Controlled Dangerous Substances Law, in any form</b>	The possession, use, cultivation, manufacture, distribution, intent to distribute, concealment, sale, or purchase of any drug, narcotic, controlled substance, or substance represented to be a drug, narcotic, or controlled substance or any paraphernalia associated with the aforementioned.
08	<b>Uses or possesses tobacco or lighter</b>	The possession, use, purchase, intent to distribute, concealment, distribution or sale of tobacco products on school grounds, at school-sponsored events, or on school transportation vehicles
09	<b>Uses or possesses alcoholic beverages</b>	The possession, use, purchase, intent to distribute, concealment, distribution or sale of alcohol products on school grounds, at school-sponsored events, or on school transportations vehicles
10	<b>Disturbs the school or habitually violates any rule</b>	Behavior causing continued interruptions to instruction or any school activity and/or repeatedly violating any school rules in any area, includes but is not limited to sustained loud talking, yelling or screaming; noise with materials; and/or sustained out-of-seat behavior.
11	<b>Cuts, defaces, or injures any part of public school buildings/vandalism</b>	Any act that causes destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control over property

12	<b>Writes profane and/or obscene language or draws obscene pictures</b>	Writes or draws pictures, words, or images that are considered indecent, offensive, disgusting and/or disturbing according to local community norms
13	<b>Possesses weapon(s) prohibited under federal law, as defined in Section 921 of Title 18 of the U.S. Code. *Use of code 13 requires additional submission of the Weapon Type code.</b>	Any object described under “Weapon Type code” in SIS User Guide
14	<b>Possesses firearms (not prohibited by federal law), knives, or other implements, which can be used as weapons, the careless use of which might inflict harm or injury</b> (Excludes pocket knives with a blade of less than 2 ½ inches, refer to code 31 for blades 2 ½ inches or smaller)	Any object which under the circumstances which may be used to inflict bodily injury or damage to property (i.e., any instrument, look-alike weapon or object not prohibited by federal law that can place a person in reasonable fear or apprehension of serious harm that is on a student’s person or contained in the student’s belongings, locker and/or storage space).
15	<b>Throws missiles liable to injure others</b>	Throws any object toward a person that is either heavy, sharp and/or otherwise perceived to be harmful or with such velocity and force that it would cause physical harm or precipitate a fight or campus disturbance
16	<b>Instigates or participates in fights while under school supervision</b>	The instigation of, promotion of, and/or participation in any act of force and/or physical violence that can be expected to cause harm or injury to another person
17	<b>Violates traffic and safety regulations</b>	To break any law that pertains to the obstruction and flow of traffic and/or safety regulations
18	<b>Leaves school premises or classroom without permission</b>	Leaving the school campus and/or assigned classroom or location without permission and/or failure to return to school/class
19	<b>Is habitually tardy and/or absent</b>	Repeated failure to be present at the beginning of class period or at the start of the school day, or fails to show up to class and/or school without permission
20	<b>Is guilty of stealing</b>	Having possession of, or having passed on, or being responsible for removing someone else’s property without that person’s permission
21	<b>Commits any other serious offense</b>	Any serious, harmful incident resulting in the need for law enforcement intervention not covered by any other of these codes
22	<b>Murder</b>	Unlawful killing of another human being
23	<b>Assault and/or Battery</b>	a) Assault – an attempt to commit on a person a battery or intentional placing of a person in reasonable apprehension of receiving a battery or making statements threatening physical harm to a person b) Battery – the intentional use of force or violence upon the person of another; or the intentional administration of a poison or other noxious liquid or substance to another

24	<b>Rape and/or Sexual Battery</b>	The act of anal, oral, or vaginal sexual intercourse with a male or female person committed without the person's lawful consent
25	<b>Kidnapping</b>	The doing of any of the following acts with the intent thereby to force the victim or some other person, to give up anything of apparent present or prospective value, or to grant any advantage or immunity, in order to secure a release of the person under the offender's actual or apparent control
26	<b>Arson</b>	The intentional damaging by any explosive substance or the setting fire to any property of another, without the consent of the owner
27	<b>Criminal damage to property</b>	Intentional damaging of any property of another, without the consent of the owner, and except as provided in R.S. 14:5, by any means other than fire or explosion
28	<b>Burglary</b>	The unauthorized entering of any school structure, vehicle or property, movable or immovable, with the intent to commit a felony or any theft therein
29	<b>Misappropriation with violence to the person</b>	The taking of anything of value belonging to another from the person of another or that is in the immediate control of another, by use of force or intimidation, or while armed with a dangerous weapon
30	<b>Discharge or use of weapon(s) prohibited by federal law</b>	Discharge or use of weapon described under "Weapon Type code" in SIS User Guide
31	<b>Possesses pocket knife with a blade length of less than 2 ½ inches, (includes box cutters with a blade &lt; 2 ½ inches)</b>	Includes box cutters with a blade < 2 ½ inches, refer to code 14 for blades greater than 2 ½ inches
32	<b>Serious bodily injury</b>	An injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss of impairment of the function of bodily member, organ or faculty
33	<b>Use of medication in a manner other than prescribed or authorized</b>	The possession and/or distribution of any over-the-counter medicine without permission from school officials
34	<b>Possession of Body Armor</b>	Possession, including the wearing of any type of gear that protects the person from attack by another



## **TEACHER BILL OF RIGHTS**

**(LSA—R.S. 17:416.18)**

Respecting the authority of teachers is essential to creating an environment conducive to learning, effective instruction in the classroom, and proper administration of city, parish and other local public schools. To maintain and protect that authority, it is important that teachers, administrators, parents and students are fully informed of the various rights conferred upon teachers. Those rights, the Teacher Bill of Rights, are established as follows:

- a. A teacher has the right to teach free from fear of frivolous lawsuits, including the right to qualified immunity and to a legal defense, and to indemnification by the employing school board, pursuant to R.S.17:416.1(C), 416.4, 416.5 and 416.11, for actions taken in performance of duties of the teacher's employment.
- b. A teacher has the right to appropriately discipline students in accordance with R.S. 17:223 and through 416.6 and any city, parish, or other local public school board regulation.
- c. A teacher has the right to remove any persistently disruptive student from his/her classroom when the student's behavior presents the orderly instruction or other students or when the student displays impudent or defiant behavior and to place the student in the custody of the principal or his designee pursuant to R.S.17:416(A)(1)(c).
- d. A teacher has the right to have his or her professional judgment and discretion respected by school and district administrators in any disciplinary action taken by the teacher in accordance with school and district policy and with R.S.17:416(A)(1)(c).
- e. A teacher has the right to teach in a safe, secure, and orderly environment that is conducive to learning and free from recognized dangers or hazards that are causing or likely to cause serious injury in accordance with R. S. 17:416.9 and 416.6.
- f. A teacher has the right to be treated with civility and respect as provided in R.S.17:416.12.
- g. A teacher has the right to communicate with and to request the participation of parents in appropriate student disciplinary decisions pursuant to R.S.17:235.1 and 416(A).
- h. A teacher has the right to be free from excessively burdensome disciplinary paperwork.
- i. A beginning teacher has the right to receive leadership and support in accordance with R.S.17:3881, including the assignment of a qualified, experienced mentor who commits to helping him/her become a competent, confident professional in the classroom and offers support and assistance as needed to meet performance standards and professional expectations.

\*No city, parish or other local public school board shall establish policies that prevent teachers from exercising the rights provided herein. The provisions of the Teacher Bill of Rights shall not be construed to supersede any other state law, BESE Policy, or city, parish or other local public school board policy enacted or adopted relative to the discipline of students.

### **Student Records, Privacy**

Dear Parent/Guardian(s) or Eligible Student,

Notification of Rights under Family Educational Rights and Privacy Act (FERPA) for Elementary and Secondary Schools. FERPA affords parent/guardian(s) and students over 18 years of age (eligible students) certain rights with respect to the student's education records.

They are.

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Educational records are those records, documents, and other materials that contain information directly related to a student and are maintained by an educational agency or institution. You should submit to the school principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify you of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. You may ask the school to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by you the school will notify you of the decision and advise you of the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to you when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel), a person serving on the School Board, a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request the school discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
4. The right to have any or all student Directory Information withheld. To request Directory Information be withheld by you shall have thirty days in which to notify the school as to which specific types of information about the student shall not be included as directory information. Directory Information has been designated by the Assumption Parish School Board to include the student's name, address, date of birth, grade level, official activities, height and weight for sports, schools presently enrolled, honors received and student photograph. Information classified as directory information may be disclosed to media sources, school web sites, nonprofit organizations, or private companies, etc. Please note that the National Defense Authorization Act for fiscal year 2002 requires the Assumption Parish School Board System to: a) give military recruiters the same access to secondary students as provided to postsecondary institutions or to prospective employers and b) provides students' names, addresses, and telephone listings to military recruiters, when requested unless you have opted out of providing such information.
5. The Protection of Pupil Rights Amendment (PPRA) 20 U.S.C. 1232h requires the Assumption Parish School Board to notify you and obtain consent or allow you to opt out of participating in certain school activities. These activities include a student survey, analysis or evaluation that concerns one or more of the following eight areas ("protected information survey"): a) Political affiliations or beliefs of the student or student's parent: b) Mental or psychological problems of the student or student's family: c) Sex behavior or attitudes: d) illegal, antisocial, self-incriminating, or demeaning behavior: e) Critical appraisals of other individuals with whom respondents have close family relationships: f) Legally recognized privilege or analogous relationships, such as those of lawyers, physicians, or ministers; g) Religious practices, affiliations or beliefs of the student or parents; or h) Income (other than as required by law to determine program eligibility for participation in a program or for receiving financial assistance under such program), This requirement also applies to the collection disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings,
6. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Assumption Parish School System to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education 400  
Maryland Avenue, SW Washington, DC  
20202-4605

## EARLY RESOLUTION AND DUE PROCESS

The *Louisiana Educational Rights of Children with Disabilities* lists the procedural safeguards that must be assured to students with disabilities and their parents. These procedural safeguards include procedures for resolving disputes, including mediation and Due Process rights. Procedures below are summarized for parents to follow when handling informal complaints regarding the provision of FAPE to students with disabilities. For information regarding the handling of formal complaints, or more detailed information regarding **procedures** for informal complaints, please visit the Assumption Parish School District's web site at [www.assumptionschools.com](http://www.assumptionschools.com).

### INFORMAL COMPLAINTS

To address *informal* complaints, the Assumption Parish School District has implemented an Early Resolution Process (ERP) and identified a local ERP representative (ERP).

#### ERP Representatives Contact Information:

**Sharon Steib**

**4901 Highway 308**

**Napoleonville, La. 70390**

**[ssteib@assumptionschools.com](mailto:ssteib@assumptionschools.com)**

**985-369-7251 office**

**985-369-2530 fax**

#### Early Resolution Process (ERP)

Early resolution provides the Assumption Parish School District with an opportunity to resolve informal disputes that arise between parents and the Assumption Parish School District related to the identification, evaluation, educational placement, or provision of FAPE to students with disabilities.

When a complaint is received by the Assumption Parish School District, the ERPR attempts to resolve the complaint within 15 calendar days and affect a written and signed resolution agreement. The Assumption Parish School District does not require the complaint to be submitted in a written format. As soon as a complaint is received, the ERPR notifies the parent of the timelines for early resolution. If resolution is not achieved within 15 days, the ERPR informs the parent of the other dispute resolution processes available through the LDE (e.g., mediation, Due Process) and notifies the Louisiana Department of Education (LDE) of non-resolution of the complaint. The above timelines are followed because IDEA requires that resolution of parental complaints occurs within 60 calendar days of receipt of the complaint. The 15 days allotted to the Assumption Parish School District affords the LDE enough time to continue the resolution process in the event the complaint is not resolved at the district level.