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ANNUAL CALENDAR OF EVENTS FOR HUMAN CAPITAL AND ACCOUNTABILITY

AUGUST 20, 2018	BEGIN OBSERVATION OF PROFESSIONAL STAFF
AUGUST 31, 2018	SIGNED JOB DESCRIPTIONS DUE TO OFFICE OF HUMAN CAPITAL
SEPTEMBER 7, 2018	DECISIONS WILL BE MADE TO RELEASE TEACHERS IF ENROLLMENT IS DOWN
SEPTEMBER 14, 2018	PROFESSIONAL GROWTH PLANS DUE TO PRINCIPALS
OCTOBER 14, 2018	COMPLETION OF 2 SLT'S FOR EACH TEACHER (1 FOR HIGH SCHOOL)
JANUARY 14, 2019	COMPUTERIZED ETHICS TRAINING DEADLINE
JANUARY 15, 2019	BEGIN OBSERVATIONS ON PARAPROFESSIONAL AND NON COMPASS EMPLOYEES MID-YEAR REVIEW OF PROFESSIONAL GROWTH PLAN
FEBRUARY 4, 2019	BLOCK SCHEDULE/SECOND SEMESTER SLT DUE
FEBRUARY 8, 2019	OBSERVATIONS OF PARAPROFESSIONAL AND NON COMPASS EMPLOYEES DUE
MARCH 29, 2019	ALL PROFESSIONAL EMPLOYEES NOT COVERED BY COMPASS MUST COMPLETE A SELF-EVALUATION
APRIL 12, 2019	ISSUE INFORMATION FOR SCHOOL BOARD SCHOLARSHIP
APRIL 29, 2019	BEGIN EVALUATION OF PARAPROFESSIONAL STAFF
MAY 1, 2019	JOB FAIR (Tentative)

MAY 3, 2019

RECOMMENDATIONS FOR SCHOOL
BOARD SCHOLARSHIP DUE AT
SCHOOL BOARD OFFICE

MAY 30, 2019

EVALUATION OF
PARAPROFESSIONAL STAFF AND
NON-COMPASS EMPLOYEES DUE TO
OFFICE OF HUMAN CAPITAL

JUNE 4, 2019

EVALUATION OF PROFESSIONAL
STAFF DUE TO OFFICE OF HUMAN
CAPITAL

1. PROFESSIONAL GROWTH PLAN

Professional Growth Plans for directors, supervisors, principals, and assistant principals are to be submitted to the Superintendent's Office by September 14, 2018.

Professional Growth Plans for teachers and other degreed or certified school staff are to be submitted to the Principal by September 14, 2018.

At mid-year, principals are to evaluate progress. At the end of the cycle, the Professional Growth Plan is to be turned in to the Office of Human Capital/Oper. by March. All required signatures must be on the form. (See page 14)

2. JOB DESCRIPTIONS

Annual review of job descriptions must be done by professional and paraprofessional personnel. All employees must sign and date the job description form and turn it in to the Office of Human Capital/Oper. by August 30, 2018.

3. EVALUATION OF PROFESSIONAL STAFF

Evaluations of professional staff members must reflect the observations conducted during the school session. Instructional supervisors who made observations on the individual can be contacted for additional information. **CLASSROOM OBSERVATIONS MUST BE CONDUCTED PRIOR TO DOING EVALUATIONS AND EVALUATIONS MUST BE COMPLETED PRIOR TO ISSUING CONTRACTS.** Evaluations are to be forwarded to the Office of Human Capital/Oper. by June 4, 2019.

4. TRANSFERS AND VACANCIES

During the month of May, individuals who express a desire to be transferred will be given consideration. Instructions will be for them to contact the principals and set up interviews for available vacancies. The purpose for doing this is to allow interested teachers an opportunity to be considered for jobs in other schools prior to employing new teachers.

5. EVALUATION OF PARAPROFESSIONAL STAFF

Evaluations of all paraprofessional personnel are to be conducted during the month of April and forwarded to the Office of Human Capital/Oper. by May 30, 2019. Assistance plans are to be developed and evaluated on paraprofessionals as needed.

NOTE:

All forms should be scanned and emailed to the HC Department:

- **Final CIS Evaluation Report**
- **SLT Reporting form with Rating**

Please forward the following forms as well to the HC/O Department (not forms in COMPASS):

- **Professional Growth**
- **Professional Responsibilities**
- **Self-Evaluation**

TEACHER OBSERVATION

Teacher Observations are to be done in such a manner that will allow sufficient time when needed for the development of assistance that will provide teachers with the opportunity to improve.

Observation/Data Collection Process

The evaluator or evaluators of each teacher and administrator shall conduct a minimum of one formal, announced observation and at least one other informal, observation of instructional practice, per academic year. Each formal teacher observation must last at least one complete lesson. For each formal observation, evaluators shall conduct a pre-observation conference with their evaluatee during which the teacher or administrator shall provide the evaluator or evaluators with relevant information. For both formal and informal observations, evaluators shall provide evaluatees with feedback following the observation, including areas for commendation as well as areas for improvement. Additional evidence, such as data from periodic visits to the school and /or classroom as well as written materials or artifacts, may be used to inform evaluation. In order to properly administer the teacher observation and evaluation process, an administrator must devise a schedule for observing personnel.

I. Schedule of Observations

It is strongly suggested that all employees newly hired to the St. Martin Parish Public School System and those who have transferred to a new site or a new job description, be observed/evaluated during the first semester. All observations/evaluations must be done no later than the last day of school for professional employees.

When needed, assistance plans are to be developed and evaluated

II. Points to Remember

1. The teacher observation process requires that observations be completed prior to conducting evaluations are required for issuing contracts.
2. Observations and assistance plans are the required documentation for making decisions on the re-employment of personnel.
3. School administrators are urged to contact the appropriate supervisor and request support for doing observations and assistance plans with teachers who are having difficulty performing their job.

RELEASE OF TEACHERS

Non-Tenured Teachers (Act 570 of 2014)

1. Teacher must have been given assistance as evidenced by an Intensive Assistance Plan, or termination will not be allowed to proceed, unless the termination is in regard to a moral/ethical issue (Palmer vs. BESE)
2. A letter from the teacher's principal stating specifically the reason(s) why (documented evidences) the teacher should be released must be sent to the Superintendent.
3. Written reasons will be given to the teacher.
4. The teacher has seven (7) days to respond in writing.
5. Teacher's response must be included in official personnel file
6. The Superintendent will consider the teacher's response and will notify the teacher in writing of his/her decision.
7. The teacher has 60 days to appeal to court.
8. Court review is limited to arbitrary and capricious standard.

Tenured Teacher (Act 570 of 2014)

1. Teacher must have been given assistance as evidenced by an Intensive Assistance Plan, or termination will not be allowed to proceed, unless the termination is in regard to a moral/ethical issue. (Palmer vs. BESE)
Contact HR for assistance.
2. A letter from the teacher's principal stating specifically the reason(s) why (documented evidences) the teacher should be released must be sent to the Superintendent.
3. Written charges signed and delivered to the teacher.
4. The teacher will have 10 days to respond.
5. The Superintendent reviews and may issue an interim decision.
6. The teacher has 10 days to request a tenure hearing.
7. The Superintendent randomly appoints Disciplinary Hearing Officer (DHO).
8. The DHO conducts hearing using arbitrary and capricious standard.
9. The DHO notifies Superintendent and teacher of decision within 10 days.
10. Either party has 60 days to appeal to court for review of abuse of discretion standard.

INTENSIVE ASSISTANCE PROGRAMS

This process must be used by all evaluators when it becomes necessary to prepare an Intensive Assistance Plan for an evaluatee who has been determined to be in need of assistance. The intensive assistance program applies to all teachers whether they are new or experienced personnel. If it is determined through the evaluation process that an evaluatee does not satisfactorily meet the St. Martin Parish Public School Systems' standards of performance, then that evaluatee is placed in an intensive assistance program.

An intensive assistance plan is then **developed with the evaluatee**. Evaluatees must continue to be evaluated until the need for intensive assistance no longer exists, or until resolved through due process or the employee is terminated.

An intensive assistance program must conform to the guidelines listed below:

A. An intensive assistance plan shall be developed by evaluators and evaluatees when an evaluatee has received an overall rating of *Ineffective/Unsatisfactory* or has consistently demonstrated *Ineffective/Unsatisfactory* performance, as determined by the evaluator, prior to receiving such a rating.

B. An intensive assistance plan shall be developed with the evaluatee within 30 school days of an evaluation resulting in the initiation of the intensive assistance plan.

C. The evaluatee shall be formally re-evaluated within one calendar year of the initiation of the intensive assistance plan. The evaluatee may be re-evaluated as needed, as determined by the principal, supervisor or designee during the intensive assistance plan timeframe. These evaluations may be formal and/or informal in nature and must be documented on the appropriate evaluation form(s).

D. If the evaluatee is determined to be *Ineffective/Unsatisfactory* after a formal evaluation conducted immediately upon completion of the intensive assistance plan or if the intensive assistance plan is not completed in conformity with its provisions, the St. Martin Parish Public School System shall initiate termination proceedings within six months following such unsatisfactory performance.

E. The intensive assistance plan shall be developed collaboratively by the evaluator and the evaluatee and must contain the following information:

1. what the evaluatee needs to do to strengthen his/her performance including a statement of the objective(s) to be accomplished and the expected level(s) of performance according to student growth and/or qualitative measures;
2. an explanation of the assistance/support/resource to be provided or secured by the school district and/or the school administrator; The St. Martin Parish Public School System will offer professional development support to meet the objectives of this plan. With complete regard to all due process rights, plans will be made jointly by the evaluator and evaluatee to provide assistance in developing skills necessary to fulfill the job responsibilities of the evaluatee. Specific assistance programs could possibly include but are not limited to:

- Inter-school and intra-school classroom visitation and/or observations;
 - Demonstration instruction by other professionals;
 - Preview by supervisor of detailed lesson plans;
 - Observation by supervisor;
 - Utilization of community resources;
 - Special in-service meetings and training programs;
 - Voluntary peer assistance or selection of a mentor;
 - Academic assistance, i.e., consultation, course work, and applicable research;
 - Inter-or intra-school teaching/classroom observations;
 - Use of the Strategies for Effective Teaching
 - Professional reading, writing, and viewing of professional videos;
 - Programs of on-the-job training;
 - Others as agreed upon
3. the date that the assistance program shall begin;
 4. the date when the assistance program shall be completed;
 5. the evaluator's and evaluatee's signatures and date lines (Signatures and dates shall be affixed at the time the assistance is prescribed and again after follow-up comments are completed.);
 6. the timeline for achieving the objective and procedures for monitoring the evaluatee's progress (not to exceed one calendar year);
 7. an explanation of the provisions for multiple opportunities for the evaluatee to obtain support and feedback on performance (The intensive assistance plans shall be designed in such a manner as to provide the evaluatee with more than one resource to improve.); and
 8. the action that will be taken if improvement is not demonstrated.

F. Completed intensive assistance plans and appropriate supporting documents, such as observations, correspondence, and any other information pertinent to the intensive assistance process, shall be filed in the evaluatee's single official file at the central office. The evaluatee shall receive a copy of the signed intensive assistance plan and any supporting documents.

**ST. MARTIN PARISH SCHOOL BOARD
INTENSIVE ASSISTANCE PLAN**

EVALUATEE _____ SCHOOL PROGRAM _____

EVALUATOR _____ DATE _____

Directions: An Intensive Assistance plan shall be developed by evaluators and evaluatees when an evaluatee has received an overall rating of *Ineffective* or has consistently demonstrated *Ineffective* performance, as determined by the evaluator, prior to receiving such a rating. An Intensive Assistance plan shall be developed with the evaluatee within 30 school days of an evaluation resulting in the initiation of the Intensive Assistance plan. The Intensive Assistance plan is developed collaboratively by the evaluator and the evaluatee. The evaluatee shall be given multiple resources and opportunities to obtain support and feedback on performance. Failure to demonstrate successful improvement could result in termination.

Assistance Level: _____ **Monitoring Dates** _____,
(Enter Plan 1, Plan 2, etc.)

Timeline for achieving Objectives: Beginning Date _____ **Completion Date** _____

Area of performance that activity is designed to strengthen: (Check all that apply)

- **Domain 1:** Planning and Preparation – 1C-Setting Instructional Outcomes _____
- **Domain 2:** The Classroom Environment – 2C-Managing Classroom Procedures _____
- **Domain 3:** Instruction – 3B-Questioning and Discussion Techniques _____
- **Domain 3:** Instruction – 3C-Engaging Students in Learning _____
- **Domain 3:** Instruction – 3D-Using Assessment in Instruction _____
- **Professionalism Competency** _____ (*Punctuality, lesson plans, duty, extra curricula, etc.*)

Objective(s) to be accomplished: (Must include expected level(s) of performance: *Effective: Emerging; Effective: Proficient, Highly Effective*; what needs to be done to strengthen performance, timelines for completion of objectives, and procedures for monitoring progress.)

A. Areas to be improved/performance objectives _____

B. Areas to be improved (performance objectives) _____

Activities: Assistance/Support provided by School System (*include more than 1*)

A. Recommend Activities _____

B. Recommended Activities _____

Initial Conference Signatures:

Evaluatee _____ Date _____ Evaluator _____ Date _____

-----INTENSIVE ASSISTANCE PLAN EVALUATION-----

Follow-up conference:

Description of performance:

(Based on observations and/or data collected: **Ineffective, Effective: Emerging, Effective: Proficient, or Highly Effective.**)

Evaluator's Recommendations: (Must include action that will be taken if Non-Improvement is observed)

Continue Intensive Assistance at the next level _____

Remove from Intensive Assistance _____

Recommend termination of employment _____

Evaluatee _____ Date _____ Evaluator _____ Date _____

(My signature does not mean that I agree or disagree with statements included herein)

Evaluatee's Comments:

Original – Human Resources

Copy – Evaluatee

Copy – Evaluator

(Attach to evaluation with at least two (2) observations.)

Notify – Human Resources when employee does not show improvement after two (2) Intensive Assistance plans. (May

2012)

**ST. MARTIN PARISH SCHOOL BOARD
INTENSIVE ASSISTANCE PLAN**

Non-Compass Employees

EVALUATEE _____ SCHOOL PROGRAM _____

EVALUATOR _____ DATE _____ Assistance Plan Number _____

Time Line: Beginning Date _____ Monitoring Date(s) _____

TYPE OF ASSISTANCE (check option(s) which apply)

- Option 1. Informal Counseling Sessions _____
- Option 2. Inter-and Intra-School/Department Visitation _____
- Option 3. Staff Development Workshops _____
- Option 4. Job-related Professional Study _____
- Option 5. Prescribed Research in a Need Area _____
- Option 6. Formal Academic Programs _____
- Option 7. Other _____

A. Areas to be improved/performance objectives _____

Recommended Activities: _____

B. Areas to be improved (performance objectives) _____

Recommended Activities: _____

Expected Completion Date: _____

_____ Evaluatee	_____ Date	_____ Evaluator	_____ Date
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-----EVALUATION: INTENSIVE ASSISTANCE PLAN-----

EVAULUATEE _____ SCHOOL/PROGRAM _____

EVALUATOR _____ DATE _____

TYPE OF ASSISTANCE RECOMMEND: (check option(s) which apply)

- Option 1. Informal Counseling Sessions _____
- Option 2. Inter- and Intra-School/Department Visitation _____
- Option 3. Staff Development Workshops _____
- Option 4. Job-related Professional Study _____
- Option 5. Prescribed Research in a Need Area _____
- Option 6. Formal Academic Programs _____
- Option 7. Other _____

A. Evaluation of Performance Objective (Narrative) _____

B. Evaluation of Performance Objective (Narrative) _____

OVERALL EVALUATION OF PERFORMANCE RECOMMENDED (check one)

- _____ Satisfactory
- _____ Needs Improvement
- _____ Unsatisfactory

_____ Evaluatee	_____ Date	_____ Evaluator	_____ Date
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Copies: White: Principal Pink: Evaluatee

**PROFESSIONAL GROWTH PLAN
(Non Instructional)**

Evaluatee _____ Position _____

Evaluator _____ Position _____

AREA OF GROWTH _____

Beginning _____ Projected Completion _____
Date _____ Date _____ Years: () One () Two

OBJECTIVE ONE: _____

PLAN OF ACTION: _____

CRITERIA FOR EVALUATION: _____

OBJECTIVE TWO: _____

PLAN OF ACTION: _____

CRITERIA FOR EVALUATION: _____

INITIATION:

Evaluator's Signature _____ Position _____ Date _____

Evaluatee's Signature _____ Position _____ Date _____

**REVIEW: MID YEAR IF ONE YEAR PLAN
END OF 1ST YEAR IF 2 YEAR PLAN**

Evaluator's Signature _____ Position _____ Date _____

Evaluatee's Signature _____ Position _____ Date _____

COMPLETION:
These objectives have been: () met or surpassed () on-going () not attained
Evaluator's Comments _____ Evaluatee's Comments _____

Evaluator _____ Date _____ Evaluatee _____ Date _____

SELF-EVALUATION FORM
SUPPORT SERVICES, NON-INSTRUCTIONAL CERTIFIED
AND OTHER PROFESSIONAL SCHOOL PERSONNEL

SCHOOL _____ YEAR _____

EVALUATEE _____ POSITION _____

EVALUATOR _____ POSITION _____

(Refer to job description, observation and evaluation criteria to determine strength/s and area/s for growth in job performance.)

I. Strength/s

II. Area/s for Growth

III. Summary of Job Performance

IV. Professional Growth Plan: (Describe progress toward or completion of objectives)

Evaluatee's Signature

Date

Evaluator's Signature

Date

**SCHOLARSHIP PROGRAM SPONSORED BY MEMBERS OF THE
ST. MARTIN PARISH SCHOOL BOARD**

I. PURPOSE AND FUNDING:

1. The purpose of this scholarship program shall be to encourage students of high academic standing and achievement to enter the education profession.
2. The scholarship program will be financed from monthly contributions on a **VOLUNTARY BASIS** made by each Board member in the amount of \$25 monthly. (This contribution is tax-deductible and participation will be confidential).
3. Three scholarships will be awarded annually, one to an outstanding student at each of the three parish high schools. The value of the scholarship will be \$600 per academic year. Total value of the scholarship is \$2400 payable at the rate of \$300 at the beginning of the Fall Semester and \$300 at the beginning of the Spring Semester.

NOTE:

Number of scholarships shall not exceed twelve (12) per year.

4. The recipient must be enrolled and remain in the College of Education with a major in Education and have the intent of pursuing a teaching career in the Public School System. It is the hope of the St. Martin Parish School Board that the scholarship recipient will ultimately teach in the St. Martin Parish School System.
5. The scholarship will remain in effect for four years provided the student recipient maintains a minimum grade point average of 2.5 during each semester and an overall 3.0 point average in his/her teaching field. A report from the College of Education on the academic process of the recipient will be made to the Board each semester.
6. As funds are accumulated, they will be deposited in a St. Martin Parish financial institution. The scholarship checks will then be issued to the recipients from this fund as soon as their enrollment has been documented by monies donated to this fund in excess of the annual scholarship payments for that year will remain in the fund and continue to draw interest. Any portion of this Scholarship Fund not used from the fund during the given year shall be re-invested with the principal. It is anticipated that eventually the amount of the principal in the fund will become sufficient to finance the scholarship program from the interest.

II. SELECTION PROCESS:

1. In order to be eligible to receive the scholarship, a student must be a graduate of a public high school in St. Martin Parish and be enrolled in an accredited University majoring in Education.
2. The committee charged with the responsibility of selecting the recipient will be chaired by the Superintendent or his designee and:
 - a. Four (4) members from the Central Office Staff (e.g., Directors, Supervisors, etc.)
 - b. An elementary school principal
 - c. The chairman of the School Board's Education committee or his designee
3. The committee will initially meet in the Fall to review the scholarship process for the current school year. Scholarship information and applications will be distributed by the Guidance Counselors of each High School and will be available at the St. Martin Parish Central Office. All completed applications will be returned to the scholarship committee.
4. The recipient of the scholarship will be announced before graduation. The scholarship will officially be awarded when enrollment in the University is documented.
5. Qualifications:
 - a. Academic Achievement...a minimum cumulative average of 3.0
 - b. Positive plan to pursue a curriculum in Education and become a public school teacher
 - c. Significant contributions to the school
 - d. Participation in extra-curricular activities
 - e. Service to the community
 - f. Respect and consideration for faculty and fellow students
6. The School Board will expect a full report from the Superintendent of all the facts and pertinent information in the committee's selection process.

**EDUCATION MAJOR SCHOLARSHIP FORM
ST. MARTIN PARISH SCHOOL BOARD**

NAME: _____
(Last) (First)
(Middle)

HOME ADDRESS: _____
(Street or Box #) (City) (State & Zip)

HOME TELEPHONE: _____ HIGH SCHOOL _____

FATHER'S NAME: _____

MOTHER'S NAME: _____

GENERAL INFORMATION:

ACT SCORES:
English _____ Math _____ Natural Science _____
Social Science _____ Composite _____

HIGH SCHOOL ACTIVITIES:

HONORS AND AWARDS:

COMMUNITY ACTIVITIES:

HOBBIES AND SPECIAL TALENTS:

EMPLOYMENT EXPERIENCES:

ADDITIONAL REMARKS:

NOTE: PLEASE ATTACH AN UP-TO-DATE TRANSCRIPT AND TWO LETTERS OF RECOMMENDATION TO THIS APPLICATION FORM.

Signature

Date

DRESS CODE

I. PHILOSOPHY

Each employee of the St. Martin Parish School Board is expected to give proper attention to his/her personal appearance as required by work responsibilities. The St. Martin Parish School Board is one of the largest employers in St. Martin Parish, and the image projected by its employees is an important influence on the degree of public support it receives. An appropriately dressed employee not only serves as a suitable role model for our students, but also has a positive impact on the general learning environment. Extremes in any clothing should be avoided. (i.e. too tight, too short, clothing that causes a distraction or disrupts the learning environment.)

II. GUIDE LINES

1. Male and female employees may wear earrings. However, large gauge earrings, or disk earrings that stretch the ear are unacceptable. The only allowable piercing jewelry shall be earrings worn on the ear.
2. Neatly groomed beards are permissible. Male employees are encouraged to keep hair of moderate length, neat and trim. Hair for both male and female employees should be neatly styled as becomes a professional.
3. Dresses, skirts, and split-skirts must be no more than 2" above the kneecap when standing.
4. Shorts will be considered inappropriate for all employees, with the exception of physical education instructors while performing within their instructional areas. Shorts may be no shorter than 2" above the knee while standing.
5. Pants, capris and any other pant-like clothing must be mid-calf to ankle length.
6. Any tight fitting or clinging attire is inappropriate for school or office wear. Additionally, necklines should be modest. **(i.e. cleavage should be covered)** Sleeveless attire must measure from neckline to shoulder 3 1/2 to 4 inches, or otherwise be worn with a jacket or cardigan.
7. Recreational clothing, sweat suits, sweat pants, overalls, t-shirts and jogging suits may not be worn. Exception: T-shirts may be worn on designated spirit days.
8. Jeans may be worn only on designated spirit days, and must be worn with a school spirit shirt. (Exception: District office employees may wear jeans and a shirt as approved by their supervisor on designated days.) Spirit days will be

determined by the building administrator, but cannot be allowed more than one day per week. Jeans may be worn on field trips with approval of the building administrator. **Jeans should never be worn on parent-teacher conference days.**

9. Dress jeans of other colors may not be worn except on designated spirit days.
10. Teachers of agriscience, career and technical education classes at the CCRC, nurses, bus drivers and custodians will be required to dress appropriately according to their job descriptions/responsibilities, as approved by the program/building administrators.
11. Scrubs may be worn by custodians, cafeteria technicians and SPED paraprofessionals.
12. Any current fad presented in a professional format may be considered and/or approved by the building administrator, as long as the fad does not directly contradict a specific policy in this employee dress code. (i.e. Colored jeans may be in style but may not be approved as policy expressly forbids them.)
13. Leggings, opaque tights and other such clothing may only be worn with a shirt, blouse or dress that reaches at least mid-thigh.
14. Appropriate, professional footwear shall be required. No rubber, foam, or plastic flip-flops may be worn. Any deviation from the footwear policy requires a physician's excuse with a specific description of footwear.
15. Tattoos which are distracting, or not appropriate for students must be covered. Building administrators will make this determination.
16. Unnatural* hair color and/or distracting hair styles shall not be allowed.
*Unnatural is defined as not naturally occurring on human beings. (i.e. purple, green, pink, etc.)